



PLANNED COURSE OF STUDY

Course Title	English Language Arts – 5 th Grade
Grade Level	5
Content Area / Dept.	ELA
Length of Course	One Year
Author(s)	Julie Benn, Abbey Peake, Colin Quinn

Course Description:

Fifth grade students accurately read and understand literature and informational text. They can read aloud with fluency and expression. They use evidence from a text to support their thinking. Fifth graders use correct grammar, capitalization, punctuation, and spelling when writing in the three different modes of opinion, informative, and narrative. They can organize their writing based on the format they are composing. They can conduct research on a specific topic and plan writing and presentations based on their research.

Course Rationale:

Fifth Grade English Language Arts (ELA) is the active involvement of students demonstrating that they can communicate effectively through speaking, listening, reading and writing. These skills will enable the students to develop competence in evaluating written, visual, and oral communication from a variety of sources.

The purpose of Fifth Grade English Language Arts is to provide an opportunity for the students to experience a variety of literature and to use effective speaking, listening, reading, and writing skills as tools to communicate in daily living.



Philosophy of English Language Arts in Elementary

The School District of Springfield Township has adopted a Comprehensive Balanced Literacy Framework for teaching literacy in the elementary grades. Guiding students toward proficient and lifelong reading is the goal of the district. The components of a Comprehensive Balanced Literacy Framework outlined below, comprise the core instructional program.

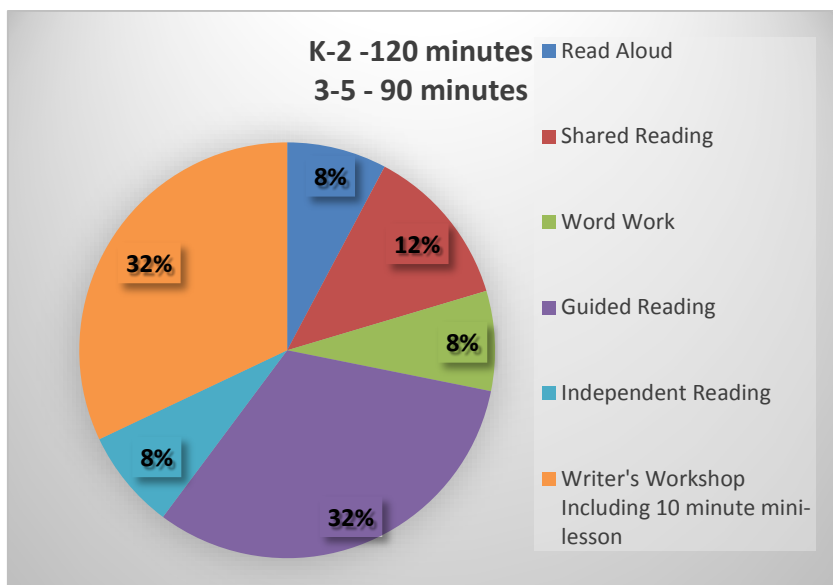
What is Balanced Literacy?

The Balanced Literacy Framework is based on the Gradual Release of Responsibility model based on Vygotsky’s research. The framework is taught from the ideology of “I do, We do, You do.” This pedagogical approach encourages every student to become independent readers and writers.

The district has adopted *The Journeys Program* by HMHC and the Fountas and Pinnell *Continuum of Literacy Learning as the vehicle* to teach the strategies and skills in the Comprehensive Balanced Literacy Framework. These programs provide the instructional resources designed to meet the many instructional achievement levels of our students. Not all the components of the Journeys program are used, but rather, the teachers make instructional decisions based on the continued monitoring of their students’ instructional needs. A brief description of The Balanced Literacy Framework components and the Journeys resources that correspond to each piece is provided below. The chart below indicates the approximate amount of time on average that would be devoted to the balanced literacy components. Keep in mind that the amount of time on a given day may change based on a variety of factors.

The Components of the Balanced Literacy Framework include:

- Read Aloud (8%)
- Shared Reading (12%)
- Word Work (8%)
- Guided Reading (32%)
- Independent Reading and Writing (8%)
- Writer’s Workshop (32%)





Read Aloud (I Do)

The interactive read aloud engages the students in actively discussing a text during the reading to deepen comprehension through discourse and active thinking. As the program unfolds, students learn to appreciate literature and develop a love for reading. The Read Aloud provides the students the opportunity to listen to age appropriate text in a variety of genres. It serves as an important vehicle for text-talk, extension of students' ability to think critically while practicing their metacognitive reading comprehension practices.

Shared Reading/Performance Reading (We Do)

Shared reading goes beyond the interactive read-aloud. Students reread the text with teacher support over the course of a few days. The students go beyond active listening and discussion by participating in the reading in some way. It can be called performance reading as well. The goal of shared reading is increased fluency leading to higher levels of comprehension.

Guided Reading/Literature Circle or Book Clubs (We Do)

Guided Reading is the core of the reading program. It is the ability for students to work with the strategies and concepts introduced during the whole class instruction. The goal is to help the children through the process of becoming independent readers. When planning, it is important to schedule this time to maintain the integrity of a balanced literacy approach. The other students are working in book clubs, literature centers or a must do activity.

Word Work (We Do)

Word Study is an approach to spelling instruction that moves away from memorization. In this approach, teachers use a variety of hands-on activities to explore layers of information. Students study patterns and meanings of words and how they relate to our systems of reading and writing.

It includes the following:

- Phonemic Awareness
- Phonics
- Structural Analysis
- **Word Study** lessons are used to support decoding, encoding and vocabulary development.
- **Vocabulary** lessons must include text and content vocabulary, as well as, academic vocabulary.

Independent Reading and Writing (You Do)

Students write independently. This allows time for students to work through the process of writing while the teacher conferences with other students to individualize their growth in the newly gained skills.



Guided/Interactive Writing (We Do)

The elementary program uses the Writer's Workshop Model of teaching writing. In this model, the focus is on writers rather than the process. The instruction from the teachers is to use the writing process to get pieces ready for publication. Students should also have practice on all aspects of writing including "quick writes," writing responses in all content areas, process writing and writing on demand. All steps of the writing process need not be completed for each writing piece. Required published pieces are listed below and are based on the Journeys' themes. These formats include opinion/argument, informational, and narrative modes. The teacher may also supplement poetry, technology/web-based pieces, advertisement, etc.



Curriculum Map

Month		Lessons	Topics
September	4 weeks	1-2	Experiments, Performance and Visual Arts
October	4 weeks	3-6	Politics, Physical Fitness, Language and Expression, Wild Animals
November	3 weeks	7-9	Responsibility, Conservation, Courage
December	3 weeks	10-12	Animal Behaviors, Early American Government, Independence
January	4 weeks	13-16	Life on the Battlefield, African American History, Patriotism, Visual Arts
February	4 weeks	17-19	Creative Inventions, Creative Writing, Community Involvement
March	4 weeks	20-23	Human-Animal Interaction, Extreme Environments, Traditions, The West
April	4 weeks	24-25	Pioneers, Exploration
May	4 weeks	26-29	Adaptations and Instincts, World Travel, Archaeology, Encounters with Nature
June	2 weeks	30	Curiosity



Lesson Topic	1-Experiments
Essential Question	How can an experiment clarify an idea?
Anchor Text	<i>"A Package for Mrs. Jewls" from Wayside School is Falling Down</i> (Humorous Fiction)
Paired Selection	<i>Questioning Gravity</i> (Readers' Theater)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1	RI.5.1	RF.5.3a	W.5.1a	SL.5.1a	L.5.2e
RL.5.2	RI.5.3	RF.5.4a	W.5.1b	SL.5.1b	L.5.4a
RL.5.3	RI.5.4	RF.5.4b	W.5.3a	SL.5.1c	L.5.4c
RL.5.4	RI.5.7	RF.5.4c	W.5.3b	SL.5.4	L.5.5b
RL.5.5	RI.5.9		W.5.3d		L.5.6
RL.5.6	RI.5.10		W.5.3e		
RL.5.7			W.5.4		
RL.5.10			W.5.5		
			W.5.10		
CC.1.3.5.A	CC.1.2.5.B	CC.1.1.5.D	CC.1.4.5.H	CC.1.5.5.A	CC.1.3.5.I
CC.1.3.5.B	CC.1.2.5.C	CC.1.1.5.E	CC.1.4.5.I	CC.1.5.5.D	CC.1.3.5.J
CC.1.3.5.C	CC.1.2.5.F		CC.1.4.5.N		CC.1.4.5.F
CC.1.3.5.D	CC.1.2.5.G		CC.1.4.5.O		CC.1.4.5.L
CC.1.3.5.E	CC.1.2.5.I		CC.1.4.5.P		CC.1.4.5.R
CC.1.3.5.F	CC.1.2.5.L		CC.1.4.5.T		
CC.1.3.5.G			CC.1.4.5.X		
CC.1.3.5.K					

Focus Literacy Skills

Foundation	Decoding	VCV Syllable Pattern
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Story Structure
	Target Strategy:	Summarize
	Supporting Skills:	Irony Point of View
Language	Vocabulary Strategies	Using Context
	Domain-Specific Vocabulary	<i>acceleration, inertia, momentum, physical property</i>
	Academic Vocabulary	<i>disturbing, interrupted, squashing, specialty, struggled, staggered, wobbled, collapsed, numb, shifted</i>
	Grammar	Complete Sentences
Writing	Writing Mode	Narrative Writing
	Writing Form	Short Story
	Focus Trait	Ideas
	Write about reading	Performance Task



School District of Springfield Township

Montgomery County, PA

	Research/Media Literacy Skills	Conduct Research to Solve a Problem
Speaking and Listening	Read aloud	<i>Ode to Lunch</i> Speaking/Listening: Explaining the outcome of the story
	Skill	NA
Spelling	Principle	Short Vowels
	Words	Basic: <i>breath, wobble, blister, crush, direct, promise, grasp, numb, hymn, shovel, gravity, frantic, swift, feather, comic, bundle, solid, weather, energy, stingy</i> Review: <i>bunch, district, track, pleasant, odd</i> Challenge: <i>instruct, distress, summit, massive, physical</i>



Lesson Topic	2- Performance and Visual Arts
Essential Question	How can art and performance help people understand a text?
Anchor Text	<i>A Royal Mystery</i> (Play)
Paired Selection	<i>The Princess and the Pea</i> (Fairytale)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.7 RL.5.9 RL.5.10	RI.5.10	RF.5.3a RF.5.4a RF.5.4b RF.5.4c	W.5.3a W.5.3b W.5.3d W.5.4 W.5.5 W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.2 SL.5.3 SL.5.4 SL.5.5 SL.5.6	L.5.2e L.5.3b L.5.4a L.5.4b L.5.4c L.5.5a L.5.6
CC.1.3.5.A CC.1.3.5.C CC.1.3.5.B CC.1.3.5.F CC.1.3.5.E CC.1.3.5.G CC.1.3.5.H CC.1.3.5.K	CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.N CC.1.4.5.O CC.1.4.5.T CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B CC.1.5.5.C CC.1.5.5.D CC.1.5.5.E CC.1.5.5.F	CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.4.5.K CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Vowel Sounds in VCV Syllable Patterns
	Fluency	Accuracy
Comprehension Skills and Strategies	Target Skill:	Theme
	Target Strategy:	Question
	Supporting Skills	Elements of Drama Characterization
Language	Vocabulary Strategies	Prefixes <i>non-</i> , <i>un-</i> , <i>dis-</i> , <i>mis-</i>
	Domain-Specific Vocabulary	<i>alternative medium, dimension, mood, performance, technique</i>
	Academic Vocabulary	<i>discomfort, primitive, interior, honored, secretive, immersed, bungled, contagious, brandishing, imprinted</i>
	Grammar	Kinds of Sentences
Writing	Writing Mode	Narrative Writing
	Writing Form	Descriptive Narrative



School District of Springfield Township

Montgomery County, PA

	Focus Trait	Voice
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>The Iron Princess</i> Speaking/Listening: Summarizing the conclusion, explaining in their own words what they think will happen
	Skill	Present a Multimedia Story Adaptation
Spelling	Principle	Long <i>a</i> and Long <i>e</i>
	Words	Basic: <i>awake, feast, stray, greet, praise, disease, repeat, display, braces, thief, ashamed, sleeve, waist, beneath, sheepish, release, remain, sway, training, niece</i> Review: <i>stale, afraid, freedom, eager, explain</i> Challenge: <i>terrain, succeed, betray, motivate, upheaval</i>



Lesson Topic	3- Politics
Essential Question	Why is determination a good quality for a politician to have?
Anchor Text	<i>Off and Running</i> (Realistic Fiction)
Paired Selection	<i>Vote for Me!</i> (Persuasive Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.10	RI.5.1 RI.5.3 RI.5.7 RI.5.10	RF.5.3a RF.5.4a RF.5.4b RF.5.4c	W.5.1a W.5.1b W.5.3a W.5.3b W.5.3d W.5.4 W.5.5 W.5.9a W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.2 SL.5.3 SL.5.4	L.5.2e L.5.3a L.5.3b L.5.4a L.5.4c L.5.5b L.5.6
CC.1.3.5.A CC.1.3.5.C CC.1.3.5.B CC.1.3.5.F CC.1.3.5.K	CC.1.2.5.B CC.1.2.5.C CC.1.2.5.G CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.H CC.1.4.5.I CC.1.4.5.N CC.1.4.5.O CC.1.4.5.T CC.1.4.5.S CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B CC.1.5.5.C CC.1.5.5.D	CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.4.5.K CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	VCCV Pattern
	Fluency	Intonation
Comprehension Skills and Strategies	Target Skill:	Compare and Contrast
	Target Strategy:	Infer/Predict
	Supporting Skills	Idioms Formal and Informal Language
Language	Vocabulary Strategies	Using Context
	Domain-Specific Vocabulary	<i>ballot, campaign, debate, election, slogan</i>
	Academic Vocabulary	<i>debate, inflated, shaken, decorated, gradually, hesitated, scanned, stalled, beckoned, prodded</i>
	Grammar	Compound Sentences
Writing	Writing Mode	Narrative Writing
	Writing Form	Dialogue
	Focus Trait	Word Choice
	Write about reading	Performance Task
Speaking and	Read aloud	<i>Should We Let Politics Become Personal?</i>



School District of Springfield Township

Montgomery County, PA

Listening		Speaking/Listening: Expressing an opinion and explaining why
	Skill	Participate in a Debate
Spelling	Principle	Long <i>i</i> and Long <i>o</i>
	Words	Basic: <i>sign, groan, reply, thrown, strike, mighty, stroll, compose, dough, height, excite, apply, slight, define, odor, spider, control, silent, brighten, approach</i> Review: <i>sigh, twice, shown, tonight, remote</i> Challenge: <i>require, reproach, defy, plight, opponent</i>



Lesson Topic	4- Physical Fitness
Essential Question	How can being active in sports improve someone's attitude?
Anchor Text	<i>Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood</i> (Narrative Nonfiction)
Paired Selection	<i>Score!</i> (Poetry)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.2 RL.5.3 RL.5.5 RL.5.6 RL.5.9 RL.5.10	RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.7 RI.5.9 RI.5.10	RF.5.3a RF.5.4a RF.5.4b	W.5.2e W.5.3a W.5.3d W.5.5 W.5.7 W.5.8 W.5.9b W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.2	L.5.2a L.5.2c L.5.2e L.5.4a L.5.4b L.5.4c L.5.5a L.5.5b L.5.6
CC.1.3.5.A CC.1.3.5.C CC.1.3.5.B CC.1.3.5.E CC.1.3.5.D CC.1.3.5.H CC.1.3.5.K	CC.1.2.5.B CC.1.2.5.A CC.1.2.5.C CC.1.2.5.F CC.1.2.5.E CC.1.2.5.G CC.1.2.5.I CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.D CC.1.4.5.N CC.1.4.5.O CC.1.4.5.T CC.1.4.5.V CC.1.4.5.W CC.1.4.5.S CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B	CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Digraphs in Multi-syllable Words
	Fluency	Phrasing: Pauses
Comprehension Skills and Strategies	Target Skill:	Sequence of Events
	Target Strategy:	Monitor/Clarify
	Supporting Skills	Rhythm Narrative Pacing
Language	Vocabulary Strategies	Suffixes <i>-ion, -tion</i>
	Domain-Specific Vocabulary	<i>athletics, cardiovascular, physical exam, sportsmanship</i>
	Academic Vocabulary	<i>unison, uniform, mastered, competition, identical, element, routine, intimidated, recite, qualifying</i>
	Grammar	Common and Proper Nouns
Writing	Writing Mode	Narrative Writing
	Writing Form	Fictional Narrative: Prewrite



School District of Springfield Township

Montgomery County, PA

	Focus Trait	Ideas
	Write about reading	Performance Task
	Research/Media Literacy Skills	Answer a Research Question
Speaking and Listening	Read aloud	<i>Learning the Ropes</i> Speaking/Listening: Summarizing in one sentence
	Skill	NA
Spelling	Principle	Vowel Sounds: / <u>oo</u> /, / <u>yoo</u> /
	Words	Basic: <i>glue, flute, youth, accuse, bruise, stew, choose, loose, lose, view, confuse, cruise, jewel, execute, route, cartoon, avenue, include, assume, souvenir</i> Review: <i>fruit, group, refuse, argue, foolish</i> Challenge: <i>conclude, pursuit, intrude, subdue, presume</i>



Lesson Topic	5- Language and Expression
Essential Question	How can overcoming a challenge change someone's life?
Anchor Text	<i>Elisa's Diary</i> (Realistic Fiction)
Paired Selection	<i>Words Free as Confetti</i> (Poetry)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1	RI.5.3	RF.5.3a	W.5.3a	SL.5.1a	L.5.1a
RL.5.2	RI.5.4	RF.5.4	W.5.3b	SL.5.1b	L.5.2e
RL.5.3	RI.5.9	RF.5.4a	W.5.3c	SL.5.1c	L.5.4a
RL.5.4	RI.5.10	RF.5.4b	W.5.3d	SL.5.1d	L.5.4b
RL.5.5		RF.5.4c	W.5.3e	SL.5.2	L.5.4c
RL.5.6			W.5.4	SL.5.4	L.5.5a
RL.5.7			W.5.10		L.5.6
RL.5.10					
CC.1.3.5.A	CC.1.2.5.C	CC.1.1.5.D	CC.1.4.5.N	CC.1.5.5.A	CC.1.5.5.G
CC.1.3.5.C	CC.1.2.5.F	CC.1.1.5.E	CC.1.4.5.O	CC.1.5.5.B	CC.1.4.5.F
CC.1.3.5.B	CC.1.2.5.I		CC.1.4.5.P	CC.1.5.5.D	CC.1.4.5.L
CC.1.3.5.F	CC.1.2.5.L		CC.1.4.5.X		CC.1.4.5.R
CC.1.3.5.E					CC.1.3.5.I
CC.1.3.5.D					$a^2 + b^2 =$
CC.1.3.5.G					c^2 CC.1.3.5.J
CC.1.3.5.K					

Focus Literacy Skills

Foundation	Decoding	Stressed and Unstressed Syllables
	Fluency	Stress
Comprehension Skills and Strategies	Target Skill:	Theme
	Target Strategy:	Visualize
	Supporting Skills	Dialogue Sequence of Events
Language	Vocabulary Strategies	Suffixes <i>-ly, -ful</i>
	Domain-Specific Vocabulary	<i>cultural identity, language barrier, perspective, non-verbal communication, translation</i>
	Academic Vocabulary	<i>officially, preliminary, opponents, brutal, embarrassed, typically, gorgeous, supposedly, sweeping, obvious</i>
	Grammar	Singular and Plural Nouns
Writing	Writing Mode	Narrative Writing
	Writing Form	Fictional Narrative: Revise
	Focus Trait	Voice



School District of Springfield Township

Montgomery County, PA

	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Fair or Foul?</i> Speaking/Listening: Summarizing
	Skill	Participate in a Group Discussion
Spelling	Principle	Vowel Sounds: /ou/, /ô/, /oi/
	Words	Basic: <i>ounce, sprawl, launch, loyal, avoid, basketball, moist, haunt, scowl, naughty, destroy, saucer, pounce, poison, August, auction, royal, coward, awkward, encounter</i> Review: <i>cause, faucet, tower, false, amount</i> Challenge: <i>poise, loiter, exhaust, assault, alternate</i>



Lesson Topic	6- Wild Animals
Essential Question	Why is it important to research and protect endangered animals?
Anchor Text	<i>Quest for the Tree Kangaroo</i> (Informational Text)
Paired Selection	<i>Why Koala Has No Tail</i> (Myth)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1	RI.5.1	RF.5.3a	W.5.2a	SL.5.1a	L.5.1c
RL.5.2	RI.5.2	RF.5.4a	W.5.2b	SL.5.1b	L.5.2b
RL.5.3	RI.5.3	RF.5.4b	W.5.2c	SL.5.1c	L.5.2e
RL.5.4	RI.5.4		W.5.2d	SL.5.2	L.5.4a
RL.5.5	RI.5.7		W.5.4	SL.5.4	L.5.4c
RL.5.7	RI.5.8		W.5.5	SL.5.6	L.5.5c
RL.5.10	RI.5.9		W.5.10		L.5.6
	RI.5.10				
CC.1.3.5.A	CC.1.2.5.B	CC.1.1.5.D	CC.1.4.5.B	CC.1.5.5.A	CC.1.4.5.C
CC.1.3.5.C	CC.1.2.5.A	CC.1.1.5.E	CC.1.4.5.C	CC.1.5.5.B	CC.1.4.5.F
CC.1.3.5.B	CC.1.2.5.C		CC.1.4.5.D	CC.1.5.5.D	CC.1.4.5.L
CC.1.3.5.F	CC.1.2.5.F		CC.1.4.5.E	CC.1.5.5.F	CC.1.4.5.R
CC.1.3.5.E	CC.1.2.5.G		CC.1.4.5.T		CC.1.3.5.I
CC.1.3.5.G	CC.1.2.5.H		CC.1.4.5.X		CC.1.3.5.J
CC.1.3.5.K	CC.1.2.5.I				
	CC.1.2.5.L				

Focus Literacy Skills

Foundation	Decoding	Common Beginning Syllables
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Cause-and-Effect
	Target Strategy:	Question
	Supporting Skills	Quotes and Descriptions Domain-Specific Vocabulary
Language	Vocabulary Strategies	Synonyms and Antonyms
	Domain-Specific Vocabulary	<i>adaptive, endangered species, habitat, preservation, satellite tracking</i>
	Academic Vocabulary	<i>dwarfed, presence, procedure, outfitted, transferred, calculate, snug, perch, enthusiastic, beaming</i>
	Grammar	Verbs
Writing	Writing Mode	Informative Writing
	Writing Form	Procedural Composition
	Focus Trait	Organization
	Write About Reading	Performance Task



School District of Springfield Township

Montgomery County, PA

	Research/Media Literacy Skills	Investigate Different Aspects of a Topic
Speaking and Listening	Read aloud	<i>America's Eagle</i> Speaking/listening: Summarizing the information
	Skill	NA
Spelling	Principle	Vowel + /r/ Sounds
	Words	Basic: <i>glory, aware, carton, adore, aboard, dairy, ordeal, pardon, warn, vary, barely, torch, barge, soar, beware, absorb, armor, stairway, perform, former</i> Review: <i>board, repair, sharp, square, compare</i> Challenge: <i>discard, forfeit, orchestra, rarity, hoard</i>



Lesson Topic	7- Responsibility
Essential Question	How can dangerous situations bring people closer together?
Anchor Text	<i>Old Yeller</i> (Historical Fiction)
Paired Selection	<i>What Makes It Good?</i> (Persuasive Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1	RI.5.1	RF.5.3a	W.5.2a	SL.5.1a	L.5.1c
RL.5.2	RI.5.2	RF.5.4a	W.5.2b	SL.5.1b	L.5.2e
RL.5.3	RI.5.3	RF.5.4b	W.5.2c	SL.5.1c	L.5.3a
RL.5.4	RI.5.8		W.5.2d	SL.5.1d	L.5.3b
RL.5.5	RI.5.9		W.5.2e	SL.5.2	L.5.4a
RL.5.6	RI.5.10		W.5.4	SL.5.4	L.5.4c
RL.5.7			W.5.5	SL.5.6	L.5.5b
RL.5.10			W.5.10		L.5.6
CC.1.3.5.A	CC.1.2.5.B	CC.1.1.5.D	CC.1.4.5.B	CC.1.5.5.A	CC.1.4.5.F
CC.1.3.5.C	CC.1.2.5.A	CC.1.1.5.E	CC.1.4.5.C	CC.1.5.5.B	CC.1.4.5.L
CC.1.3.5.B	CC.1.2.5.C		CC.1.4.5.D	CC.1.5.5.D	CC.1.4.5.R
CC.1.3.5.F	CC.1.2.5.H		CC.1.4.5.E	CC.1.5.5.F	CC.1.4.5.K
CC.1.3.5.E	CC.1.2.5.I		CC.1.4.5.T		CC.1.3.5.I
CC.1.3.5.D	CC.1.2.5.L		CC.1.4.5.X		CC.1.3.5.J
CC.1.3.5.G					
CC.1.3.5.K					

Focus Literacy Skills

Foundation	Decoding	Vowel + /r/ Sounds
	Fluency	Intonation
Comprehension Skills and Strategies	Target Skill:	Understanding Characters
	Target Strategy:	Visualize
	Supporting Skills	Dialect Author's Word Choice
Language	Vocabulary Strategies	Adages and Proverbs
	Domain-Specific Vocabulary	<i>decisiveness, devotion, maturity, obligation, self-sacrificing</i>
	Academic Vocabulary	<i>frantic, lunging, stride, checking, wheeled, bounding, shouldered, strained, romp, picturing</i>
	Grammar	Direct and Indirect Objects
Writing	Writing Mode	Informative Writing
	Writing Form	Compare-Contrast Essay
	Focus Trait	Word Choice
	Write About Reading	Performance Task



School District of Springfield Township

Montgomery County, PA

	Research/Media Literacy Skills	Report on a Text
Speaking and Listening	Read aloud	<i>Annie's Pride</i> Speaking/Listening: Answering questions to develop a summary
	Skill	NA
Spelling	Principle	More Vowels + /r/ Sounds
	Words	Basic: <i>earth, peer, twirl, burnt, smear, further, appear, worthwhile, nerve, pier, squirm, weary, alert, murmur, one-third, reverse, worship, career, research, volunteer</i> Review: <i>early, world, rear, current, cheer</i> Challenge: <i>yearn, engineer, interpret, dreary, external</i>



Lesson Topic	8- Conservation
Essential Question	What reasons do people have for protecting the environment?
Anchor Text	<i>Everglades Forever: Restoring America's Great Wetland</i> (Narrative Nonfiction)
Paired Selection	<i>National Parks of the West</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.10	RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.7 RI.5.8 RI.5.10	RF.5.3a RF.5.4a RF.5.4b	W.5.1a W.5.2a W.5.2b W.5.2c W.5.2d W.5.4 W.5.5 W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.2 SL.5.6	L.5.1a L.5.2e L.5.3a L.5.4a L.5.4b L.5.4c L.5.5c L.5.6
CC.1.3.5.A CC.1.3.5.K	CC.1.2.5.B CC.1.2.5.A CC.1.2.5.C CC.1.2.5.F CC.1.2.5.E CC.1.2.5.G CC.1.2.5.H CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.H CC.1.4.5.B CC.1.4.5.C CC.1.4.5.D CC.1.4.5.E CC.1.4.5.T CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B CC.1.5.5.F	CC.1.5.5.G CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.4.5.K CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Homophones
	Fluency	Adjust Rate to Purpose
Comprehension Skills and Strategies	Target Skill:	Author's Purpose
	Target Strategy:	Analyze/Evaluate
	Supporting Skills	Explain Scientific Ideas Domain-Specific Vocabulary
Language	Vocabulary Strategies	Prefixes <i>en-</i> , <i>re-</i> , <i>pre-</i> <i>pro-</i>
	Domain-Specific Vocabulary	<i>carbon footprint, ecosystem, natural resource, wilderness</i>
	Academic Vocabulary	<i>endangered, unique, adapted, vegetation, conserving, restore, guardians, attracted, regulate, responsibility</i>
	Grammar	Conjunctions
Writing	Writing Mode	Informative Writing
	Writing Form	Cause-and-Effect Essay
	Focus Trait	Ideas
	Write About Reading	Performance Task



School District of Springfield Township

Montgomery County, PA

Speaking and Listening	Read Aloud	<i>Attack of the Alien Species</i> Speaking/Listening: Picking out a memorable detail, discussing whether the story was effective as a call to action
	Skill	Explain an Author's Argument
Spelling	Principle	Homophones
	Words	Basic: <i>steel, steal, aloud, allowed, ring, wring, lesson, lessen, who's, whose, manor, manner, pedal, peddle, berry, bury, hanger, hangar, overdo, overdue</i> Review: <i>wait, weight, vain, vane, vein</i> Challenge: <i>canvass, canvas, site, sight, cite</i>



Lesson Topic	9- Courage
Essential Question	How can an act of courage reveal a person's true nature?
Anchor Text	<i>Storm Warriors</i> (Historical Fiction)
Paired Selection	<i>Pea Island's Forgotten Heroes</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1	RI.5.1	RF.5.3a	W.5.2a	SL.5.1a	L.5.1a
RL.5.2	RI.5.2	RF.5.4a	W.5.4	SL.5.1b	L.5.1c
RL.5.3	RI.5.3	RF.5.4b	W.5.5	SL.5.1c	L.5.1e
RL.5.4	RI.5.4	RF.5.4c	W.5.7	SL.5.1d	L.5.2e
RL.5.5	RI.5.6		W.5.8	SL.5.2	L.5.3a
RL.5.6	RI.5.7		W.5.9a		L.5.4a
RL.5.7	RI.5.9		W.5.10		L.5.4b
RL.5.10	RI.5.10				L.5.4c
					L.5.5a
					L.5.6
CC.1.3.5.A	CC.1.2.5.B	CC.1.1.5.D	CC.1.4.5.B	CC.1.5.5.A	CC.1.5.5.G
CC.1.3.5.C	CC.1.2.5.A	CC.1.1.5.E	CC.1.4.5.C	CC.1.5.5.B	CC.1.4.5.F
CC.1.3.5.B	CC.1.2.5.C		CC.1.4.5.D		CC.1.4.5.L
CC.1.3.5.F	CC.1.2.5.F		CC.1.4.5.T		CC.1.4.5.R
CC.1.3.5.E	CC.1.2.5.D		CC.1.4.5.V		CC.1.4.5.K
CC.1.3.5.D	CC.1.2.5.G		CC.1.4.5.W		CC.1.3.5.I
CC.1.3.5.G	CC.1.2.5.I		CC.1.4.5.S		CC.1.3.5.J
CC.1.3.5.K			CC.1.4.5.X		

Focus Literacy Skills

Foundation	Decoding	Compound Words
	Fluency	Phrasing: Punctuation
Comprehension Skills and Strategies	Target Skill:	Conclusions and Generalizations
	Target Strategy:	Infer/Predict
	Supporting Skills	Point of View Characterization
Language	Vocabulary Strategies	Greek and Latin Roots
	Domain-Specific Vocabulary	<i>bold, competent, humility, purpose, unflappable</i>
	Academic Vocabulary	<i>critical, secured, realization, annoyance, bundle, clammy, squalling, commotion, demolished, elite</i>
	Grammar	Complex Sentences
Writing	Writing Mode	Informative Writing



	Writing Form	Prewrite a Research Report
	Focus Trait	Ideas
	Write About Reading	Performance Task
Speaking and Listening	Read Aloud	<i>A Watery Grave</i> Speaking/Listening: Discussing the significance of the title
	Skill	Hold a Literature Discussion
Spelling	Principle	Compound Words
	Words	Basic: <i>wildlife, uproar, home run, headache, top-secret, teammate, wheelchair, light bulb, well-known, throughout, life preserver, barefoot, part-time, warehouse, overboard, post office, outspoken, up-to-date, awestruck, newscast</i> Review: <i>goodbye, all right, forever, twenty-two, somebody</i> Challenge: <i>motorcycle, overseas, quick-witted, stomachache, bulletin board</i>



Lesson Topic	10- Animal Behaviors
Essential Question	What can a scientist learn by observing the behaviors of a particular animal?
Anchor Text	<i>Cougars</i> (Informational Text)
Paired Selection	<i>Purr-fection</i> (Poetry)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.2 RL.5.3 RL.5.5 RL.5.6 RL.5.10	RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.7 RI.5.8 RI.5.9 RI.5.10	RF.5.3a RF.5.4a RF.5.4b	W.5.1a W.5.2 W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.4 W.5.8 W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.2 SL.5.4 SL.5.6	L.5.1a L.5.1c L.5.2e L.5.3 L.5.4a L.5.4c L.5.5c L.5.6
CC.1.3.5.A CC.1.3.5.C CC.1.3.5.B CC.1.3.5.E CC.1.3.5.D CC.1.3.5.K	CC.1.2.5.B CC.1.2.5.A CC.1.2.5.C CC.1.2.5.F CC.1.2.5.E CC.1.2.5.G CC.1.2.5.H CC.1.2.5.I CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.H CC.1.4.5.A CC.1.4.5.B CC.1.4.5.C CC.1.4.5.D CC.1.4.5.E CC.1.4.5.W CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B CC.1.5.5.D CC.1.5.5.F	CC.1.5.5.G CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Recognizing Schwa + /r/ Sounds
	Fluency	Stress
Comprehension Skills and Strategies	Target Skill:	Main Ideas and Details
	Target Strategy:	Monitor/Clarify
	Supporting Skills	Explain Scientific Ideas Domain-Specific Vocabulary
Language	Vocabulary Strategies	Shades of Meaning
	Domain-Specific Vocabulary	<i>adaptation, development, instinctive, observation, trait</i>
	Academic Vocabulary	<i>unobserved, available, detecting, mature, ferocious, resemble, particular, vary, contentment, keen</i>
	Grammar	Direct Quotations and Interjections
Writing	Writing Mode	Informative Writing



	Writing Form	Revise a Research Report
	Focus Trait	Sentence Fluency
	Write About Reading	Performance Task
	Research/Media Literacy Skills	Integrate Information from Multiple Texts
Speaking and Listening	Read aloud	<i>Who Tamed the Cat?</i> Speaking/Listening: Summarizing
	Skill	NA
Spelling	Principle	Final Schwa + /r/ Sounds
	Words	Basic: <i>cellar, flavor, cougar, chapter, mayor, anger, senator, passenger, major, popular, tractor, thunder, pillar, border, calendar, quarter, lunar, proper, elevator, bitter</i> Review: <i>collar, honor, doctor, enter, answer</i> Challenge: <i>stellar, clamor, tremor, circular, adviser</i>



Lesson Topic	11- Early American Government
Essential Question	What can individuals do to help shape a new government?
Anchor Text	<i>Dangerous Crossing</i> (Historical Fiction)
Paired Selection	<i>Revolution and Rights</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.10	RI.5.1 RI.5.3 RI.5.4 RI.5.7 RI.5.9 RI.5.10	RF.5.3a RF.5.4a RF.5.4b RF.5.4c	W.5.1a W.5.1b W.5.1c W.5.1d W.5.2a W.5.4 W.5.5 W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.2	L.5.1a L.5.1e L.5.2.e L.5.3a L.5.4.a L.5.4c L.5.5c L.5.6
CC.1.3.5.A CC.1.3.5.B CC.1.3.5.F CC.1.3.5.E CC.1.3.5.D CC.1.3.5.G CC.1.3.5.K	CC.1.2.5.B CC.1.2.5.C CC.1.2.5.F CC.1.2.5.G CC.1.2.5.I CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.I CC.1.4.5.J CC.1.4.5.B CC.1.4.5.C CC.1.4.5.D CC.1.4.5.T CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B	CC.1.5.5.G CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.4.5.K CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Vowel Sounds in Stressed Syllables
	Fluency	Accuracy and Self-Correction
Comprehension Skills and Strategies	Target Skill:	Cause-and-Effect
	Target Strategy:	Visualize
	Supporting Skills	Visual Elements Primary Sources
Language	Vocabulary Strategies	Reference Materials
	Domain-Specific Vocabulary	<i>checks and balances, congress, declaration, individual rights, representation</i>
	Academic Vocabulary	<i>cramped, distracted, viewpoint, shattered, surveyed, pressing, representatives, embark, bracing, conduct</i>
	Grammar	Subject and Object Pronouns
Writing	Writing Mode	Opinion Writing
	Writing Form	Opinion Essay
	Focus Trait	Voice
	Write About Reading	Performance Task
	Research/Media	Research Early American Government



School District of Springfield Township

Montgomery County, PA

	Literacy Skills	
Speaking and Listening	Read aloud	<i>Mother and Son</i> Speaking/Listening: Summarizing
	Skill	NA
Spelling	Principle	VCCV Pattern
	Words	Basic: <i>bargain, journey, pattern, arrive, object, suppose, shoulder, permit, sorrow, tunnel, subject, custom, suggest, perhaps, lawyer, timber, common, publish, burden, scissors</i> Review: <i>perfect, danger, narrow, survive, valley</i> Challenge: <i>narrate, mentor, attempt, collide, ignore</i>



Lesson Topic	12- Independence
Essential Question	How can people's differences of opinion lead to a revolution?
Anchor Text	<i>Can't You Make Them Behave, King George?</i> (Narrative Nonfiction)
Paired Selection	<i>Tea Time!</i> (Narrative Nonfiction)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.4 RL.5.10	RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.6 RI.5.7 RI.5.8 RI.5.10	RF.5.3a RF.5.4a RF.5.4b	W.5.1a W.5.1b W.5.1c W.5.1d W.5.4 W.5.5 W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.2 SL.5.3 SL.5.4	L.5.1a L.5.1c L.5.1d L.5.1e L.5.2e L.5.3a L.5.4a L.5.4c L.5.5a L.5.5b L.5.6.
CC.1.3.5.A CC.1.3.5.F CC.1.3.5.K	CC.1.2.5.B CC.1.2.5.A CC.1.2.5.C CC.1.2.5.F CC.1.2.5.D CC.1.2.5.G CC.1.2.5.H CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.H CC.1.4.5.I CC.1.4.5.J CC.1.4.5.T CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B CC.1.5.5.C CC.1.5.5.D	CC.1.5.5.G CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.4.5.K CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Open and Closed Syllables: VC Pattern
	Fluency	Rate
Comprehension Skills and Strategies	Target Skill:	Fact and Opinion
	Target Strategy:	Question
	Supporting Skills	Tone Similes
Language	Vocabulary Strategies	Figurative Language
	Domain-Specific Vocabulary	<i>colonies, freedom, protest, patriots, revolution</i>
	Academic Vocabulary	<i>benefit, repeal, advantages, temporary, contrary, prohibit, previously, midst, objected, rebellious</i>
	Grammar	Verb Tenses
Writing	Writing Mode	Opinion Writing



	Writing Form	Problem-Solution Composition
	Focus Trait	Organization
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>A Taxing Poem</i> Speaking/Listening: Describing a character in one sentence, sharing ideas
	Skill	Summarize and Paraphrase Information
Spelling	Principle	VCV Pattern
	Words	Basic: <i>human, exact, award, behave, credit, basic, vivid, evil, modern, nation, robot, panic, select, cousin, item, police, prefer, menu, novel, deserve</i> Review: <i>figure, total, model, equal, amaze</i> Challenge: <i>autumn, nuisance, logic, column, laser</i>



Lesson Topic	13- Life on the Battlefield
Essential Question	How do individual acts of bravery shape history?
Anchor Text	<i>They Called Her Molly Pitcher (Narrative Nonfiction)</i>
Paired Selection	<i>A Spy for Freedom (Play)</i>

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.5 RL.5.6 RL.5.10	RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.8 RI.5.10	RF.5.3a RF.5.4a RF.5.4b	W.5.1a W.5.1b W.5.1c W.5.1d W.5.2d W.5.4 W.5.5 W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.5 SL.5.6	L.5.1a L.5.1c L.5.2 L.5.2a L.5.2e L.5.4a L.5.4c L.5.5a L.5.6
CC.1.3.5.A CC.1.3.5.E CC.1.3.5.D CC.1.3.5.K	CC.1.2.5.B CC.1.2.5.A CC.1.2.5.C CC.1.2.5.F CC.1.2.5.H CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.H CC.1.4.5.I CC.1.4.5.J CC.1.4.5.E CC.1.4.5.T CC.1.4.5.X.	CC.1.5.5.A CC.1.5.5.E CC.1.5.5.F	CC.1.5.5.G CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Recognizing Initial and Medial Digraphs
	Fluency	Phrasing: Pauses
Comprehension Skills and Strategies	Target Skill:	Conclusions and Generalizations
	Target Strategy:	Analyze/Evaluate
	Supporting Skills	Text Structure Domain-Specific Vocabulary
Language	Vocabulary Strategies	Reference Materials
	Domain-Specific Vocabulary	<i>commendation, duty, general, officer, regiment</i>
	Academic Vocabulary	<i>legendary, formal, gushed, strategy, retreat, foes, shimmering, magnificent, revolution, plunged</i>
	Grammar	Regular and Irregular Verbs
Writing	Writing Mode	Opinion Writing
	Writing Form	Persuasive Letter
	Focus Trait	Ideas



School District of Springfield Township

Montgomery County, PA

	Write About Reading	Performance Task
Speaking and Listening	Read aloud	<i>Lydia's Journey</i> Speaking/Listening: Discussing the story, analyzing different outcomes, expressing what they would have done in her position
	Skill	Dramatize a Story Event
Spelling	Principle	VCCCV Pattern
	Words	Basic: <i>conflict, orphan, instant, complex, simply, burglar, laundry, laughter, employ, anchor, merchant, improve, arctic, mischief, childhood, purchase, dolphin, partner, complain, tremble</i> Review: <i>hundred, example, although, supply, empty</i> Challenge: <i>anthem, illustrate, function, conscience, apostrophe</i>



Lesson Topic	14- African American History
Essential Question	What events or feelings would lead someone to fight for freedom?
Anchor Text	<i>James Forten</i> (Biography)
Paired Selection	<i>Modern Minute Man</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.2 RL.5.5 RL.5.6 RL.5.10	RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.7 RI.5.9 RI.5.10	RF.5.3a RF.5.4a RF.5.4b	W.5.1a W.5.1b W.5.1c W.5.1d W.5.2c W.5.3c W.5.4 W.5.5 W.5.6 W.5.8 W.5.9b W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.2 SL.5.4 SL.5.5 SL.5.6	L.4.6 L.5.1d L.5.2a L.5.2b L.5.2c L.5.2e L.5.3a L.5.3b L.5.4a L.5.4b L.5.4c L.5.6
CC.1.3.5.C CC.1.3.5.E CC.1.3.5.D CC.1.3.5.K	CC.1.2.5.B CC.1.2.5.A CC.1.2.5.C CC.1.2.5.F CC.1.2.5.E CC.1.2.5.G CC.1.2.5.I CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.H CC.1.4.5.I CC.1.4.5.J CC.1.4.5.D CC.1.4.5.P CC.1.4.5.T CC.1.4.5.U CC.1.4.5.W CC.1.4.5.S CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B CC.1.5.5.D CC.1.5.5.E CC.1.5.5.F	CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.4.5.K CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	VV Syllable Pattern
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Sequence of Events
	Target Strategy:	Summarize
	Supporting Skills	Explain Historical Events Main Ideas and Details
Language	Vocabulary Strategies	Greek and Latin Roots <i>graph, meter, port, ject</i>
	Domain-Specific Vocabulary	<i>abolitionist, emancipate, ethics, humanity, slavery</i>
	Academic	<i>persuade, apprentice, contributions, influential, aspects,</i>



	Vocabulary	<i>authorities, bondage, provisions, dexterity, tentative</i>
	Grammar	Commas and Semicolons
Writing	Writing Mode	Opinion Writing
	Writing Form	Persuasive Essay: Prewrite
	Focus Trait	Organization
	Write About Reading	Performance Task
Speaking and Listening	Read aloud	<i>Freedom for Chatham Freeman</i> Speaking/Listening: Summarizing key events
	Skill	Create and Present a Timeline
Spelling	Principle	VV Pattern
	Words	Basic: <i>actual, cruel, influence, diet, museum, casual, ruin, pioneer, trial, visual, realize, create, riot, genuine, area, annual, audio, dial, theater, patriot</i> Review: <i>video, science, February, period, usual</i> Challenge: <i>diagnose, media, appreciate, society, prior</i>



Lesson Topic	15- Patriotism
Essential Question	How are patriotism and courage related?
Anchor Text	<i>We Were There, Too! Joseph Plumb and Sybil Ludington (Biography)</i>
Paired Selection	<i>Patriotic Poetry (Poetry)</i>

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.2 RL.5.5 RL.5.6 RL.5.10	RI.5.1 RI.5.3 RI.5.4 RI.5.5 RI.5.7 RI.5.9 RI.5.10	RF.5.3 RF.5.4a RF.5.4b	W.5.1a W.5.1b W.5.1c W.5.1d W.5.2c W.5.3c W.5.4 W.5.5 W.5.6 W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.2 SL.5.4	L.5.1d L.5.2b L.5.2e L.5.3a L.5.3b L.5.4a L.5.4b L.5.4c L.5.6
CC.1.3.5.A CC.1.3.5.C CC.1.3.5.E CC.1.3.5.D CC.1.3.5.K	CC.1.2.5.B CC.1.2.5.C CC.1.2.5.F CC.1.2.5.E CC.1.2.5.G CC.1.2.5.I CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.H CC.1.4.5.I CC.1.4.5.J CC.1.4.5.D CC.1.4.5.P CC.1.4.5.T CC.1.4.5.U CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B CC.1.5.5.D	CC.1.5.5.G CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.4.5.K CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Vowel + /l/ Sounds in Unstressed Final Syllable
	Fluency	Intonation
Comprehension Skills and Strategies	Target Skill:	Compare and Contrast
	Target Strategy:	Monitor/Clarify
	Supporting Skills	Text and Graphic Features Text Structure
Language	Vocabulary Strategies	Prefixes <i>in-, im-, il-, ir-</i>
	Domain-Specific Vocabulary	<i>defense, democracy, nationalism, pride, union</i>
	Academic Vocabulary	<i>mimic, mocking, efficient, personally, lacked, rural, tedious, organize, summons, peal</i>
	Grammar	Transitions
Writing	Writing Mode	Opinion Writing
	Writing Form	Revise a Persuasive Essay



	Focus Trait	Word Choice
	Write About Reading	Performance Task
Speaking and Listening	Read aloud	<i>Citizen Spies</i> Speaking/Listening: Summarizing a particular part
	Skill	Discuss Poetic Elements
Spelling	Principle	Final Schwa + /l/ Sounds
	Words	Basic: <i>formal, whistle, label, puzzle, legal, angle, normal, needle, angel, pupil, struggle, level, local, bicycle, channel, global, stumble, quarrel, article, fossil</i> Review: <i>title, nickel, special, trouble, simple</i> Challenge: <i>identical, vehicle, mineral, colonel, artificial</i>



Lesson Topic	16- Visual Arts
Essential Question	In what ways can illustrations enhance a reader's experience?
Anchor Text	<i>Lunch Money</i> (Realistic Fiction)
Paired Selection	<i>Zap! Pow! : A History of the Comics</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.2 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10	RI.5.10 RI.5.1 RI.5.2 RI.5.3 RI.5.4	RF.5.3a RF.5.4a RF.5.4b	W.5.1a W.5.4 W.5.5 W.5.7 W.5.8 W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.2 SL.5.3	L.5.2e L.5.4a L.5.4b L.5.4c L.5.5a L.5.6
CC.1.3.5.A CC.1.3.5.C CC.1.3.5.F CC.1.3.5.E CC.1.3.5.D CC.1.3.5.G CC.1.3.5.H CC.1.3.5.K	CC.1.2.5.L CC.1.2.5.B CC.1.2.5.A CC.1.2.5.C CC.1.2.5.F	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.H CC.1.4.5.T CC.1.4.5.V CC.1.4.5.W CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B CC.1.5.5.C	CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Word Parts and Inflectional Endings
	Fluency	Rate
Comprehension Skills and Strategies	Target Skill:	Author's Purpose
	Target Strategy:	Monitor/Clarify
	Supporting Skills	Voice Visual Elements
Language	Vocabulary Strategies	Word Origins
	Domain-Specific Vocabulary	<i>continuity, frame, movement, storyline</i>
	Academic Vocabulary	<i>record, mental, launch, assuming, episodes, developed, feature, incredibly, villains, thumbed</i>
	Grammar	Adjectives
Writing	Writing Mode	Narrative Writing
	Writing Form	Friendly Letter
	Writing Trait	Voice
	Write About Reading	Performance Task



School District of Springfield Township

Montgomery County, PA

Speaking and Listening	Read Aloud	<i>Japanese Cartoons Are Manganificent</i> Speaking/Listening: Summarizing the purpose in one sentence
	Skill	Share and Summarize a Story
Spelling	Principle	Words with <i>-ed</i> or <i>-ing</i>
	Words	Basic: <i>scrubbed, listening, stunned, knitting, carpeting, wandered, gathering, beginning, skimmed, chatting, shrugged, bothering, whipped, quizzed, suffering, scanned, ordered, totaled, answered, upsetting</i> Review: <i>wandering, dimmed, stripped, snapping</i> Challenge: <i>compelling, deposited, occurred, threatening, canceled</i>



Lesson Topic	17- Creative Inventions
Essential Question	What role does imagination play in the invention process?
Anchor Text	<i>LAFF</i> (Science Fiction)
Paired Selection	<i>From Dreams to Reality</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.4b RL.5.5 RL.5.5a RL.5.6 RL.5.7 RL.5.10	RI.5.10	RF.5.3a RF.5.4a RF.5.4b RF.5.5 RF.5.6 RF.5.10	W.5.1a W.5.1b W.5.3a W.5.3 W.5.3d W.5.4 W.5.5 W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.2 SL.5.4 SL.5.5 SL.5.6	L.5.1c L.5.1d L.5.2e L.5.3a L.5.4a L.5.4c L.5.5a L.5.6
CC.1.3.5.A CC.1.3.5.C CC.1.3.5.B CC.1.3.5.F CC.1.3.5.Fb CC.1.3.5.E CC.1.3.5.Ea CC.1.3.5.D CC.1.3.5.G CC.1.3.5.K	CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.H CC.1.4.5.I CC.1.4.5.N CC.1.4.5.O CC.1.4.5.T CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B CC.1.5.5.D CC.1.5.5.E CC.1.5.5.F	CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.4.5.K CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Recognizing Common Word Parts
	Fluency	Intonation
Comprehension Skills and Strategies	Target Skill:	Story Structure
	Target Strategy:	Infer/Predict
	Supporting Skills	Literary Devices Point of View
Language	Vocabulary Strategies	Reference Materials
	Domain-Specific Vocabulary	<i>experimentation, futuristic, ingenuity, patent, revolutionize</i>
	Academic Vocabulary	<i>impressed, admitted, produced, destination, original, concentrate, collected, rumor, suspense, compliment</i>
	Grammar	Adverbs



Writing	Writing Mode	Narrative Writing
	Writing Form	Character Description
	Focus Trait	Word Choice
	Write About Reading	Performance Task
	Research/Media Literacy Skills	Create a Multimedia Presentation
Speaking and Listening	Read Aloud	<i>The Visitor</i> Speaking/Listening: Discussing key ideas to draw conclusions
	Skill	NA
Spelling	Principle	More Words with <i>-ed</i> or <i>-ing</i>
	Words	Basic: <i>tiring, borrowed, freezing, delivered, whispered, losing, decided, amazing, performing, resulting, related, attending, damaged, remarked, practicing, supported, united, expected, amusing, repeated</i> Review: <i>pleasing, dared, traveled, checking, landed</i> Challenge: <i>assigned, entertaining, operated, rehearsing, donated</i>



Lesson Topic	18- Creative Writing
Essential Question	What do facts and opinion contribute to a story?
Anchor Text	<i>The Dog Newspaper</i> (Autobiography)
Paired Selection	<i>Poetry About Poetry</i> (Poetry)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.2 RL.5.5 RL.5.10	RI.5.1 RI.5.3 RI.5.2 RI.5.4 RI.5.4a RI.5.4b RI.5.8 RI.5.10	RF.5.3a RF.5.4 RF.5.4a RF.5.4b RF.5.6	W.5.1a W.5.3a W.5.3b W.5.3c W.5.3d W.5.4 W.5.7 W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.2 SL.5.4 SL.5.5 SL.5.6	L.5.1 L.5.1a L.5.2e L.5.3a L.5.4a L.5.5c L.5.6
CC.1.3.5.A CC.1.3.5.C CC.1.3.5.E CC.1.3.5.K	CC.1.2.5.B CC.1.2.5.C CC.1.2.5.A CC.1.2.5.F CC.1.2.5.Fa CC.1.2.5.Fb CC.1.2.5.H CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.H CC.1.4.5.N CC.1.4.5.P CC.1.4.5.V CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B CC.1.5.5.D CC.1.5.5.E CC.1.5.5.F	CC.1.5.5.G CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.4.5.K CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Recognizing Suffixes
	Fluency	Phrasing: Punctuation
Comprehension Skills and Strategies	Target Skill:	Fact and Opinion
	Target Strategy:	Analyze/Evaluate
	Supporting Skills	Main Ideas and Details Narrative Pacing
Language	Vocabulary Strategies	Homophones and Homographs
	Domain-Specific Vocabulary	<i>brainstorm, creative license, manuscript, publication, target audience</i>
	Academic Vocabulary	<i>career, publication, household, edition, required, formula, background, insights, uneventful, destruction</i>
	Grammar	Prepositions and Prepositional Phrases
Writing	Writing Mode	Narrative Writing
	Writing Form	Autobiography
	Focus Trait	Voice
	Write About Reading	Performance Task



School District of Springfield Township

Montgomery County, PA

Speaking and Listening	Read Aloud	<i>Hundreds Rally at Fullerton High</i> Speaking/Listening: Summarize the main conflict
	Skill	Use Formal and Informal English
Spelling	Principle	Changing Final <i>y</i> to <i>i</i>
	Words	Basic: <i>duties, earlier, loveliest, denied, ferries, sunnier, terrified, abilities, dirtier, scariest, trophies, cozier, enemies, iciest, greediest, drowsier, victories, horrified, memories, strategies</i> Review: <i>easier, families, studied, countries, happiest</i> Challenge: <i>unified, dictionaries, boundaries, satisfied, tragedies</i>



Lesson Topic	19- Community Involvement
Essential Question	Why is it important to be aware of your community's needs?
Anchor Text	<i>Darnell Rock Reporting</i> (Realistic Fiction)
Paired Selection	<i>Volunteer!</i> (Persuasive Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.4a RL.5.4.b RL.5.7 RL.5.10	RI.5.2 RI.5.8 RI.5.9 RI.5.10	RF.5.3a RF.5.4a RF.5.4b	W.5.1a W.5.4 W.5.5 W.5.8 W.5.10	SL.5.3 SL.5.2 SL.5.1a SL.5.1b SL.5.1c SL.5.4	L.5.2a L.5.2b L.5.2c L.5.2e L.5.3b L.5.4a L.5.4b L.5.4c L.5.5c L.5.6
CC.1.3.5.A CC.1.3.5.C CC.1.3.5.B CC.1.3.5.F CC.1.3.5.G CC.1.3.5.K	CC.1.2.5.A CC.1.2.5.H CC.1.2.5.I CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.H CC.1.4.5.T CC.1.4.5.W CC.1.4.5.X	CC.1.5.5.C CC.1.5.5.B CC.1.5.5.A CC.1.5.5.D	CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.4.5.K CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	More Common Suffixes
	Fluency	Stress
Comprehension Skills and Strategies	Target Skill:	Author's Purpose
	Target Strategy:	Summarize
	Supporting Skills	Dialogue Characterization
Language	Vocabulary Strategies	Greek and Latin Suffixes <i>-ism, -ist, -able, -ible</i>
	Domain-Specific Vocabulary	<i>charity, coalition, generosity, neighborhood, volunteer</i>
	Academic Vocabulary	<i>issue, deteriorating, dependent, exception, granted, effective, urge, violations, ordinance, minimum</i>
	Grammar	More Kinds of Pronouns
Writing	Writing Mode	Narrative Writing
	Writing Form	Prewrite a Personal Narrative



School District of Springfield Township

Montgomery County, PA

	Focus Trait	Ideas
	Write About Reading	Performance Task
Speaking and Listening	Read aloud	<i>The Power of Spirit Lake</i> Speaking/Listening: Drawing a diagram of the system described (summarizing with diagrams)
	Skill	Give and Evaluate a Persuasive Speech
Spelling	Principle	Suffixes: <i>-ful, -ly, -ness, -less, -ment</i>
	Words	Basic: <i>lately, settlement, watchful, countless, steadily, closeness, calmly, government, agreement, cloudiness, delightful, noisily, tardiness, forgetful, forgiveness, harmless, enjoyment, appointment, effortless, plentiful</i> Review: <i>clumsiness, movement, pavement, lonely, penniless</i> Challenge: <i>suspenseful, merciless, seriousness, contentment, suspiciously</i>



Lesson Topic	20- Human-Animal Interaction
Essential Question	What can a person learn by building a relationship with an animal?
Anchor Text	<i>The Black Stallion (Adventure)</i>
Paired Selection	<i>Horse Power (Informational Text)</i>

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.4a RL.5.4b RL.5.5 RL.5.6 RL.5.7 RL.5.8 RL.5.10	RI.5.10	RF.5.4a RF.5.4b	W.5.2a W.5.10	SL.5.1a SL.5.1b SL.5.1c	L.5.4a L.5.4c L.5.5 L.5.5c L.5.6
CC.1.3.5.A CC.1.3.5.C CC.1.3.5.B CC.1.3.5.F CC.1.3.5.Fa CC.1.3.5.Fb CC.1.3.5.E CC.1.3.5.D CC.1.3.5.G CC.1.3.5.K	CC.1.2.5.L	CC.1.1.5.E	CC.1.4.5.B CC.1.4.5.C CC.1.4.5.D CC.1.4.5.X	CC.1.5.5.A	CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Stress in Three-Syllable Words
	Fluency	Accuracy
Comprehension Skills and Strategies	Target Skill:	Story Structure
	Target Strategy:	Question
	Supporting Skills	Characterization
Language	Vocabulary Strategies	Figurative Language
	Domain-Specific Vocabulary	<i>behaviors, cooperation, patience, relationship, training</i>
	Academic Vocabulary	<i>piercing, descended, quivered, savage, delicacy, fitful, heave, diminishing, rhythmic, marveling</i>
	Grammar	Proper Mechanics and Writing Titles
Writing	Writing Mode	Narrative Writing



School District of Springfield Township

Montgomery County, PA

	Writing Form	Revise a Personal Narrative
	Focus Trait	Voice
	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>The Huntress</i> Speaking/Listening: Summarizing with details about plot, setting, characters, theme
	Skill	Hold a Literature Discussion
Spelling	Principle	Words from Other Languages
	Words	Basic: <i>salsa, mattress, tycoon, burrito, bandanna, tomato, poncho, dungarees, lasso, patio, siesta, cargo, vanilla, tsunami, iguana, plaza, caravan, hammock, pajamas, gallant</i> Review: <i>canyon, mirror, magazine, rodeo, monkey</i> Challenge: <i>mosquito, cathedral, alligator, tambourine, sombrero</i>



Lesson Topic	21- Extreme Environments
Essential Question	What does it mean to have good instincts?
Anchor Text	<i>Tucket's Travels</i> (Historical Fiction)
Paired Selection	<i>Wild Weather</i> (Technical Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.7 RL.5.10	RI.5.1 RI.5.2 RI.5.3 RI.5.7 RI.5.10	RF.5.3a RF.5.4a RF.5.4b	W.5.1a W.5.1b W.5.1c W.5.1d W.5.7 W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.2 SL.5.3	L.5.1a L.5.1c L.5.1d L.5.2e L.5.3a L.5.4a L.5.4c L.5.5a L.5.5c L.5.6
CC.1.3.5.A CC.1.3.5.C CC.1.3.5.B CC.1.3.5.F CC.1.3.5.E CC.1.3.5.G CC.1.3.5.K	CC.1.2.5.B CC.1.2.5.A CC.1.2.5.C CC.1.2.5.G CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.H CC.1.4.5.I CC.1.4.5.J CC.1.4.5.V CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B CC.1.5.5.C	CC.1.5.5.G CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.4.5.K CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Common Final Syllables
	Fluency	Phrasing: Pauses
Comprehension Skills and Strategies	Target Skill:	Sequence of Events
	Target Strategy:	Visualize
	Supporting Skills	Figurative Language Author's Word Choice
Language	Vocabulary Strategies	Shades of Meaning
	Domain-Specific Vocabulary	<i>atmosphere, barometer, climate, drought, thunderstorm</i>
	Academic Vocabulary	<i>undoubtedly, salvation, shuffled, stunted, evident, pace, seep, vain, mirages, factor</i>
	Grammar	The verbs <i>be</i> and <i>have</i>
Writing	Writing Mode	Opinion Writing
	Writing Form	Editorial
	Focus Trait	Voice



	Write about reading	Performance Task
Speaking and Listening	Read aloud	<i>Land Rush!</i> Speaking/Listening: Summarizing a description in their own words
	Skill	Present Quantitative Information
Spelling	Principle	Final /n/ or /ð n/, /ch ð r/, /zh ð r/
	Words	Basic: <i>nature, certain, future, villain, mountain, mixture, pleasure, captain, departure, surgeon, texture, curtain, creature, treasure, gesture, fountain, furniture, measure, feature, adventure</i> Review: <i>picture, capture, surprise, receive, idea</i> Challenge: <i>leisure, sculpture, architecture, chieftain, enclosure</i>



Lesson Topic	22- Traditions
Essential Question	How can traditions influence a person's thoughts and feelings?
Anchor Text	<i>The Birchbark House</i> (Historical Fiction)
Paired Selection	<i>Four Seasons of Food</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.7 RL.5.10	RI.5.1 RI.5.4 RI.5.7 RI.5.10	RF.5.3a RF.5.4a RF.5.4b	W.5.1a W.5.1b W.5.1c W.5.1d W.5.5 W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.2 SL.5.4 SL.5.5	L.5.1a L.5.1b L.5.2a L.5.2b L.5.2c L.5.2e L.5.3a L.5.4a L.5.4c L.5.6
CC.1.3.5.A CC.1.3.5.C CC.1.3.5.B CC.1.3.5.F CC.1.3.5.E CC.1.3.5.G CC.1.3.5.K	CC.1.2.5.B CC.1.2.5.F CC.1.2.5.G CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.H CC.1.4.5.I CC.1.4.5.J CC.1.4.5.T CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B CC.1.5.5.D CC.1.5.5.E	CC.1.5.5.G CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.4.5.K CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	More Final Syllables
	Fluency	Rate
Comprehension Skills and Strategies	Target Skill:	Theme
	Target Strategy:	Infer/Predict
	Supporting Skills	Author's Word Choice Visual Elements
Language	Vocabulary Strategies	Reference Materials
	Domain-Specific Vocabulary	<i>customs, indigenous, language, mythology, values</i>
	Academic Vocabulary	<i>reasoned, margins, envy, upright, bared, spared, nerve, banish, astonished, deserted</i>
	Grammar	Perfect Tenses



Writing	Writing Mode	Opinion Writing
	Writing Form	Response to Literature
	Focus Trait	Organization
	Write About Reading	Performance Task
Speaking and Listening	Read Aloud	<i>Tales and Truths of the Ojibwe</i> Speaking/Listening: Summarizing in writing, then reading their writing with appropriate rate
	Skill	Give An Informative Speech
Spelling	Principle	Final /ij/, /iv/, /is/
	Words	Basic: <i>storage, olive, service, relative, cabbage, courage, native, passage, voyage, knowledge, image, creative, average, justice, detective, postage, cowardice, adjective, village, language</i> Review: <i>notice, marriage, package, office, manage</i> Challenge: <i>prejudice, cooperative, beverage, heritage, apprentice</i>



Lesson Topic	23- The West
Essential Question	What kinds of lessons were learned by people who lived in the old West?
Anchor Text	<i>Vaqueros: America's First Cowboys</i> (Informational Text)
Paired Selection	<i>Rhyme on the Range</i> (Poetry)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.2 RL.5.4 RL.5.5 RL.5.6 RL.5.10	RI.5.1 RI.5.2 RI.5.3 RI.5.8 RI.5.10	RF.5.3a RF.5.4a RF.5.4b	W.5.1a W.5.1b W.5.1c W.5.1d W.5.2d W.5.4 W.5.7 W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.2 SL.5.3 SL.5.4 SL.5.6	L.5.1a L.5.2e L.5.4a L.5.4c L.5.5b L.5.6
CC.1.3.5.A CC.1.3.5.C CC.1.3.5.F CC.1.3.5.E CC.1.3.5.D CC.1.3.5.K	CC.1.2.5.B CC.1.2.5.A CC.1.2.5.C CC.1.2.5.H CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.H CC.1.4.5.I CC.1.4.5.J CC.1.4.5.E CC.1.4.5.V CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B CC.1.5.5.C CC.1.5.5.D CC.1.5.5.F	CC.1.5.5.G CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Unstressed Syllables
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Text and Graphic Features
	Target Strategy:	Summarize
	Supporting Skills	Main Ideas and Details Adages
Language	Vocabulary Strategies	Adages and Proverbs
	Domain-Specific Vocabulary	<i>gold rush, pioneer, prospector, rancher, westward expansion</i>
	Academic Vocabulary	<i>extending, dominated, residents, flourished, acquainted, prospered, hostile, acknowledged, sprawling, decline</i>
	Grammar	Easily Confused Verbs
Writing	Writing Mode	Opinion Writing
	Writing Form	Persuasive Agreement
	Focus Trait	Organization
	Write About Reading	Performance Task
	Research/Media Literacy Skills	Report on a Text



School District of Springfield Township

Montgomery County, PA

Speaking and Listening	Read Aloud	<i>The Turbulent History of Texas</i> Speaking/Listening: Summarizing in a paragraph, then reading the paragraph with appropriate expression
	Skill	NA
Spelling	Principle	Unstressed Syllables
	Words	Basic: <i>entry, limit, talent, disturb, entire, wisdom, dozen, impress, respond, fortress, neglect, patrol, kitchen, forbid, pirate, spinach, adopt, frighten, surround, challenge</i> Review: <i>honest, instead, whether, event, attend</i> Challenge: <i>adapt, refuge, distribute, industry, somber</i>



Lesson Topic	24- Pioneers
Essential Question	Why would a pioneer traveler record events in a journal?
Anchor Text	<i>Rachel's Journey: The Story of a Pioneer Girl</i> (Historical Fiction)
Paired Selection	<i>Westward to Freedom</i> (Informational Text)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.10	RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.9 RI.5.10	RF.5.3a RF.5.4a RF.5.4b RF.5.4c	W.5.1a W.5.1b W.5.5 W.5.9a W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.2	L.5.2d L.5.2e L.5.3a L.5.3b L.5.4a L.5.4b L.5.4c L.5.5a L.5.6
CC.1.3.5.A CC.1.3.5.B CC.1.3.5.F CC.1.3.5.E CC.1.3.5.D CC.1.3.5.G CC.1.3.5.K	CC.1.2.5.B CC.1.2.5.A CC.1.2.5.C CC.1.2.5.F CC.1.2.5.I CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.H CC.1.4.5.I CC.1.4.5.T CC.1.4.5.S CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B	CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.4.5.K CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Simple Prefixes
	Fluency	Accuracy and Self-Correction
Comprehension Skills and Strategies	Target Skill:	Cause-and-Effect
	Target Strategy:	Analyze/Evaluate
	Supporting Skills	Figurative Language Point of View
Language	Vocabulary Strategies	Using Context
	Domain-Specific Vocabulary	<i>frontier, trailblazers, prairie, settlement, wagon train</i>
	Academic Vocabulary	<i>rustling, balked, lectured, disadvantage, quaking, beacon, mishap, surged, torment, fared</i>
	Grammar	Making Comparisons
Writing	Writing Mode	Opinion Writing
	Writing Form	Prewrite a Response Essay



	Focus Trait	Organization
	Write About Reading	Performance Task
Speaking and Listening	Read Aloud	<i>Tales of the Trail</i> Speaking/Listening: Summarizing a particular part
	Skill	Compare and Contrast Varieties of English
Spelling	Principle	Prefixes: <i>in-, un-, dis-, mis-</i>
	Words	Basic: <i>mislead, dismiss, insincere, unable, indirect, mistreat, disaster, dishonest, insecure, unknown, incomplete, unequal, unstable, misspell, disagree, informal, discover, unwise, mislaid, disgrace</i> Review: <i>untidy, disorder, mistake, uneven, dislike</i> Challenge: <i>invisible, mishap, unfortunate, discourage, unnecessary</i>



Lesson Topic	25- Exploration
Essential Question	How did explorers help America become the country it is today?
Anchor Text	<i>Lewis and Clark</i> (Narrative Nonfiction)
Paired Selection	<i>A Surprise Reunion</i> (Play)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.2 RL.5.5 RL.5.6 RL.5.10	RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.7 RI.5.8 RI.5.9 RI.5.10	RF.5.3a RF.5.4a RF.5.4b	W.5.1a W.5.1b W.5.1c W.5.1d W.5.3a W.5.3b W.5.3d W.5.4 W.5.5 W.5.6 W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.2 SL.5.4 SL.5.6	L.5.2e L.5.3a L.5.4a L.5.4c L.5.5c L.5.6
CC.1.3.5.A CC.1.3.5.C CC.1.3.5.E CC.1.3.5.D CC.1.3.5.K	CC.1.2.5.B CC.1.2.5.A CC.1.2.5.C CC.1.2.5.F CC.1.2.5.G CC.1.2.5.H CC.1.2.5.I CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.H CC.1.4.5.I CC.1.4.5.J CC.1.4.5.N CC.1.4.5.O CC.1.4.5.T CC.1.4.5.U CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B CC.1.5.5.D CC.1.5.5.F	CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.4.5.K CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Consonant Alternations
	Fluency	Phrasing: Punctuation
Comprehension Skills and Strategies	Target Skill:	Main Ideas and Details
	Target Strategy:	Monitor/Clarify
	Supporting Skills	Primary Source Explain Historical Events
Language	Vocabulary Strategies	Analogies
	Domain-Specific Vocabulary	<i>discovery, expedition, route, supplies, traveler</i>
	Academic Vocabulary	<i>expedition, barrier, despite, fulfilled, range, techniques, resumed, edible, tributaries, trek</i>
	Grammar	Contractions
Writing	Writing Mode	Opinion Writing



	Writing Form	Revise a Response Essay
	Focus Trait	Word Choice
	Write About Reading	Performance Task
	Research/Media Literacy Skills	Use Primary and Secondary Sources
Speaking and Listening	Read Aloud	<i>The True Story of Sacagawea</i> Speaking/Listening: Summarizing main point by writing 3 statements
	Skill	NA
Spelling	Principle	Suffix: <i>-ion</i>
	Words	Basic: <i>elect, election, tense, tension, react, reaction, confess, confession, decorate, decoration, contribute, contribution, express, expression, imitate, imitation, connect, connection, admire, admiration</i> Review: <i>camera, famous, question, movie, minute</i> Challenge: <i>fascinate, fascination, construct, construction</i>



Lesson Topic	26- Adaptations and Instincts
Essential Question	What can people learn by reading about how different animals adapt and survive?
Long Article	<i>Animals on the Move</i> (Informational Text)
Short Article	<i>Skywoman's Rescue</i> (Play)
Poetry	<i>The Whale, Wild Geese</i>
Trade Books (Leveled Readers)	Below: <i>Skunk Scout</i> by Laurence Yep (Realistic Fiction) On: <i>Frindle</i> by Andrew Clements (Realistic Fiction) Advanced: <i>Mysteries of the Mummy Kids</i> by Kelly Milner Halls (Nonfiction)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.2 RL.5.3 RL.5.5 RL.5.6 RL.5.9 RL.5.10	RI.5.2 RI.5.3 RI.5.7 RI.5.9	RF.5.3a RF.5.4a RF.5.4b RF.5.4c	W.5.2b W.5.3a W.5.3b W.5.3d W.5.3e W.5.4 W.5.8 W.5.10	SL.5.1d SL.5.3	L.5.2e L.5.3a L.5.4a L.5.4c L.5.5a L.5.6
CC.1.3.5.C CC.1.3.5.B CC.1.3.5.E CC.1.3.5.D CC.1.3.5.H CC.1.3.5.K	CC.1.2.5.A CC.1.2.5.C CC.1.2.5.G CC.1.2.5.I	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.C CC.1.4.5.N CC.1.4.5.O CC.1.4.5.P CC.1.4.5.W CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.C	CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.4.5.K CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Prefixes and Word Roots
	Fluency	Phrasing: Pauses
Comprehension Skills and Strategies	Target Skill:	Text and Graphic Features
	Target Strategy:	Visualize
Language	Vocabulary Strategies	Multiple-Meaning Words
	Review Vocabulary	<i>disturbing, struggled, gradually, scanned, identical, routine, gorgeous, sweeping, primitive, brandishing</i>
	Grammar	Possessive Nouns
Writing	Writing Mode	Informative Writing
	Writing Form	Definition Paragraph
	Focus Trait	Word Choice



School District of Springfield Township

Montgomery County, PA

	Write About Reading	Performance Task
Speaking and Listening	Read Aloud	<i>Moving from Place to Place</i> Speaking/Listening: Paraphrasing and rephrasing in their own words
	Skill	Presenting a Dramatization
Spelling	Principle	Word Parts: <i>com-, con-, pre-, pro-</i>
	Words	Basic: <i>produce, company, protect, preview, contain, combat, prejudge, commotion, contest, prefix, progress, computer, confide, convince, prospect, confirm, preflight, provide, propose, promotion</i> Review: <i>continue, protest, pretend, prepare</i> Challenge: <i>concurrent, conscious, commercial, complete, conversation</i>



Lesson Topic	27- World Travel
Essential Question	What lessons can we learn from other cultures?
Long Article	<i>Mysteries at Cliff Palace</i> (Readers' Theater)
Short Article	<i>Cave of the Crystals</i> (Readers' Theater)
Poetry	<i>Places and Names: A Traveler's Guide, Los libros/Books</i>
Trade Books (Leveled Readers)	Below: <i>Skunk Scout</i> by Laurence Yep (Realistic Fiction) On: <i>Frindle</i> by Andrew Clements (Realistic Fiction) Advanced: <i>Mysteries of the Mummy Kids</i> by Kelly Milner Halls (Nonfiction)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.10	RI.5.1 RI.5.2 RI.5.3 RI.5.5 RI.5.8 RI.5.9 RI.5.10	RF.5.3a RF.5.4b	W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.3b W.5.3d W.5.4 W.5.5 W.5.10	SL.5.2 SL.5.3 SL.5.4 SL.5.5	L.5.1b L.5.2d L.5.2e L.5.4a L.5.5b L.5.6
CC.1.3.5.A CC.1.3.5.C CC.1.3.5.B CC.1.3.5.F CC.1.3.5.E CC.1.3.5.D CC.1.3.5.G CC.1.3.5.K	CC.1.2.5.B CC.1.2.5.A CC.1.2.5.C CC.1.2.5.E CC.1.2.5.H CC.1.2.5.I CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.B CC.1.4.5.C CC.1.4.5.D CC.1.4.5.E CC.1.4.5.O CC.1.4.5.T CC.1.4.5.X	CC.1.5.5.B CC.1.5.5.C CC.1.5.5.D CC.1.5.5.E	CC.1.5.5.G CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	More Familiar Suffixes
	Fluency	Adjust Rate to Purpose
Comprehension Skills and Strategies	Target Skill:	Theme
	Target Strategy:	Analyze/Evaluate
Language	Vocabulary Strategies	Suffixes: <i>-ness, -less, -ment</i>
	Review Vocabulary	<i>dwarfed, procedure, transferred, enthusiastic, adapted, conserving, critical, realization, available, resemble</i>
	Grammar	Titles and Abbreviations
Writing	Writing Mode	Informative Writing



	Writing Form	Journal Entry
	Focus Trait	Voice
	Write About Reading	Performance Task
Speaking and Listening	Read Aloud	<i>The Paleo Indians: Changing with the Times</i> Speaking/Listening: Paraphrasing main ideas to respond to a question
	Skill	Give a Persuasive Speech
Spelling	Principle	Suffixes: <i>-ant, -ent, -able, -ible, -ism, -ist</i>
	Words	Basic: <i>vacant, insistent, reversible, patriotism, finalist, honorable, contestant, observant, urgent, pessimist, comfortable, absorbent, optimism, journalism, novelist, terrible, frequent, laughable, radiant, collectible</i> Review: <i>president, important, becoming, cheerful, illness</i> Challenge: <i>evident, triumphant, occupant, digestible, curable</i>



Lesson Topic	28- Archaeology
Essential Question	How does the study of fossils relate to our everyday lives?
Long Article	<i>Fossils: A Peek Into the Past</i> (Informational Text)
Short Article	<i>Trapped in Tar!</i> (Informational Text)
Poetry	<i>Journey of the Woolly Mammoth, Fossils</i>
Trade Books (Leveled Readers)	Below: <i>Skunk Scout</i> by Laurence Yep (Realistic Fiction) On: <i>Frindle</i> by Andrew Clements (Realistic Fiction) Advanced: <i>Mysteries of the Mummy Kids</i> by Kelly Milner Halls (Nonfiction)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.2 RL.5.4 RL.5.6 RL.5.9	RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.7 RI.5.8 RI.5.9 RI.5.10	RF.5.4a RF.5.4b	W.5.2a W.5.2b W.5.4 W.5.5 W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.3 SL.5.4	L.5.2b L.5.2c L.5.2e L.5.3a L.5.4a L.5.5b L.5.5c L.5.6
CC.1.3.5.C CC.1.3.5.F CC.1.3.5.D CC.1.3.5.H	CC.1.2.5.B CC.1.2.5.A CC.1.2.5.C CC.1.2.5.F CC.1.2.5.G CC.1.2.5.H CC.1.2.5.I CC.1.2.5.L	CC.1.1.5.E	CC.1.4.5.B CC.1.4.5.C CC.1.4.5.D CC.1.4.5.T CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.C CC.1.5.5.D	CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.4.5.K CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Greek Word Roots
	Fluency	Expression
Comprehension Skills and Strategies	Target Skill:	Fact and Opinion
	Target Strategy:	Question
Language	Vocabulary Strategies	Idioms
	Review Vocabulary	<i>viewpoint, surveyed, advantages, previously, legendary, retreat, persuade, aspects, rural, organize</i>
	Grammar	Commas in Sentences
Writing	Writing Mode	Informative Writing
	Writing Form	Summary
	Focus Trait	Ideas



	Write About Reading	Performance Task
Speaking and Listening	Read Aloud	<i>Sue Tells a Story</i> Speaking/Listening: Analyzing facts and opinions to understand the message
	Skill	Participate in a Debate
Spelling	Principle	Greek Word Parts
	Words	Basic: <i>telephone, autograph, microscope, photograph, televise, biology, microphone, paragraph, symphony, telegraph, megaphone, microwave, photocopy, biography, saxophone, telescope, calligraphy, xylophone, homophone, homograph</i> Review: <i>athlete, history, melody, type, topic</i> Challenge: <i>telecommute, bibliography, phonetic, microbe, autobiography</i>



Lesson Topic	29- Encounters with Nature
Essential Question	Why are people fascinated by nature?
Long Article	<i>The Case of the Missing Deer</i> (Realistic Fiction)
Short Article	<i>Fossil Fish Found!</i> (Informational Text)
Poetry	<i>Encounter, Deep in the Forest</i>
Trade Books (Leveled Readers)	Below: <i>Skunk Scout</i> by Laurence Yep (Realistic Fiction) On: <i>Frindle</i> by Andrew Clements (Realistic Fiction) Advanced: <i>Mysteries of the Mummy Kids</i> by Kelly Milner Halls (Nonfiction)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.2 RL.5.3 RL.5.5 RL.5.6 RL.5.9 RL.5.10	RI.5.1 RI.5.8 RI.5.9 RI.5.10	RF.5.4a RF.5.4b RF.5.4c	W.5.3 W.5.3c W.5.3d W.5.4 W.5.5 W.5.10	SL.5.1a SL.5.1c SL.5.2 SL.5.3 SL.5.4 SL.5.6	L.5.2a L.5.2b L.5.2e L.5.3a L.5.4a L.5.4b L.5.4c L.5.6
CC.1.3.5.A CC.1.3.5.C CC.1.3.5.B CC.1.3.5.E CC.1.3.5.D CC.1.3.5.H CC.1.3.5.K	CC.1.2.5.B CC.1.2.5.H CC.1.2.5.I CC.1.2.5.L	CC.1.1.5.E	CC.1.4.5.P CC.1.4.5.O CC.1.4.5.T CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B CC.1.5.5.C CC.1.5.5.D CC.1.5.5.F	CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.4.5.K CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Latin Word Roots
	Fluency	Stress
Comprehension Skills and Strategies	Target Skill:	Conclusions and Generalizations
	Target Strategy:	Infer/Predict
Language	Vocabulary Strategies	Greek and Latin Roots <i>tele, photo, graph, meter; scrib, rupt, port, ject</i>
	Review Vocabulary	<i>record, incredibly, destination, suspense, required, insights, dependent, effective, diminishing, marveling</i>
	Grammar	More Commas
Writing	Writing Mode	Informative Writing
	Writing Form	Prewrite an Informational Essay
	Focus Trait	Organization



	Write About Reading	Performance Task
Speaking and Listening	Read Aloud	<i>Fossils</i> Speaking/Listening: Paraphrasing a particular part and rephrasing in their own words
	Skill	Oral Presentation
Spelling	Principle	Latin Word Parts
	Words	Basic: <i>inspect, export, erupt, predict, respect, bankrupt, dictate, porter, report, spectacle, deport, interrupt, dictator, import, disrupt, portable, transport, spectator, verdict, dictionary</i> Review: <i>support, hospital, polite, recent, memory</i> Challenge: <i>spectacular, contradict, corrupt, retrospect, rupture</i>



Lesson Topic	30- Curiosity
Essential Question	What traits help make a person good at solving problems?
Long Article	<i>Get Lost! The Puzzle of Mazes</i> (Informational Text)
Short Article	<i>Journey to Cuzco</i> (Myth)
Poetry	<i>The Best Paths, Compass</i>
Trade Books (Leveled Readers)	Below: <i>Skunk Scout</i> by Laurence Yep (Realistic Fiction) On: <i>Frindle</i> by Andrew Clements (Realistic Fiction) Advanced: <i>Mysteries of the Mummy Kids</i> by Kelly Milner Halls (Nonfiction)

Standards

Reading Literature	Reading Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
RL.5.1 RL.5.2 RL.5.4 RL.5.5 RL.5.9	RI.5.2 RI.5.3 RI.5.4 RI.5.7 RI.5.8 RI.5.10	RF.5.3a RF.5.4a RF.5.4b	W.5.2a W.5.2b W.5.2c W.5.2d W.5.4 W.5.5 W.5.7 W.5.10	SL.5.1a SL.5.1c SL.5.2 SL.5.3	L.5.2d L.5.2e L.5.4c L.5.6
CC.1.3.5.A CC.1.3.5.C CC.1.3.5.E CC.1.3.5.F CC.1.3.5.H	CC.1.2.5.A CC.1.2.5.C CC.1.2.5.F CC.1.2.5.G CC.1.2.5.H CC.1.2.5.L	CC.1.1.5.D CC.1.1.5.E	CC.1.4.5.B CC.1.4.5.C CC.1.4.5.D CC.1.4.5.E CC.1.4.5.T CC.1.4.5.V CC.1.4.5.X	CC.1.5.5.A CC.1.5.5.B CC.1.5.5.C	CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R CC.1.3.5.I CC.1.3.5.J

Focus Literacy Skills

Foundation	Decoding	Identifying VCV, VCCV, and VCCCV Syllable Patterns
	Fluency	Accuracy
Comprehension Skills and Strategies	Target Skill:	Main Ideas and Details
	Target Strategy:	Summarize
Language	Vocabulary Strategies	Word Origins
	Review Vocabulary	<i>undoubtedly, pace, reasoned, nerve, underestimated, disadvantage, extending, residents, balked, techniques, barrier</i>
	Grammar	Other Punctuation
Writing	Writing Mode	Informative writing



School District of Springfield Township

Montgomery County, PA

	Writing Form	Draft and Revise an Informational Essay
	Focus Trait	Ideas
	Write About Reading	Performance Task
Speaking and Listening	Read Aloud	<i>Finding Their Way</i> Speaking/Listening: Summarizing by paraphrasing main points
	Skill	Using Multimedia in an Oral Report
Spelling	Principle	Words from Other Languages
	Words	Basic: <i>ballet, echo, bouquet, cassette, coupon, safari, portrait, barrette, depot, courtesy, petite, denim, brunette, buffet, garage, khaki, crochet, essay, alphabet</i> Review: <i>routine, rescue, crayon, amuse, reason</i> Challenge: <i>encore, collage, matinee, premiere, embarrass</i>