



## PACING GUIDE – FIFTH GRADE INCLINE ES

*pace (verb): to move or make progress at a sensible or moderate rate*  
*guide (noun): a book, pamphlet, etc., giving information, instructions, or advice*

The intention of this guide is to help teachers map out their school year, leaving time and space for student learning and engagement.



**Thank you** to the following educators for their work with these pacing guides:

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*Please note that this guide is in **draft form**. There will be revisions and edits made as the first year of implementation progresses.*

This guide contains a suggested pacing along with selected titles and standards for all areas of Benchmark's comprehensive ELA curriculum. In the following pages there are suggestions and information to help implement Benchmark Advance in the classroom. Also included are the District's recommended times for instruction and the ELA 3-Year Plan.

Suggestions and Information for Implementation:

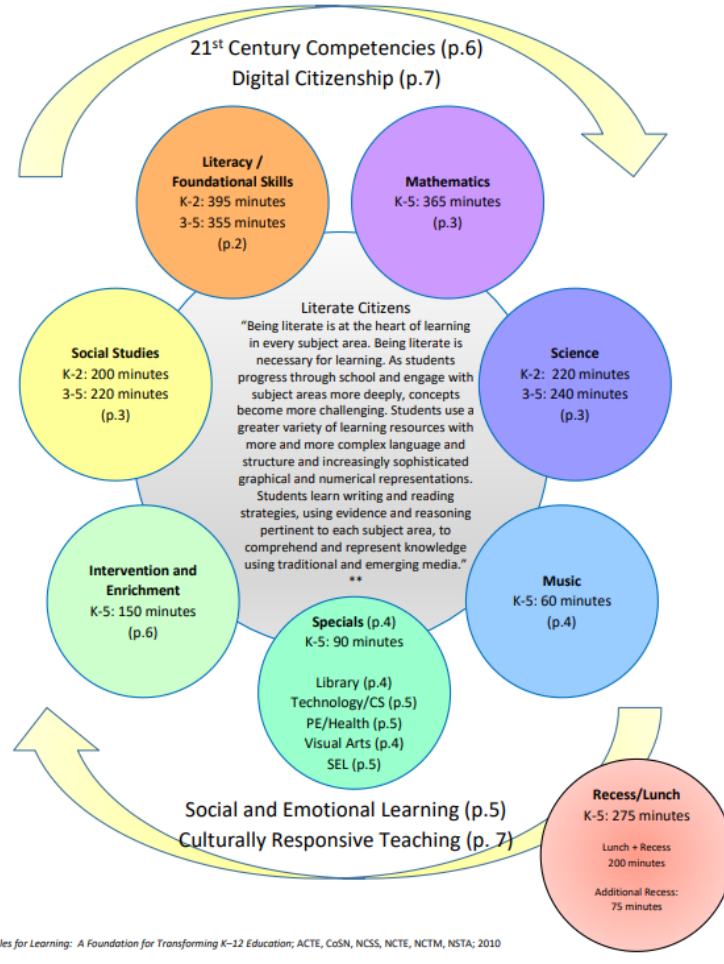
- **Although we've scheduled 15 days for each unit, grades K-2 will have 10 additional unaccounted for days, and grades 3-5 will have 15 additional unaccounted for days to use as needed during the flow of instruction.**
- For information, and implementation of Small Group and Independent Instruction, please see the "Differentiated Instruction Planner" on the back of the fold out at the beginning of each unit in the Teacher's Resource System (TRS).
- Knowledge Strands cannot be taken out of order. The materials spiral and refer back to earlier lessons. The phonics and phonemic awareness lessons are also in an order to facilitate the teaching of foundational skills in an explicit and systematic manner.
- In our district, we have implemented the traditional Guided Reading model with our students using their instructional levels. These levels are often not grade level; some are designated far outside of grade level. It is important that all of our students have the opportunity to be in small group, differentiated Tier 1 instruction using **grade level** text. We recognize that this is a shift from past practice using the traditional Guided Reading model as Tier 1 Instruction. This shift in thought was emphasized with administrators and LSs reading "The Opportunity Myth" [https://tntp.org/assets/documents/TNTP\\_The-Opportunity-Myth\\_Web.pdf](https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf) last year. The new instructional materials match this shift. Benchmark Advance engages students in small group differentiated Tier 1 instruction. This small group instruction reinforces learning from grade-level complex text with the whole class. Each grade level receives leveled texts that stretch from just below grade level to grade level for the first unit, and then increase in level as the year progresses. In Tier 1, scaffolds should be provided during small group for those students who need them, but all students will have the opportunity to experience a reader at or close to grade level. Guided Reading strategies are certainly appropriate within that small group Tier 1 reading time. The key is to use these good strategies with grade-level text to remain in Tier 1 instruction. Students reading outside of grade level should also receive intervention at a different time. Identified students needing intervention outside of Tier 1 instruction should have a reading plan to support areas of need. Many interventions could be appropriate for a student, including, but not limited to, a traditional Guided Reading model, LLI, or Phonics First.
- Benchmark's materials use the idea of "transfer" that leads to "mastery". According to Kubina and Morrison (2000), "Mastery is effective transfer of learning in authentic and worthy performance. Students have mastered a subject when they are fluent, even creative, in using their knowledge, skills, and understanding in key performance challenges and contexts at the heart of that subject, as measured against valid and high standards." Wiggins and McTighe go on to say, "Thus, effective transfer of learning, done with creativity, polish, and grace, is the essence of mastery. Mastery is not just technical

knowledge. (Even in music, the term *virtuoso* is typically pejorative, implying mere speed with no soul.) You haven't mastered a subject if you only possess skills and facts in isolation and can only produce them on demand in response to prompts. Mastery must be tested using authentic tasks and scenarios at the heart of "doing" the subject. And instruction for mastery must be designed backward from these corner stone tasks." (Wiggins & McTighe, 2005) Benchmark Advance allows students time and opportunities to experience transfer that leads to mastery.

- Phonics/Phonemic Awareness instruction must be done daily. It is embedded in Word Study and Vocabulary in grades 3-5.
- The first 4 weeks in grades K-2 and the first 3 weeks in grades 3-5 are not optional. They set up foundations, routines, and review (grades 1-5) for the year. Anchor charts and other resources that will be used throughout the year are also created during this time.
- Writing is based on the readings. Reading should always come before writing.
- All 10 units are equally important. Teachers in successive grades are counting on each grade level to complete all 10 units. However, all grade level standards have been touched upon by the end of Unit 7. This is good information for the grades that have testing with Smarter Balanced. This pacing guide has grade levels getting through Unit 7 before SBAC testing begins.
- There are letters in English and Spanish at the beginning of each unit. It is encouraged to share these with your families.
- ELD resources and supports are included with each lesson.
- Assessments are up to teacher/site discretion during this first year of implementation. There will be suggestions regarding assessments starting in year 2 of implementation. There are assessment resources to help make informed instructional decisions throughout the year in the "Informal Assessments" book.
- The "Additional Resources" section of the Teacher's Resource System (TRS) is rich with resources. Go there for connections across disciplines and unit projects, preteach/reteach routines, collaborative conversation suggestions, managing independent reading, and more.
- Benchmark Advance is not a "scripted" set of materials. It allows for instructional decision-making and responsive teaching in every lesson. Read through the lessons before beginning a unit to decide time allotments for components.
- This is not a "Monday-Friday" set of materials. If a day of lessons is not finished it is okay. Start where you stopped the next day.
- "Mind the Mini-Lesson!" Do not over-teach during the mini-lessons. Remember, we are teaching for transfer, and the materials spiral.
- Recommended Trade Book Libraries have been provided to each school. There are 6 titles per unit (60 books total) for every grade level. You can use these trade books or the selections in the Read-Aloud Handbook for your daily Interactive Read-Aloud.

## Allocation of Instructional Time for Elementary Sites

*Based on 1,755 instructional minutes (including recesses and lunch) per 5-day week*



Complete document can be found at:

[https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/253/CandI%20News/Allocation%20of%20Instructional%20Time%20for%20Elementary%20Sites%20June\\_2018.pdf](https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/253/CandI%20News/Allocation%20of%20Instructional%20Time%20for%20Elementary%20Sites%20June_2018.pdf)

K-5 ELA 3-Year Plan - DRAFT	Professional Development	Curriculum/Instructional Materials	Leadership Capacity
<p><b>Year 1: June-Aug. 2019-June 2020</b></p> <p>WCSD will implement the rollout of new ELA instructional materials in grades K-5. All areas of Comprehensive Literacy Instruction will be addressed by the new materials, various learning opportunities, and by the facilitators and coaches working with teachers and students.</p> <p>Elements essential to a comprehensive approach to literacy include:</p> <ul style="list-style-type: none"> <li>• Fostering the interdependent relationship of writing, reading, speaking, listening, and digital literacy practices</li> <li>• Creating equitable learning environments with a variety of complex texts, media, and technologies available for all students</li> <li>• Supporting developmentally and contextually appropriate instruction that meaningfully engages students</li> <li>• Empowering teacher teams through ongoing, job-embedded professional learning</li> </ul>	<ul style="list-style-type: none"> <li>• Principal training, May 7<sup>th</sup> and 21<sup>st</sup> at Team Teal Tuesday</li> <li>• TOSA training, June 5th</li> <li>• Summer “Getting Started with the ELA Adoption” trainings, June 10<sup>th</sup>-13<sup>th</sup>, July 29<sup>th</sup>-Aug. 1<sup>st</sup>, Aug. 6<sup>th</sup></li> <li>• Whole staff trainings at Incline and Dodson on Aug. 21st</li> <li>• AP and Dean overview at Aug. LTL (per approval)</li> <li>• On-going Learning Labs at sites</li> <li>• Newly hired teacher trainings in September, October, and as needed</li> <li>• PLC and Wednesday early release support from C&amp;I</li> <li>• Inservice classes offered for .5 and 1 credit throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Release of pacing guides at summer trainings; also available on TEAMS</li> <li>• Curriculum Team meetings (worth 1 credit) over the course of the school year. Teams will create curriculum documents to be released for the 2020/21 school year</li> <li>• Exploration of instructional practice and utilization of ELA materials will be offered through inservice classes</li> <li>• Short survey about the newly adopted instructional materials will be included in “Tips and Tidbits” emails. C&amp;I will gather feedback and share with the Curriculum Teams to help direct the work</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and Instruction ELA department – 4 facilitators/coaches to provide ongoing trainings and support</li> <li>• TOSAs support new instructional materials while at sites – ICs, ISs, LSs, etc.</li> <li>• Ongoing training with Benchmark throughout the year</li> <li>• Teal Tuesdays will focus on the new curriculum and coaching</li> </ul>

<ul style="list-style-type: none"> <li>• Implementing state literacy plans through local initiatives that reflect local conditions</li> </ul> <p>Adapted from NCTE</p>	<ul style="list-style-type: none"> <li>• Support of site-based book clubs and PLC work by C&amp;I ELA staff</li> </ul>		
<p><b>Year 2: July/Aug. 2020-June 2021</b></p> <p><b>A focus on Comprehensive Literacy Instruction will continue in year 2. Additionally, a focus on Tier 1, whole group instruction will be emphasized with the adopted instructional materials and through the continued strengthening of teacher practice.</b></p>	<ul style="list-style-type: none"> <li>• Ongoing Learning Labs at sites</li> <li>• New teacher trainings on instructional materials during the summer and early fall</li> <li>• PLC and Wednesday early release support from C&amp;I</li> <li>• Inservice classes offered for .5 and 1 credit throughout the school year</li> <li>• Support of site-based book clubs and PLC work by C&amp;I ELA staff</li> </ul>	<ul style="list-style-type: none"> <li>• Revise Pacing Guides</li> <li>• Release curriculum documents on TEAMS</li> <li>• Continue gathering feedback through surveys in “Tips and Tidbits”</li> <li>• Integrate alignment of instructional materials with SBAC and Benchmark Advance assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and Instruction ELA department – 4 facilitators/coaches to provide ongoing trainings and support</li> <li>• TOSAs support while at sites – ICs, ISs, LSs, etc.</li> <li>• Teal Tuesdays capacity building with the Learning Strategists</li> </ul>

<p><b>Year 3: July/Aug. 2021-June 2022</b></p> <p><b>A focus on Comprehensive Literacy Instruction will continue in year 3. Additionally, a focus on Tier 1, small group instruction will be emphasized with the adopted instructional materials and through the continued strengthening of teacher practice.</b></p>	<ul style="list-style-type: none"> <li>• Ongoing Learning Labs at sites</li> <li>• New teacher trainings on instructional materials during the summer and early fall</li> <li>• PLC and Wednesday early release support from C&amp;I</li> <li>• Inservice classes offered for .5 and 1 credit throughout the school year</li> <li>• Support of site-based book clubs and PLC work by C&amp;I ELA staff</li> </ul>	<ul style="list-style-type: none"> <li>• Revise Pacing Guides</li> <li>• Revise curriculum documents</li> <li>• Continue gathering feedback through surveys in “Tips and Tidbits”</li> <li>• Possibly revise alignment of instructional materials with SBAC and Benchmark Advance assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and Instruction ELA department – 4 facilitators/coaches to provide ongoing trainings and support</li> <li>• TOSAs support while at sites – ICs, ISs, LSs, etc.</li> <li>• Teal Tuesdays capacity building with the Learning Strategists</li> </ul>
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Grade 5 Benchmark Advance Foundations and Routines								
Suggested Dates	Week	Day	Establishing Routines	Read-Aloud and Book Discussion	Word Work	Independent Reading	Writing	Independent Writing
Getting Started  8/26/19-9/16/19	1	1	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting ready for Whole-Group Instruction: Creating a Collaborative Atmosphere within Reader's Workshop</li> </ul>	Choosing a Good Book for Independent Reading (RL.5.10)	<ul style="list-style-type: none"> <li>Long Vowels (RF.5.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Introduce Independent Reading (RL.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>Writing to Sources</li> <li>Model: A response to Reading (W.5.3a-e, W.5.4, W.5.5, W.5.10)</li> </ul>	Response Journals (W.5.3a-e, W.5.4, W.5.5, W.5.10)
		2	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting ready for Whole-Group Instruction: Creating a Collaborative Atmosphere within Reader's Workshop</li> </ul>	Building Good Listening Habits (SL.5.1d)	<ul style="list-style-type: none"> <li>Closed Syllable Patterns (RF.5.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Practice Independent Reading (RL.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>Writing to Sources</li> <li>Model: A response to Reading (W.5.3a-e, W.5.4, W.5.5, W.5.10)</li> </ul>	Response Journals (W.5.3a-e, W.5.4, W.5.5, W.5.10)
		3	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting ready for Whole-Group Instruction: Creating a Collaborative Atmosphere within Reader's Workshop</li> </ul>	Understanding Author's Purpose (to entertain) (RI.5.8)	<ul style="list-style-type: none"> <li>Open Syllable Patterns (RF.5.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Previewing Books (RL.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>Writing to Sources</li> <li>Model: A response to Reading</li> </ul>	A Response to Reading (SL.5.1c)
		4	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting ready for Whole-Group Instruction: Creating a Collaborative Atmosphere within Reader's Workshop</li> </ul>	Understanding Author's Purpose (to persuade) (RI.5.8, RL.5.6, SL.5.1a-d)	<ul style="list-style-type: none"> <li>Consonant – le Syllable Patterns (RF.5.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Use a Reading Log</li> </ul>	<ul style="list-style-type: none"> <li>Writing to Sources</li> <li>Model: Persuasive Writing (W.5.1a-d, W.5.9a, W.5.10)</li> </ul>	Persuasive Writing (W.5.1a-d, W.5.9a, W.5.10)
		5	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting ready for Whole-Group Instruction: Creating a Collaborative Atmosphere within Reader's Workshop</li> </ul>	Understanding Author's Purpose (to persuade) (RI.5.8, RL.5.6, SL.5.1a-d)	<ul style="list-style-type: none"> <li>Vowel Team Syllable Patterns (RF.5.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the Reading Work Station</li> </ul>	<ul style="list-style-type: none"> <li>Writing to Sources</li> <li>Model: Persuasive Writing (W.5.1a-d, W.5.9a, W.5.10)</li> </ul>	Persuasive Writing (W.5.1a-d, W.5.9a, W.5.10)
	2	6	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting ready for Whole-Group Instruction: Activating Prior Knowledge</li> </ul>	Making Connections to Text (W.5.8, SL.5.1a-d)	<ul style="list-style-type: none"> <li>Vowel- C-e Syllable Patterns (RF.5.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Practice the Reading Work Station</li> </ul>	<ul style="list-style-type: none"> <li>Building the Writing Process</li> <li>Model: Sharing Our Writing (W.5.10)</li> </ul>	Introduction to Writing Workstation (W.5.10)
		7	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting ready for Whole-Group Instruction: Activating Prior Knowledge</li> </ul>	Making Connections to Text (W.5.8, SL.5.1a-d)	<ul style="list-style-type: none"> <li>Vowel- r Syllable Patterns (RF.5.3a) (L.5.2e)</li> </ul>	<ul style="list-style-type: none"> <li>Review the Reading Work Station</li> </ul>	<ul style="list-style-type: none"> <li>Building the Writing Process</li> <li>Constructive Feedback (W.5.10)</li> </ul>	Review the Writing Workstation (W.5.10)
		8	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting ready for Whole-Group Instruction: Making Connections to Text</li> </ul>	Making Connections to Text (RI.5.3, SL.5.1a-d)	<ul style="list-style-type: none"> <li>Homophones (RF.5.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the Listening Work Station</li> </ul>	<ul style="list-style-type: none"> <li>Writing to Sources</li> <li>Model: Writing About Connections to Text (W.5.4, W.5.5, W.5.8, W.5.9b)</li> </ul>	Writing About Connections to Text (W.5.4, W.5.5, W.5.8, W.5.9b)
		9	<ul style="list-style-type: none"> <li>Smooth Transitions</li> </ul>	Making Connections to Text	<ul style="list-style-type: none"> <li>Negative Prefixes (RF.5.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Reading Workstation: Practice Making Connections</li> </ul>	<ul style="list-style-type: none"> <li>Writing to Sources</li> <li>Writing About Connections to Text</li> </ul>	Practice the Writing Workstation (W.5.10)

			<ul style="list-style-type: none"> <li>Getting ready for Whole-Group Instruction: Making Connections to Text</li> </ul>	(RI.5.3, SL.5.1a-d))			(W.5.10)	
		10	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting ready for Whole-Group Instruction: Introduction to Questioning</li> </ul>	Introduction to Questioning (SL.5.1c, SL.5.1a-d))	<ul style="list-style-type: none"> <li>Adverb Suffixes (RF.5.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Recording Questions About Reading</li> </ul>	<ul style="list-style-type: none"> <li>Writing to Sources</li> <li>Thick and Thin Questions (W.5.10, W.5.6)</li> </ul>	Introduce the Computer Workstation (W.5.10, W.5.6)

Suggested Dates	Week	Day	Establishing Routines	Read-Aloud and Book Discussion	Word Work	Independent Reading	Writing	Independent Writing
	3	11	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting ready for Whole-Group Instruction: Using Questioning to Understand Text</li> </ul>	Using Questioning to Understand a Text (RI.5.7, SL.5.1a-d))	<ul style="list-style-type: none"> <li>Adjective Suffixes (RF.5.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Questioning to Understand Text (RL.5.1) (RL.5.1)</li> </ul>	<ul style="list-style-type: none"> <li>Writing to Sources</li> <li>A Response to Reading (W.5.10)</li> </ul>	Establishing Work Station Routines (W.5.10)
		12	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting ready for Whole-Group Instruction: "What's in the Bag?"</li> </ul>	Making Predictions (RL.5.1, RL.5.3, SL.5.1a-d))	<ul style="list-style-type: none"> <li>Noun Suffixes (RF.5.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Reading Workstation: Practicing Making Predictions (RL.5.1) (RL.5.3)</li> </ul>	<ul style="list-style-type: none"> <li>Writing to Sources</li> <li>Model: Writing a Book Recommendation (W.5.1a-d, W.5.9a, W.5.10)</li> </ul>	Writing a Book Recommendation (W.5.1a-d, W.5.9a, W.5.10)
		13	<ul style="list-style-type: none"> <li>Establishing Workstation Routines</li> </ul>	Smooth Transition Getting Ready for Whole-Group Instruction: Visualizing (RI.5.9, SL.5.1a-d))	<ul style="list-style-type: none"> <li>Adding Endings with Spelling Changes (RF.5.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading Workstation (RL.5.10, RI.5.10)</li> <li>Independent Listening Workstation (RL.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>Independent Writing Workstation (W.5.10)</li> <li>Independent Computer Workstation (W.5.10, W.5.6)</li> </ul>	Independent Writing Workstation (W.5.10) Independent Computer Workstation (W.5.10, W.5.6)
		14	<ul style="list-style-type: none"> <li>Establishing Workstation Routines</li> </ul>	Smooth Transition Getting Ready for Whole-Group Instruction: Annotations (RL.5.1, RL.5.3, RL.5.5, RI.5.9, SL.5.1a-d))	<ul style="list-style-type: none"> <li>Latin and Greek Roots (RF.5.3a) (L.5.4b)</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading Workstation</li> <li>Independent Listening Workstation (RL.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>Independent Writing Workstation</li> <li>Independent Computer Workstation (W.5.10, W.5.6)</li> </ul>	Independent Writing Workstation Independent Computer Workstation (W.5.10, W.5.6)
		15	<ul style="list-style-type: none"> <li>Establishing Workstation Routines</li> </ul>	Smooth Transition Getting Ready for Whole-Group Instruction: Annotations (RL.5.1, RL.5.3, RL.5.5, RI.5.9, SL.5.1a-d))	<ul style="list-style-type: none"> <li>Latin and Greek Roots (RF.5.3a) (L.5.4b)</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading Workstation (RL.5.10, RI.5.10)</li> <li>Independent Listening Workstation (RL.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>Independent Writing Workstation</li> <li>Independent Computer Workstation (W.5.10, W.5.6)</li> </ul>	Independent Writing Workstation Independent Computer Workstation (W.5.10, W.5.6)

**Grade 5 Benchmark Advance**

**Unit 1 Knowledge Strand: Government and Citizenship/Topic: The U.S. Constitution: Then and Now**

Essential Question: Why do laws continue to evolve?

Interactive Read-Aloud: Over the course of the unit, you may choose a recommended trade book or from the selections in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational		Writing  Week 1: Writing to Sources – Personal Letter  Weeks 2-3: Performance Task Practice – Narrative and Opinion	Speaking and Listening	Language				
						Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition			
1  9/17/19-10/4/19	1	Short Read 1	Creating the Constitution	Informational Text: Social Studies	Identify Main Idea and Key Details (RI.5.1, RI.5.2, RI.5.10)	Short Vowels a, e, ea, i, o, u (RF.5.3a, L.5.2a)	Read on-level text with purpose and understanding (RF 5.4a)	Write a Personal Letter (W.5.3a, W.5.3b, W.5.3e, W.5.4, W.5.5)	Speaking and Listening Standards are addressed throughout the unit.	Review Verb Tenses (L.5.1c)	Determine or Clarify the Meaning of Unknown and Multiple-Meaning Words and Phrases (L.5.4)			
		Short Read 2	President Lyndon Johnson’s Voting Rights Act Address	Informational Text: Speech	Explain the Relationships Between Events in a Text: Chronological (RI.5.3)							Inflection/ Intonation-Volume Inflection/ Intonation-Stress (RF.5.4b)	Explain the Relationship Between Events in a Text: Chronological (W.5.10)	Comprehension and Collaboration Standards (SL.5.1, SL.5.2, SL.5.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement Activities.
		Word Study Read 1		Informational Text: Biography	Use Text Evidence to Draw Inferences (RI.5.3, RI.5.5)  Compare and Contrast the Overall Structure of Concepts in Two Texts (RI.5.3, RI.5.5)  Explain How an Author Uses Reasons and Evidence (RI.5.8)  Integrate Information from Two Texts: Informative and Persuasive (RI.5.9)									
	2	Extended Read 1	The Dred Scott Decision	Informational Text: Social Studies	Identify Main Idea and Key Details (RI.5.1, RI.5.2, RI.5.10)	Long Vowels (RF5.3a, L.5.2a)		Compare and Contrast the Overall Structure of	Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5,	Comma Usage (L.5.2a)	Use Context Clues to Define			

		Word Study Read 2	Mrs. Stowe and the President	Literary Text: Historical Fiction	<p>Explain the Relationships Between Events in a Text: Chronological (RI.5.3)</p> <p>Use Text Evidence to Draw Inferences (RI.5.1, RI.5.3)</p> <p>Compare and Contrast the Overall Structure of Concepts in Two Texts (RI.5.5)</p>			<p>Concepts in Two Texts (W.5.10)</p> <p>Read and Analyze a Narrative Prompt (W.5.2)</p> <p>Use Text Evidence to Draw Inferences (W.5.10)</p> <p>Answer Constructed-Response Questions (W.5.10)</p> <p>Explain the Relationship Between Chronological Events in a Text (W.5.10)</p>	SL.5.6) are addressed in the Connect Across Discipline Projects.		<p>Domain-Specific Words (L.5.4a, L.5.4c)</p> <p>Use Text Evidence to Draw Inferences (L.5.5c)</p>
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Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational		Writing	Speaking and Listening	Language	
						Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition
1	3	Extended Read 2	Thurgood Marshall's Liberty Medal Acceptance Speech	Informational Text: Speech	<p>Identify Main Idea and Key Details (RI.5.1, RI.5.2, RI.5.10)</p> <p>Explain the Relationships Between Events in a Text: Chronological (RI.5.3)</p>	r- Controlled Vowels er, ir, ur, (er, ear, ere, ir, ur, ure) (RF. 5.3a)		<p>Week 1: Writing to Sources – Personal Letter</p> <p>Weeks 2-3: Performance Task Practice – Narrative and Opinion</p>		Use Reference Materials to Check Spelling (L.5.2e)	
		Word Study Read 3	The Presidential Medal of Freedom	Informational Text: Social Studies	<p>Analyze Graphic Features: Photos, Captions, and Footnotes (RI.5.1, RI.5.3, RI.5.7)</p> <p>Explain How an Author Uses Reasons and Evidence (RI.5.1)</p>			<p>Gather Details and Answer Cross-Text Questions (W.5.4, W.5.9a, W.5.10)</p> <p>Explain the Relationship Between Chronological Events in a Text (W.5.10)</p> <p>Explain Why the Author Uses Reasons and Evidence (W.5.10)</p> <p>Read and Analyze a Mentor Narrative</p>			

					Integrate Information from Two Texts: Informative and Persuasive (RL.5.9)			Response (W.5.4, W.5.5, W.5.10)  Use Reference Materials to Check Spelling (Integrate Information from Multiple Texts on the Same Topic (W.5.10))			
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**Grade 5 Benchmark Advance**

**Unit 2 Knowledge Strand: Character/Topic: Developing Characters' Relationships**

Essential Question: Why do we value certain qualities in people?

Interactive Read-Aloud: Over the course of the unit, you may choose a recommended trade book or from the selections in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson	Foundational		Writing 3 weeks: Realistic Fiction	Speaking and Listening	Language	
						Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition
2 10/14/19-11/4/19	1	Short Read 1	Becky Returns	Literary Text: Realistic	Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10)	R- Controlled vowels /ar/, /ar/, /or/ (air, are; ar; or, our, ore) (RF.5.3a, L.5.2e)	Read on-level text with purpose and understanding (RF 5.4a)  Pausing: Short Pause  Prosody: Expression-Dramatic Expression (RF.5.4b)	Analyze a Narrative Mentor Text (W.5.3)  Brainstorm Ideas (W.5.4, W.5.5)  Evaluate Your Ideas (W.5.4, W.5.5)  Use a Planning Guide to Organize Your Story (W.5.4, W.5.5)  Analyze How Multimedia Elements Contribute to Meaning and Tone (W.5.10)	Speaking and Listening Standards are addressed through the unit.  Comprehension and Collaboration Standards (SL.5.1, SL.5.2, SL.5.3) are integrated into the mini-lessons during Turn and Talk Collaborative Conversations, and Productive Engagement Activities.  Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.	Understand the Past Perfect Tense (L.5.1b, L.5.1c, L.5.1d)	Compare and Contrast Varieties of English Dialect (L.5.3b)  Determine or Clarify the Meaning of Unknown and Multiple-Meaning Words and Phrases (L.5.4a, L.5.4c)
		Short Read 2	Games in the Woods	Literary Text: Realistic	Compare and Contrast Two Characters in a Story (RL.5.1, RL.5.3)						
		Word Study Read	City Kid, Country Kid	Literary Text: Character	Compare and Contrast Varieties of English (Dialect) (RL.5.4)  Analyze How Multimedia Elements Contribute to Meaning and Tone (RL.5.7)  Compare and Contrast Two Texts to Understand Character (RL.5.5, RL.5.9)						
	2	Extended Read 1	Camp-Life	Literary Text: Realistic	Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10)			Closed Syllable Pattern (RF.5.3a, L.5.2e)		Establish a Situation/Introduce Characters (W.5.3)  Use Description and Dialogue to Develop Characters and Story Events (W.5.3b, W.5.3d)  Compare and Contrast Two Characters (W.5.10)  Provide a Sense of Closure (W.5.3e)	Use Dialogue to Develop Characters and Story Events (L.5.3b)  Compare and Contrast Varieties of English (L.5.3b)  Understand Realistic Dialogue (L.5.1a, L.5.2c, L.5.3b)
		Word Study Read 2	All Together Now!	Informational Text: Realistic	Compare and Contrast Two Characters in a Story (RL.5.1, RL.5.3)  Compare and Contrast Varieties of English (Dialect) (RL.5.4)  Quote Accurately from a Text When Drawing Inferences (RL.5.1)  Compare and Contrast How Two Novel Excerpts Approach the Same Theme (RL.5.9)						

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson	Foundational		Writing 3 weeks: Realistic Fiction	Speaking and Listening	Language	
						Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition
2	3	Extended Read 2	Tom's Secret	Literary Text: Realistic	<p>Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10)</p> <p>Analyze How Multimedia Elements Contribute to Meaning and Tone (RL.5.7)</p> <p>Analyze How Visual Elements Contribute to Meaning and Mood (RL.5.7)</p> <p>Quote Accurately from a Text When Drawing Inferences (RL.5.1)</p> <p>Compare and Contrast How Two Novel Excerpts Approach the Same Theme (RL.5.9)</p>	Open Syllable Pattern (RF.5.3a, L.5.2b)		<p>Revise to Add Words to Signal Event Order (W.5.3c, W.5.5)</p> <p>Analyze How Multimedia Elements Contribute to Meaning and Tone (W.5.10)</p> <p>Revise to Develop Characters' Voices (W.5.5)</p> <p>Analyze How Visual Elements Contribute to Meaning and Mood (W.5.10)</p> <p>Edit for Correct Form (W.5.5)</p> <p>Quote Accurately From a Text When Drawing Inferences (W.5.10)</p> <p>Compare and Contrast How Two Novel Excerpts Approach the Same Topic (W.5.10)</p> <p>Create a Title/Use Technology to Publish Writing (W.5.6)</p>		<p>Explain the Function of Conjunctions, Prepositions, and Interjections (L.5.1a)</p> <p>Correct Comma Usage (L.5.2a, L.5.2b, L.5.2c)</p> <p>Use the Past Perfect Tense (L.5.1b, L.5.1c, L.5.1d)</p> <p>Use Underlining, Quotations Marks, or Italics to Indicate Titles of Works (L.5.2d)</p>	<p>Compare and Contrast Varieties of English (L.5.3b)</p>
		Word Study Read 3	Twain and Tom	Informational Text: Biography							

## Grade 5 Benchmark Advance

### Unit 3 Knowledge Strand: Life Science/Topic: Cultivating Natural Resources

Essential Question: How do we decide which resources we should develop?

Interactive Read-Aloud: Over the course of the unit, you may choose a recommended trade book or from the selections in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson	Foundational		Writing  3 Weeks: Writing to Sources: Informative Report	Speaking and Listening	Language	Language	
						Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition	
3  11/5/19-11/26/19	1	Short Read 1	The Structure of a Corn Plant	Informational Text: Science	Determine Two or More Main Ideas in a Text (RI.5.2)	Vowel-r Syllable Pattern (RF.5.3a, L.5.2e)	Read on-level text with purpose and understanding (RF.5.4a)	Analyze a Mentor Text (W.5.2a, W.5.5, W.5.8)	Speaking and Listening Standards are addressed throughout the unit.	Use Underlining, Quotation Marks, or Italics to Indicate titles of works (L.5.2d)	View Multimedia and Build Vocabulary (L.5.4)	
		Short Read 2	The Past and Future of a Crop	Informational Text: Science	Explain Cause and Effect Relationships in a Text (RI.5.1, RI.5.3)							
		Word Study Read 1	Paul Bunyan and the Great Popcorn Blizzard	Literary Text: Tall Tale	Identify and Analyze an Author's Objective Point of View (RI.5.1, RI.5.6) Identify and Analyze an Author's Subjective Point of View (RI.5.6) Analyze Multiple Points of View on the Same Topic (RI.5.6) Draw on Information from Multiple Sources: Charts and Graphs (RI.5.7)							
	2	Extended Read 1	A Short History of a Special Plant	Informational Text: Science	Determine Two or More Main Ideas in a Text (RI.5.2)	Vowel Team Syllable Pattern (RF.5.3a, L.5.2e)	Read and Analyze the Prompt (W.5.4)	Find Facts and Details in a Print Source (W.5.8)	Comprehension and Collaboration Standards (SL.5.1, SL.5.2, SL.5.3) are integrated into the mini lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement Activities.	Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.	Combine Sentences for Meaning, Interest, and Style (L.5.3a)	Use Context Clues to Define Domain-Specific Vocabulary (L.5.4a, L.5.4c)
		Word Study Read 2	The Union of Corn and Bean	Literary Text: Folktale	Explain Cause and Effect Relationships in a Text (RI.5.1, RI.5.3) Draw on Information from Multiple Sources (RI.5.3)							



					Integrate Information from Two Texts on the Same Topic (RI.5.9)			Take Notes From a Video Source (W.5.8)  Plan and Organize Your Ideas Using Descriptive Text Structure (W.5.4, W.5.5)			
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Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson	Foundational		Writing 3 Weeks: Writing to Sources: Informative Report	Speaking and Listening	Language	Language
						Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition
3	3	Extended Read 2	The Science of Growing Food: "The Case for Keeping Corn Number 1" and "Did Farmers of the Past Know More Than We Do?"	Informational Text: Editorial	<p>Determine Two or More Main Ideas in a Text (RI.5.2)</p> <p>Analyze Multiple Points of View on a Topic (RI.5.6)</p> <p>Draw on Information from Multiple Sources-Line Graphs (RI.5.3)</p> <p>Integrate Information from Several Texts on the Same Topic (RI.5.9)</p>	Consonant-le Syllable Pattern (RF.5.3a, L.5.2e)		<p>Draft a Clear Introduction (W.5.2a)</p> <p>Draw on Information from Multiple Sources (W.5.10)</p> <p>Incorporate Information from Your Sources as You Draft (W.5.2b, W.5.2d, W.5.2e, W.5.7, W.5.9b)</p> <p>Explain How an Author Uses Reasons and Evidence (W.5.10)</p> <p>Analyze Multiple Points of View on a Topic (W.5.10)</p> <p>Evaluate and Reflect on Writing (W.5.10)</p>		<p>Improve Sentence Fluency by Combining Sentences (L.5.1a, L.5.3a)</p> <p>Edit to Correct Conjunction Usage (L.5.1a, L.5.1e, L.5.2b)</p>	
		Word Study Read 3	The World's Only Corn Palace	Informational Text: Science	<p>Explain How an Author Uses Reasons and Evidence (RI.5.1)</p>						

**Grade 5 Benchmark Advance**

**Unit 4 Knowledge Strand: Point of View/Topic: Recognizing Author’s Point of View**

Essential Question: How can other perspectives help us evaluate the world?

Interactive Read-Aloud: Over the course of the unit, you may choose a recommended trade book or from the selections in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational		Writing  3 Weeks: Opinion Essay	Speaking and Listening	Language					
						Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition				
4  12/2/19 to 12/20/19	1	Short Read 1	I Hear America Singing and I, Too	Literary Text: Free Verse	Read and Respond to Poems (RL.5.1, RL.5.2, RL.5.7, RL.5.10)	Vowel-C-e Syllable Pattern (RF.5.3a, L.5.2e)	Read on-level text with purpose and understanding (RF.5.4a)	Analyze a Mentor Opinion Text, Analyze a Writing Prompt (W.5.5)	Speaking and Listening Standards are addressed throughout the unit.	Understanding Perfect Verb Tenses (L.5.1b, L.5.1c)	Determine or Clarify the Meaning of Unknown or Multiple-Meaning Words (L.5.4)				
		Short Read 2	Gold Country	Literary Text: Historical Fiction	Analyze Point of View (RL.5.1, RL.5.2, RL.5.6)							Rate: Speed/Pacing-Varied (RF.5.4b)	Write a Brief Paragraph Comparing and Contrasting the Different Point of Views in Two Poems (W.5.10)	Comprehension and Collaboration Standards (SL.5.1, SL.5.2, SL.5.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.	Determine the Meaning of Words and Phrases as They Are Used in a Text (L.5.4c)
		Word Study Read 1	Annie’s New Homeland	Literary Text: Historical Fiction	Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10)  Identify Genre Features: Historical Fiction (RL.5.1, RL.5.6, RL.5.9)  Compare and Contrast Themes in Two Stories in the Same Genre (RL.5.9)										

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational		Writing 3 Weeks: Opinion Essay	Speaking and Listening	Language	
						Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition
4	2	Extended Read 1	Justice in Eatonville	Literary Text: Historical Fiction	Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10)	Homo-graphs (RF.5.3a, L.5.5c)		Analyze a Writing Prompt (W.5.4)		Homographs (L.5.5c)	Determine the Meaning of Figurative Language - Idioms (L.5.5b)
		Word Study Read 2	Zora Neale Hurston	Informational Text: Biography	Analyze Point of View (RL.5.1, RL.5.6, RL.5.9)  Compare and Contrast Point of View (RL.5.1, RL.5.6, RL.5.9)			Write a Summary of Key Events (W.5.10)  Develop Reasons for Your Opinion (W.5.1b, W.5.8)  Write a Paragraph in Response to a Question (W.5.10)  Use Text Evidence (W.5.4, W.5.5)  Answer a Close Reading Question, Using Text Evidence (W.5.10)  Plan and Organize an Essay (W.5.4, W.5.5)  Link Ideas Using Words, Phrases, and Clauses (W.5.1c)		Link Ideas Using Words, Phrases, and Clauses (L.5.6)	Determine the Meaning of Figurative Language (L.5.5a) Use Academic and Domain-Specific Words and Phrases (L.5.6)
	3	Extended Read 2	Asparagus	Literary Text: Historical Fiction	Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10)	Variant Vowels oo (oo, ew, ould, ull)(RF.5.3a, L.5.2e)		Draft an Effective Opening Paragraph (W.5.1a)		Understanding Perfect Verb Tenses (L.5.1b, L.5.1c, L.5.1d)	Determine the Meaning of Figurative Language (L.5.5a, L.5.5b)
		Word Study Read 3	British English and Me	Literary Text: Humor	Analyze Point of View (RL.5.1, RL.5.6, RL.5.9)  Compare and Contrast Themes in Two Stories in the Same Genre (RL.5.9)  Quote Accurately From a Text When Drawing Inferences (RL.5.1)			Write a Paragraph Explaining Key Events (W.5.10)  Incorporate Reasons Supported by Facts and Details (W.5.1b)  Quote Accurately From a Text When Drawing Inferences (W.5.10)			

								Revise to Link Opinions with Reasons (W.5.1c)			
								Write to Explain Figurative Language (W.5.10)			
								Evaluate and Reflect on Writing (W.5.1b, W.5.5, W.5.8, W.5.9a)			

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**Grade 5 Benchmark Advance**

**Unit 5 Knowledge Strand: Technology and Society/Topic: Technology’s Impact on Society**

Essential Question: What value does technology bring to people’s lives?

Interactive Read-Aloud: Over the course of the unit, you may choose a recommended trade book or from the selections in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational		Writing  3 weeks: Process Writing – Opinion Essay	Speaking and Listening	Language	
						Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition
5	1	Short Read 1	Technology and the Lowell Mill Girls	Informational Text: Social Studies	Read and Respond to Poems (RL.5.1, RL.5.2, RL.5.10)  Identify Genre Features: Poetry (RL.5.5)	Noun Suffixes: -ology, -ant, -er, -or, -ery (RF.5.3a, RF.5.2e)	Read on-level text with purpose and understanding (RF.5.4a)  Short Pauses (RF.5.4b)  Develop Fluency: Read with Dramatic Expression (RF.5.4b, RF.5.4c)	Brainstorm an Opinion (W.5.4)  Select Knowledgeable and Credible Online Sources (W.5.7, W.5.8)  Take Notes from Online Sources (W.5.8)  Use Your Notes to Plan/Organize Your Opinion Essay (W.5.4, W.5.5)  Write Two Paragraphs Compare and Contrast (W.5.10)	Speaking and Listening Standards are addressed throughout the unit.  Comprehension and Collaboration Standards (SL.5.1, SL.5.2, SL.5.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.	Understand Modifying Phrases (L.5.2b)	
		Short Read 2	Eli Whitney’s Cotton Gin	Informational Text: Social Studies	Identify Main Idea and Key Details (RI.5.1, RI.5.2, RI.5.10)						
		Word Study Read	Lucy Larcom’s New England Girlhood	Informational Text: Social Studies	Analyze Text Structure: Problem/Solution (RI.5.1, RI.5.2, RI.5.5)  Analyze Graphic Features: Timelines (RI.5.1, RI.5.3, RI.5.7)  Integrating information from Multiple Sources to Develop Understanding (RL.5.1, RI.5.1, RI.5.6, RI.5.9)						
	2	Extended Read 1	Poems of the Industrial Age	Literary Text: Narrative Verse	Identify Key Details and Main Ideas (RL.5.1, RL.5.2, RL.5.10)	Latin Roots: spec (see), liter (letters), vent (come), struct (build), (RF.3.3a, L.5.4b)	Introduce Your Topic/State Your Opinion (W.5.1a)  Incorporate Research to Support Your Opinion (W.5.1b)  Link Opinions and Reasons (W.5.1c)  Draft a Concluding Statement (W.5.1d)  Write a Theme Statement in Response to Text (W.5.10)	Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.	Use Linking Words and Phrases (L.5.6)  Understand Modal Auxiliaries (L.5.1c)	Latin Roots (L.5.2e, L.5.4b)	
		Word Study Read 2	An Adventure to Remember	Literary Text: Historical Fiction	Close Reading: Analyze a Poem’s Structure (RL.5.1, RL.5.5)  Close Reading: Analyze a Poem’s Structure (RL.5.1, RL.5.2, RL.5.5)  Compare and Contrast Poems (RL.5.1, RL.5.2, RL.5.9)						

1/6/20 to 1/27/20

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational		Writing 3 weeks: Process Writing – Opinion Essay	Speaking and Listening	Language	
						Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition
5	3	Extended Read 2	The Making of the Industrial Age	Informational Text: Social Studies	Identify Main Ideas and Key Details (RI.5.1, RI.5.2, RI.5.10)  Close Reading: Make Connections Within a Text (RI.5.1, RI.5.3)	Edit to Correct Spelling Using Reference Materials (L.5.1e)		Revise to Vary Beginnings of Sentences (W.5.4, W.5.5)  Explain the Relationship Between Events in a Historical Text (W.5.10)  Analyze a Problem/Solution Structure (W.5.10)  Create a Title/Use Technology to Publish Writing (W.5.6)		Use Punctuation to Separate Items in a Series (L.5.2a, L.5.2b, L.5.6)  Expand, Combine, and Reduce Sentences for Meaning, Interest, and Style (L.5.3a)  Use Modal Auxiliaries (L.5.1c)  Homophones (L.5.2e, L.5.4a)	Determine the Meaning of Domain-Specific Vocabulary (L.5.4a, L.5.4c)
		Word Study Read 3	Samuel Morse: Inventor and Artist	Informational Text: Biography	Close Reading: Analyze Problem/Solution Text Structure (RI.5.1, RI.5.5)  Compare and Contrast Authors' Points of View (RL.5.1, RI.5.1, RI.5.6, RI.5.9)						

**Grade 5 Benchmark Advance**

**Unit 6 Knowledge Strand: Theme/Topic: Up Against the Wild**

Essential Question: What compels us to survive?

Interactive Read-Aloud: Over the course of the unit, you may choose a recommended trade book or from the selections in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational		Writing  3 Weeks: Narrative Writing to Sources- Journal Entry	Speaking and Listening	Language	
						Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition
6  1/28/20 to 2/14/20	1	Short Read 1	Androcles and the Lion	Literary Text: Fable	Identify Key Events and Summarize (RL.5.10)	Variant Vowel /ô/ (al, alk, all, au, aw) (RF.5.3a, L.5.2e)	Read on-level text with purpose and understanding (RF.5.4a)	Write to Answer a Prompt – Journal Entry (W.5.5)  Develop the Character’s Voice (W.5.5)  Write Two Paragraphs That Compare and Contrast Characters (W.5.10)	Speaking and Listening Standards are addressed throughout the unit.  Comprehension and Collaboration Standards (SL.5.1, SL.5.2, SL.5.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.	Understand the Function of Prepositions (L.5.1a)	Determine or Clarify the Meaning of Unknown and Multiple-Meaning Words and Phrases (L.5.4a)
		Short Read 2	Brushfire!	Literary Text: Play	Analyze How Characters Respond to Challenges (RL.5.1, RL.5.2)						
		Word Study Read 1	Sinbad and the Valley of Diamonds	Literary Text: Folktale	Determine Theme (RL.5.1, RL.5.2)  Compare and Contrast Two Stories with Similar Themes (RL.5.1, RL.5.2, RL.5.3, RL.5.9)  Compare and Contrast Two Characters in a Text (RL.5.3)  Explain the Overall Structure of a Text (RL.5.5)						
	2	Extended Read 1	The Law of Club and Fang	Literary Text: Realistic	Identify Key Events and Summarize (RL.5.10)	Noun Suffixes (-tion, -ty, -sion, -ness, -ment) (RF.5.3a, L.5.2e)	Write to Answer a Prompt – Journal Entry (W.5.5)  Reread a Source Text to Find Character Information and Answer a Prompt (W.5.8)  Read and Write About Events and Details (W.5.8)  Plan Journal Entries (W.5.3a, W.5.4, W.5.5)	Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.	Form and Use the Future Perfect Tense (L.5.1b, L.5.1c, L.5.1d)	Determine the Meaning of Words and Phrases as They Are Used in a Text (L.5.2e, L.5.4a, L.5.4c)	
Word Study Read 2	Gold Rush!	Literary Text: Historical Fiction	Compare and Contrast Two Characters in a Text (RL.5.3)  Compare and Contrast Two Stories with Similar Themes (RL.5.1, RL.5.2, RL.5.3, RL.5.9)  Quote Accurately From a Text When Drawing Inferences (RL.5.1)								



Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational		Writing 3 weeks: Process Writing – Opinion Essay	Speaking and Listening	Language	
						Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition
6	3	Extended Read 2	Julie Fights for Survival	Literary Text: Realistic	Identify Key Events and Summarize (RL.5.10)	Compound Words (Hyphenated , Open) (RF.5.3a, L.5.3e)		Use Description in a Draft (W.5.3b, W.5.3d)		Use Prepositional Phrases (L.5.1a)	Determine the Meaning of Words or Phrases as They Are Used in a Text (L.5.4a, L.5.4c)
		Word Study Read 3	Survival in the Arctic	Informational Text: Science	Analyze How Characters Respond to Challenges (RL.5.1, RL.5.2)			<p>Draft an Ending to Provide a Sense of Closure (W.5.3e)</p> <p>Quote Accurately From a Text When Drawing Inferences (W.5.10)</p> <p>Revise to Add Details (W.5.3c)</p> <p>Determine How Characters in a Story Respond to Challenges (W.5.10)</p> <p>Compare and Contrast Two Texts With Similar Themes (W.5.10)</p> <p>Evaluate and Reflect on Writing (W.5.3a, W.5.3b, W.5.10)</p>		Correct Form and Verb Tenses (L.5.1b, L.5.1c, L.5.1d)	

**Grade 5 Benchmark Advance**

**Unit 7 Knowledge Strand: History and Culture/Topic: Conflicts That Shaped a Nation**

Essential Question: How does conflict shape a society?

Interactive Read-Aloud: Over the course of the unit, you may choose a recommended trade book or from the selections in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational		Writing Writing to Sources: Informative Report	Speaking and Listening	Language	
						Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition
7  2/24/20 to 3/13/20	1	Short Read 1	Yankee Doodle Boy	Diary	Identify Key Details and Determine Main Idea (RI.5.1, RI.5.2)	Final /l/ and /r/ (RF.5.3, RF.5.3a)	Read on-level text with purpose and understanding (RF.5.4a)	Write to a Prompt (W.5.5)  Analyze the Organization and Features of a Mentor Text (W.5.2a, W.5.2b, W.5.2c, W.5.5)  Analyze How Writers Use Information from Sources (W.5.5, W.5.8)	Speaking and Listening Standards are addressed throughout the unit.  Comprehension and Collaboration Standards (SL.5.1, SL.5.2, SL.5.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.  Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.		Determine the Meaning of Domain-Specific Vocabulary (L.5.1a, L.5.4c, L.5.6)  Reduce Sentences for Meaning, Interest, and Style (L.5.3a)
		Short Read 2	Road to Revolution	Informational Text: Social Studies	Analyze the Overall Structure of Events in a Text (RI.5.5)						
		Word Study Read 1	Deborah Sampson, Revolutionary Soldier	Informational Text: Social Studies	Explain How Authors Use Reasons and Evidence to Support Particular Points (RI.5.8)  Identify and Understand Dialect in a Text (RI.5.4)  Compare and Contrast the Overall Structure of Events in Two or More Texts (RI.5.5)						
	2	Extended Read 1	The Nation at War	Informational Text: Social Studies	Identify Key Details and Determine Main Idea (RI.5.1, RI.5.2)	Prefixes (re-, pre-, dis-, mis-) (RF.5.3a, L.5.4b)	Rate: Speed/Pacing-Varied (RF.5.3a)	Write to a Prompt (W.5.5, W.5.10)  Gather Information from Sources (W.5.2b, W.5.8)  Use Notes to Organize a Report (W.5.4, W.5.5)  Group Related Information in Paragraphs and Sections (W.5.2a, W.5.4)		Correlative Conjunctions (L.5.1e)	
Word Study Read 2		Two Letters from Boston, Massachusetts -- 1775	Letters	Explain How Authors Use Reasons and Evidence to Support Particular Points (RI.5.1, RI.5.8)  Quote Accurately from a Text to Explain and Draw Inferences (RI.5.1, RI.5.1b, RI.5.2, RI.5.6)  Integrate Information from Several Texts on the Same Topic (RI.5.9, RL.5.1, RL.5.2, RL.5.9)							

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational		Writing to Sources: Informative Report	Speaking and Listening	Language	
						Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition
7	3	Extended Read 2	The Youth in Battle	Literary Text: Historical Fiction	Identify and Understand Dialect in a Text (RL.5.1)	Silent Letters: kn, wr, gh, gn, wh (RF.5.3a)		Revise to Improve Sentence Fluency by Reducing Sentences (W.5.5)  Edit and Revise (W.5.5)  Evaluate and Reflect on Writing (W.5.10)		Correlative Conjunctions (L.5.1e)  Shifts in Verb Tense (L.5.1d)	Improve Sentence Fluency by Reducing Sentences (L.5.3a)  Maintain Formal Voice (L.5.3b)  Figurative Language (Similes) (L.5.5a)
		Word Study Read 3	Young Patriots	Informational Text: Social Studies	Integrate Information from Several Texts on the Same Topic (RI.5.9, RL.5.1, RL.5.2, RL.5.9)  Identify and Summarize Key Events (RL.5.1, RL.5.2)  Explain How Parts of a Text Fit Together to Provide the Overall Structure (RL.5.5)						

**Grade 5 Benchmark Advance**

**Unit 8 Knowledge Strand: Earth Science/Topic: Water: Fact and Fiction**

Essential Question: What does water mean to people and the societies they live in?

Interactive Read-Aloud: Over the course of the unit, you may choose a recommended trade book or from the selections in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational		Writing Process Writing: Informative Report	Speaking and Listening	Language	
						Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition
8  3/16/20- 4/13/20	1	Short Read 1	The Water Famine	Legend	Identify Key Events and Summarize (RL.5.1, RL.5.2)	/ou/ and /oi/ (RF.5.3a, L.5.4)	Read on-level text with purpose and understanding (RF.5.4a)	Develop Focus for Writing (W.5.4, W.5.5)	Speaking and Listening Standards are addressed throughout the unit.	Expand Sentences for Meaning, Interest, and Style (L.5.2a, L.5.3a)	Determine or Clarify the Meaning of Unknown and Multiple-Meaning Words and Phrases (L.5.4, L.5.4a)  Figurative Language (Similes) (L.5.4)
		Short Read 2	Water-Wise Landscaper	Interview	Compare and Contrast Characters in a Story (RL.5.1, RL.5.3)						
		Word Study Read 1	Pecos Bill and the Tornado	Tall Tale	Determine Two or More Main Ideas in a Text (RI.5.2)  Explain How an Author Uses Reasons and Evidence (RI.5.8)  Integrate Information from Two Texts to Speak Knowledgeably About a Topic (RI.5.6, RI.5.9)						
	2	Extended Read 1	The Pagoda on the Hill of the Imperial Springs	Legend	Identify Key Events and Summarize (RL.5.1, RL.5.2)	Latin Roots (aud, vis, form, cede) (L.5.4b, RF.5.3a)	Prosody-Dramatic expression, Anticipation/mood (RF.5.4b)	Introduce a Topic (W.5.2a)	, and Productive Engagement activities.	Sentences with Multiple Tenses (L.5.1b, L.5.1c, L.5.1d)	Determine the Meaning of Figurative Language (L.5.5a)
		Word Study Read 2	Why the Ocean Has Tides	Pourquoi Tale	Compare and Contrast Characters in a Story (RL.5.1, RL.5.3)  Explain How Parts of a Text Fit Together to Provide the Overall Structure (RL.5.1, RL.5.3, RL.5.5)  Compare and Contrast Two Texts with Similar Themes (RL.5.9)						
	3	Extended Read 2	Questions and	Informational Text: Science		Adjective		Revise to Improve Sentences by Expanding		Correct Form and Use of	Introduce a Topic and Group Related

		Answers About the Oceans		Determine Two or More Main Ideas in a Text (RI.5.1, RI.5.2)	Suffixes (-y, -ent, -ive, -ic, -ful) (RF.5.3a, L.5.4b)		Sentences (W.5.4, W.5.5)		Verb Tenses (L.5.1b, L.5.1c, L.5.1d)	Information Logically (L.5.2a)
	Word Study Read 3	The Great Barrier Reef	Informational Text: Science	<p>Explain How an Author Uses Reasons and Evidence (RI.5.1, RI.5.8)</p> <p>Integrate Information from Two Texts to Speak Knowledgeably About a Topic (RI.5.1, RI.5.5, RI.5.6, RI.5.9)</p> <p>Explain the Relationship Between Events in a Scientific Text (RI.5.1, RI.5.3, RI.5.8)</p>			<p>Revise to Include Domain-Specific Vocabulary (W.5.2d)</p> <p>Create a Title/Use Technology to Publish Writing (W.5.2a, W.5.6)</p>			<p>Organize Events in Sequence (L.5.3a)</p> <p>Determine the Meaning of Domain-Specific Vocabulary (L.5.4c)</p> <p>Check Spelling Using Reference Materials (L.5.2e)</p>

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Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational		Writing Process Writing: Multimedia Presentation	Speaking and Listening	Language	
						Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition
9	3	Extended Read 2	Old Cities Revitalize	Informational Text: Social Studies	Determine Two or More Main Ideas and Explain How Key Details Support Them (RI.5.1, RI.5.2)	Prefixes that Describe "Where" (pro-, em-, en-, per-, im-) (RF.5.3a, L.5.2e)		Revise to Include Multimedia Components (W.5.2a)			
		Word Study Read 3	Out of Disaster	Informational Text: Social Studies	<p>Draw on Information from Multiple Sources (RI.5.1, RI.5.7)</p> <p>Explain How an Author Uses Reasons and Evidence</p> <p>Compare and Contrast the Overall Structure of Events in Two or More Texts (RI.5.1, RI.5.5, RI.5.8)</p> <p>Integrate Information from Two Texts on the Same Topic (RI.5.9)</p>						

**Grade 5 Benchmark Advance**

**Unit 10 Knowledge Strand: Physical Science/Topic: Transforming Matter**

Essential Question: Why do we measure and describe the world?

Interactive Read-Aloud: Over the course of the unit, you may choose a recommended trade book or from the selections in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational		Writing Weeks 1 and 2: Process Writing: Diamante Poem Week 3: Reflect on Writing	Speaking and Listening	Language				
						Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition			
10  5/5/20 to 5/22/20	1	Short Read 1	John Dalton: Father of the Atomic Theory	Informational Text: Science	Determine Two or More Main Ideas and Explain How Key Details Support Them (RI.5.1, RI.5.2)	Plurals: Spelling Changes/ Irregulars (RF.5.3a, L.5.2)	Read on-level text with purpose and understanding (RF.5.4a)	Write a Diamante Poem – Introduction (W.5.4, W.5.10)	Speaking and Listening Standards are addressed throughout the unit.		Determine or Clarify the Meaning of Unknown and Multiple-Meaning Words and Phrases (L.5.4)			
		Short Read 2	Matter is Everywhere!	Informational Text: Science	Explain the Relationship Between Individuals, Concepts, and Events in a Text (RI.5.3)							Phrasing- Units of Meaning in Complex Sentences (RF.5.4b)	Analyze the Diamante Form (W.5.4, W.5.10)	Comprehension and Collaboration Standards (SL.5.1, SL.5.2, SL.5.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.
		Word Study Read 1	Balloon Ride	Informational Text: Science	Draw on Information from Multiple Sources (RI.5.7, RI.5.8) Integrate Information from Several Texts on the Same Topic (RI.5.1, RI.5.5, RI.5.9)									
	2	Extended Read 1	Investigate: Changes in Matter	Informational Text: Science	Determine Two or More Main Ideas and Explain How Key Details Support Them (RI.5.1, RI.5.2)	Science Roots (se, mech, cycle, phys, chem) (RF.5.3a, L.5.6)	Draft a Diamante (W.5.4, W.5.10)	Revise Using Assonance to Add a Musical Quality (W.5.4, W.5.5, W.5.10)			Determine the Meaning of Domain-Specific Words and Phrases (L.5.4a, L.5.4c, L.5.6)			
		Word Study Read 2	My Dad the Street Chef	Narrative Text: Fiction	Explain the Relationship Between Individuals,									



					<p>Concepts, and Events in a Text (RI.5.1, RI.5.3)</p> <p>Draw on Information from Multiple Sources (RI.5.7)</p> <p>Integrate Information from Several Texts on the Same Topic (RI.5.1, RI.5.3, RI.5.9)</p>			<p>Revise to Improve the Form of the Diamante (W.5.4, W.5.5, W.5.10)</p> <p>Use a Checklist to Edit the Diamante (W.5.4, W.5.5, W.5.10)</p> <p>Use Keyboarding Skills to Publish a Diamante (W.5.4, W.5.6, W.5.10)</p>			
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Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational		Writing Weeks 1 and 2: Process Writing: Diamante Poem Week 3: Reflect on Writing	Speaking and Listening	Language	
						Word Study and Spelling	Fluency			Conventions of English	Vocabulary Acquisition
10	3	Extended Read 2	Marie M. Daly: Biochemistry Pioneer	Biography	Determine Two or More Main Ideas and Explain How Key Details Support Them (RI.5.1, RI.5.2)	Prefixes (re-, bio-, im-, ex-, micro-) (RF.5.3a, L.5.4b)		Reflect on Narrative Writing (W.5.4, W.5.10) Reflect on Informative Writing (W.5.4, W.5.10)  Reflect on Opinion Writing (W.5.4, W.5.10)  Prepare to Share (W.5.4, W.5.10)  Share Writing (W.5.4, W.5.10)			Determine the Meaning of Domain-Specific Words and Phrases (L.5.4a, L.5.4c, L.5.6)
		Word Study Read 3	What Makes it Pop?	Informational Text: Science	Explain the Relationship Between Individuals, Concepts, and Events in a Text (RI.5.7)  Integrate Information from Several Texts on the Same Topic (RI.5.1, RI.5.7, RI.5.9)  Use Text Evidence to Draw Inferences (RI.5.1)						