


DAY	*Content Strand *Learning Target / Essential Q's Curriculum document Common Core	Tasks	Engagement www.marshall.kyschools.us/ Thoughtful Ed Links Engagement Cube Literacy: Literacy Ideas	Vocabulary Activities Activities II	Assessment F –Formative S-Summative College Readiness Strategies ; More Ideas	Differentiation T-Task ; S-Special Needs ; G-Gifted/Accel. Wiki ; 9 Types; MAP Site Big Explanation Tool ; FCRR	Resources/ Technology 50 Ideas HMonline
1	Read-aloud (all essential RL)	~Continue Read-aloud ~Tasks: <i>plot volcano; characters charts; elements of fiction; comprehension; multimedia/visual elements; modeled fluency</i>			<i>Think Back Thurs. (TBTQ) (passage with spiraled comp questions— alternate ER, SA, & MC)</i>		
2	<p>RI.5.1 I can quote accurately from the text (S). I can read closely and find answers explicitly in the text ("right there answers") and answers that require inference (S). I can analyze an author's words and find quotes needed to support both explicit and inferential questions (S).</p> <p>RI.5.2 I can define main idea (who or what a text is mainly about) (K). I can determine two or more main ideas of a text (R). I can identify key details in a text and explain how they support the main ideas (R).</p> <p>RI.5.3 I can use specific information in a text (e.g. historical, scientific, technical) to identify and explain the interactions between two or more individuals, events, idea, and/or concepts (R).</p> <p>RI.5.4 I can identify a domain specific words or phrases (content words) in a text (K). I can use various strategies (e.g. context clues, root words, affixes) to determine the meaning of general academic and domain-specific words and phrases in a text (S). I can locate and use resources (e.g. glossary, footnote, dictionary) to assist me in determining the meaning of unknown words and phrases (S).</p> <p>L5.4a I can infer the meaning of unknown words using context clues (i.e. definitions, synonyms/antonyms, cause/effect relationships, comparisons found in surrounding text (R). What do good readers do? Am I clear about what I just read? How do I know? W 5.6 (publish tech. (AR)) W.5.7 (research) SL 5.2 (summarize)</p>	<p>Before Reading (BR): <i>Cougars</i></p> <ul style="list-style-type: none"> • Pre-assess Main Idea/Details • Foldable: topic-MI-details  • Intro Vocabulary • HM Read-Aloud T232 • Read background p248 • Comprehension p249 • Skill Modeling T164 (proj 8.2) <i>Persuasion:Analyze/Eval</i> • Picture Walk to predict/infer 	<p>Antonetti Pic Vocab (see Vocabulary)</p> <p>Picture Walk (see Task)</p>	<p>available particular keen *detecting *mature vary *resemble unobserved *ferocious *contentment</p> <p>(*Antonetti Pics) (See centers) (Intro Vocab HM)</p>	Guided Practice HM	<p>Centers Stories L10&6 Vocabulary: Create a crossword puzzle with 10 words of your choice (clues must be about definition) Comp. Skills: Mailbox Cards (Main Idea and Cause/Effect) Fluency: 6 min Sol. Writing: "A Closer Look" p261 Integration: Cold/Warm-blooded sort (Marcum bulletin board) and compare 2 animals of your choice</p>	HMonline

	Standards	Task		Vocabulary	Assessment	Differentiation	Resources
3	RI.5.1 RI.5.2 RI.5.3 RI.5.4 L5.4a	During Reading (DR): <i>Cougars</i> <ul style="list-style-type: none"> Persuasion G.O. (<i>use for MI</i>) (p199) (T164 proj 8.3a) Stop & Think and Guided Questions (teacher manual) Read 2 different ways (independent, partner, whole-group, online) 	Graphic Organizer p199	available particular keen detecting mature vary resemble unobserved ferocious contentment (<i>See centers</i>)	Guided Practice HM Graphic Organizer p199	"Centers L10&6" c'td HM Small Group Readers' Destination: Main Idea/Details	HMonline
4	RI.5.1 RI.5.2 RI.5.3 RI.5.4 L5.4a	After Reading (AR): <i>Cougars</i> <ul style="list-style-type: none"> Theme Map T&T p261 P261 "Your Turn" Create AR test for <i>Cougars</i> P261 "A Closer Look" CRQ 	LWO (T&T- See Task)	available particular keen detecting mature vary resemble unobserved ferocious contentment (<i>See centers</i>)	PB 85 (T199)	Lvld Practice PB85 "Centers L10&6" c'td HM Small Group Lvld Practice PB85	HMonline AR site to create test
5	RL.5.4 I can define and identify various forms of figurative language (e.g. simile, metaphor, personification, alliteration, onomatopoeia) (K). I can distinguish between literal (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean) (R). Why does author's choice matter? What makes a story a good story? RL.5.2 I can analyze details in a text (e.g. how characters respond to challenges or how the speaker in a poem reflects upon a topic) to determine a theme (author's overall message) (R). What do good readers do? Am I clear about what I just read? How do I know? RL 5.5 I can explain how stanzas fit together to form poems. Why does it matter? What makes a story a great story?	Read " <i>Purr-fection</i> " BR: Bellringer Poetry Structure DR: Guided Questions AR: T2T p265 (<i>use 2 poems</i>)		available particular keen detecting mature vary resemble unobserved ferocious contentment (<i>See centers</i>)	Guided Practice TBTQ:	"Centers L10&6" c'td HM Small Group	HMonline

	Standards	Task	Engagement/Literacy	Vocabulary	Assessment	Differentiation	Resources
6	<p>RI.5.2 I can define main idea (who or what a text is mainly about) (K). I can determine two or more main ideas of a text (R). I can identify key details in a text and explain how they support the main ideas (R).</p> <p>RI.5.3 I can use specific information in a text (e.g. historical, scientific, technical) to identify and explain the interactions between two or more individuals, events, idea, and/or concepts (R).</p> <p>RI.5.4 I can identify a domain specific words or phrases (content words) in a text (K). I can use various strategies (e.g. context clues, root words, affixes) to determine the meaning of general academic and domain-specific words and phrases in a text (S). I can locate and use resources (e.g. glossary, footnote, dictionary) to assist me in determining the meaning of unknown words and phrases (S). Why does author's choice matter? What makes a story a great story?</p> <p>RI.5.5 I can identify and explain different structures used in informational text (e.g. chronology, compare/contrast, cause/effect, problem/solution) (K). I can determine the overall structure of an informational text (R).</p> <p>W 5.9b (MI/evidence)</p> <p>L5.4a I can infer the meaning of unknown words using context clues (i.e. definitions, synonyms/antonyms, cause/effect relationships, comparisons found in surrounding text (R)).</p> <p>L 5.5c I can recognize word relationships and use those relationships to further understand each of the words. When a word doesn't make sense, what can I do?</p>	<p>Before Reading (BR): <i>Turtles</i></p> <ul style="list-style-type: none"> ● Intro Vocabulary ● Antonyms PB63 (opt.) ● HM Read-Aloud ● Read Background p148 ● Read Comprehension p149 ● Picture Walk to predict/infer 	<p>Frayer Model Vocab (See Vocab)</p> <p>Picture Walk- See Task</p>	<p>(See centers) (Intro Vocab HM)</p> <p>marine basking stunned intensive ordeal treating fatal analyzing juvenile calling</p> <p>Frayer Model: <i>marine</i></p>	<p>Guided Practice HM PB63 (opt.)</p>	<p>“Centers L10&6” c’td</p> <p>HM Small Group</p> <p>Readers’ Destination: Cause/Effect (Tier 3) <i>short, little practice</i></p>	<p>HMonline</p> <p>Writing Link: C/E para.</p>

Before Reading: BR During Reading: DR After Reading: AR Turn and Talk: T&T Text to Self: T2S Text to Text: T2T Text to World: T2W
 Personal Response: PR; Clear, Modeled Expectations: CME; Learning with Others: LwO; Choice: C;
 Emotional/Intellectual Safety: EIS; Novelty/Variety: NV; Authenticity: A; Sense of Audience: SA

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7	RI.5.2 RI.5.3 RI.5.4 RI.5.5 L5.4a L 5.5c	During Reading (DR): <ul style="list-style-type: none"> Read online with a partner Stop & Think and Guided Questions (teacher manual) <i>Given to students to answer while reading online</i> 	Learning With Others (partner read/answer)	<i>(See centers)</i> marine basking stunned intensive ordeal treating fatal analyzing juvenile calling	Guided Practice HM	"Centers L10&6" c'td HM Small Group	HMonline
8	RI.5.1 I can quote accurately from the text (S). I can read closely and find answers explicitly in the text ("right there answers") and answers that require inference (S). I can analyze an author's words and find quotes needed to support both explicit and inferential questions (S).	After Reading (AR): <ul style="list-style-type: none"> C&E g.o. (P149 (T19 Proj 6.2)) Theme Map T&T p163 P163 <i>Rescue</i> ERQ PB 63 (<i>opt.</i>) 	-Graphic Organizer p149 -Collaborative Summary p78-81 <i>Tools Book</i> <i>(Students work together to agree on the main points of a text)</i> -LWO (T&T- See Task) -C&E g.o. (See Task)	<i>(See centers)</i> marine basking stunned intensive ordeal treating fatal analyzing juvenile calling	<i>Rescue ERQ</i> PB61 PB63 (<i>opt.</i>)	"Centers L10&6" c'td HM Small Group	HMonline
9	RL.5.2 I can analyze details in a text (e.g. how characters respond to challenges or how the speaker in a poem reflects upon a topic) to determine a theme (author's overall message) (R). What do good readers do? Am I clear about what I just read? How do I know? RL 5.7 I can analyze how visual and multimedia elements create meaning and add tone to contribute to the beauty of a text. <i>(if we show the videos)</i> Whose story is it? Why does it matter? RL.5.9 I can compare (determine similarities) and contrast (determine differences) how stories in the same genre can communicate the same theme or topic (R). In what ways does creative choice impact an audience? Whose story is it and why does it matter? L 5.5 (idiom/adages) W 5.3 (narratives) W 5.4&W5.5 (dvlpmt) W 5.6 (tech publish)	Read <i>Just So Stories</i> BR: Intro concept- <i>Just So Stories</i> DR: Antonetti Pyramid Summary AR: <ul style="list-style-type: none"> T2T p167 (compare/contrast factual and fictional info about animal) Students create their own <i>Just-So Story</i> about their own life <i>i.e. How Amanda Got Freckles</i> 	Ant. Pyramid Summary <i>Students work together to summarize their story using a limited amount of words for each element of fiction</i>		TBTQ: PB61 PB63 antonyms	"Centers L10&6" c'td HM Small Group Lvld PB61 Lvld PB63	HMonline Jane Rahm (assist in introducing, writing, and publishing <i>Just-So Stories</i>) Writing Link: (Write <i>Just-So Story</i>)

	Standards	Task	Engagement/Literacy	Vocabulary	Assessment	Differentiation	Resources
10	<p>RI.5.3 I can use specific information in a text to identify and explain interactions between two or more individuals, events, ideas, and concepts. What do good readers do? Am I clear about what I just read? How do I know?</p> <p>RI.5.4 I can identify general academic words or phrases (different ways to say the same thing) in a text (K). I can identify a domain specific words or phrases (content words) in a text (K). I can use various strategies (e.g. context clues, root words, affixes) to determine the meaning of general academic and domain-specific words and phrases in a text (S). I can locate and use resources (e.g. glossary, footnote, dictionary) to assist me in determining the meaning of unknown words and phrases (S). Why does author's choice matter? What makes a story a great story?</p> <p>RI.5.8 I can identify which reasons and evidence support particular points (K) Whose story is it? Why does it matter?</p> <p>L.5.4a I can infer the meaning of unknown words using context clues (i.e. definitions, synonyms/antonyms, cause/effect relationships, comparisons found in surrounding text (R). What do good readers do? When a word doesn't make sense, what can I do?</p> <p>L.5.4b I can recognize and define common Greek and Latin affixes and roots (units of meaning) (R). I can break down unknown words into units of meaning</p>	<p>Before Reading (BR): <i>Everglades</i></p> <ul style="list-style-type: none"> • Intro Vocabulary • Prefixes • HM Read-Aloud (projectable) • Read background • Review the graphic organizer <i>Tell students that a main idea can be an opinion</i> • Picture Walk to predict/infer 	<p>Vocab Word Sort <i>Students will classify words into categories (see Vocab)</i></p>	<p>(See centers) (Intro Vocab HM) endangered unique adapted vegetation conserving restore guardians attracted regulate responsibility</p> <p>Word Sort: all</p>	<p>Guided Practice HM</p>	<p>Centers Stories L8&9 <u>Vocabulary:</u> Task Rotation with 5 words of your choice <u>Comp. Skills:</u> SRA <u>Fluency:</u> 6 min Sol <u>Writing:</u> Choose preservation or destruction—what would be the effects? <u>Integration:</u> Calculate the area of the Everglades using maps, scale, formula</p> <p>HM Small Group</p> <p>Word Sort: T3 give students categories to sort into T2 suggest categories for students T1 students create own categories</p> <p>Rdrs' Destination: Draw Conclusions (Tier 3)</p>	<p>HMonline</p> <p>Brain Pop: Everglades</p>

	Standards	Task	Engagement/Literacy	Vocabulary	Assessment	Differentiation	Resources
1 1	RI 5.3 RI.5.4 RI 5.8 L.5.4a L.5.4b	During Reading (DR): <ul style="list-style-type: none"> Read online with a partner G.O. T19 Stop & Think and Guided Questions (teacher manual) <i>Given to students to answer while they read</i> Model: read 2 different ways (independent, partner, whole-group, online) 	Learning With Others (partner read/answer) Graphic Organizer (T19) (See Task)	(See centers) (Intro Vocab HM) endangered unique adapted vegetation conserving restore guardians attracted regulate responsibility	Guided Practice HM Graphic Organizer T19	Centers Stories L8&9 HM Small Group	
1 2	RI.5.1 I can quote accurately from the text (S). I can read closely and find answers explicitly in the text ("right there answers") and answers that require inference (S). I can analyze an author's words and find quotes needed to support both explicit and inferential questions (S). What do good readers do? Am I clear about what I just read? How do I know? W 5.1. (opinion) W 5.4&5.5 (if in writing) W5.6 (if published w/tech)	After Reading (AR): <ul style="list-style-type: none"> Prefixes Theme Map Projectable 8.3 T&T p213 Prefixes 	LWO (T&T- See Task)	(See centers) (Intro Vocab HM) endangered unique adapted vegetation conserving restore guardians attracted regulate responsibility	Write opinion of Everglades preservation	Centers Stories L8&9 HM Small Group	HMonline Writing Link: Write opinion of Everglades preservation
1 3	RI 5.7 I can locate information from multiple print or digital sources to answer questions and solve problems quickly and efficiently. (S) Whose story is it? Why does it matter?	Read <i>Nat'l Parks of the West</i> BR: Preview structure DR: Guided Questions AR: Main Idea		(See centers) (Intro Vocab HM) endangered unique adapted vegetation conserving restore guardians attracted regulate responsibility	TBTQ: Guided Practice HM	Centers Stories L8&9 HM Small Group	HMonline

	Standards	Task	Engagement/Literacy	Vocabulary	Assessment	Differentiation	Resources
1 4	<p>RL.5.4 I can define and identify various forms of figurative language (e.g. simile, metaphor, personification, alliteration, onomatopoeia) (K). I can distinguish between literal (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean (R)). Why does author's choice matter? What makes a story a good story?</p> <p>RL.5.6 I can determine a narrator's or speaker's point of view in a text (R). I can describe how events in a text are influenced by point of view (S). Why does author's choice matter? What makes a story a great story?</p> <p>RL.5.9 I can compare (determine similarities) and contrast (determine differences) how stories in the same genre can communicate the same theme or topic (R). In what ways does creative choice impact an audience? Whose story is it and why does it matter?</p>	<p><i>Storm Warriors</i> BR:</p> <ul style="list-style-type: none"> • Intro Vocabulary • Compound Words • HM Read-Aloud (projectable) • Skills Modeling: Character Chart <i>model with character from read-aloud</i> • Read background • Picture Walk to predict/infer 	<p>Visualizing Vocab (See Vocab) <i>Give each group 2 words to illustrate; then share</i></p> <p>Graphic Org- Character Chart (See Task)</p>	<p>(See centers) (Intro Vocab HM) critical secured realization annoyance bundle clammy squalling commotion demolished elite</p> <p>Visual Vocab (see Engagement)</p>	<p>Guided Practice HM</p>	<p>Centers Stories L8&9 HM Small Group</p>	<p>HMonline</p> <p>Character Chart (Marcum/Chaffin)</p>
1 5	<p>RL.5.4 RL.5.6 RL.5.9</p>	<p>During Reading (DR):</p> <ul style="list-style-type: none"> • Character Chart • Greek/Latin Roots • Stop &Think and Guided Questions (teacher manual) • Model: read 2 different ways (independent, partner, whole-group, online) 	<p>Personal Response (Character Chart- See Task)</p> <p>Graphic Org- Character Chart (See Task)</p>	<p>(See centers) (Intro Vocab HM) critical secured realization annoyance bundle clammy squalling commotion demolished elite</p>	<p>Guided Practice HM</p> <p>PB98 PB97</p>	<p>Centers Stories L8&9 HM Small Group</p> <p>Lvld Practice PB98 Lvld Practice PB97</p>	

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1 6	<p>RI.5.1 I can quote accurately from the text (S). I can read closely and find answers explicitly in the text ("right there answers") and answers that require inference (S). I can analyze an author's words and find quotes needed to support both explicit and inferential questions (S). What do good readers do? Am I clear about what I just read? How do I know? W 5.1. (opinion) W 5.4&5.5 (if in writing) W5.6 (if published w/tech)</p>	<p>After Reading (AR):</p> <ul style="list-style-type: none"> • Theme Map • P237 Everyday Knowledge (discuss) • T&T p 237 Sea Quilt • Greek/Latin Roots <i>Compound words later</i> 	<p>Nonlinguistic Representation (Sea Quilt- See Task)</p> <p>LWO (T&T- See Task)</p>	<p>(See centers) (Intro Vocab HM) critical secured realization annoyance bundle clammy squalling commotion demolished elite</p>	<p>T&T p 237 Sea Quilt</p> <p>Write opinion of Nathan p244-245</p>	<p>Centers Stories L8&9 HM Small Group</p>	<p>HMonline Writing Link: Opinion of Nathan piece p244-245</p>
1 7	<p>RI 5.6 I can analyze how various authors develop the same event or topic and determine how each author's point of view affects the text. Why does author's choice matter?</p>	<p>Read <i>Paired Passage</i> BR: Preview Passage DR: Guided Questions AR: T2T p241 Compare Themes</p>		<p>(See centers) (Intro Vocab HM) critical secured realization annoyance bundle clammy squalling commotion demolished elite</p>	<p>TBTQ:</p> <p>Guided Practice HM</p> <p>PB 99 (Power Reading Routes) Renaissance</p>	<p>Centers Stories L8&9 HM Small Group</p> <p>Lvl d Practice PB99</p>	<p>HMonline</p>

Before Reading: BR During Reading: DR After Reading: AR Turn and Talk: T&T Text to Self: T2S Text to Text: T2T Text to World: T2W
 Personal Response: PR; Clear, Modeled Expectations: CME; Learning with Others: LwO; Choice: C;
 Emotional/Intellectual Safety: EIS; Novelty/Variety: NV; Authenticity: A; Sense of Audience: SA

	Standards	Task	Engagement/Literacy	Vocabulary	Assessment	Differentiation	Resources
1 8	<p>RL.5.4 I can define and identify various forms of figurative language (e.g. simile, metaphor, personification, alliteration, onomatopoeia) (K). I can distinguish between literal (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean (R)). Why does author's choice matter? What makes a story a good story?</p> <p>RL.5.6 I can determine a narrator's or speaker's point of view in a text (R). I can describe how events in a text are influenced by point of view (S). Why does author's choice matter? What makes a story a great story?</p> <p>L.5.4a I can infer the meaning of unknown words using context clues (i.e. definitions, synonyms/antonyms, cause/effect relationships, comparisons found in surrounding text (R)). What do good readers do? When a word doesn't make sense, what can I do?</p>	<p><i>Old Yeller</i> BR:</p> <ul style="list-style-type: none"> • Intro Vocabulary • HM Read-Aloud (projectable) • Read background • Introduce Idioms • Picture Walk to predict/infer 	<p>Charades Vocab (see Vocab) <i>Students act out a vocab word and others guess.</i></p>	<p>(See centers) (Intro Vocab HM) frantic lunging stride checking wheeled bounding shouldered strained romp picturing</p> <p>Charades: all</p>	<p>Guided Practice HM</p>	<p>HM Small Group</p> <p>Rdrs' Destination: Plot, Setting, Character (low-level Tier 3)</p>	<p>HMonline</p>
1 9	<p>L.5.3b I can compare how authors use variations of English in stories, dramas, or poems (dialect) How does author's choice impact an audience?</p> <p>RL.5.4 RL.5.6 L.5.4a</p>	<p>During Reading (DR):</p> <ul style="list-style-type: none"> • Read online with a partner • Character Chart • Stop &Think and Guided Questions (teacher manual) <i>Given to students to answer while reading</i> 	<p>Learning With Others (partner read/answer)</p> <p>Graphic Org- Character Chart (See Task)</p>	<p>(See centers) (Intro Vocab HM) frantic lunging stride checking wheeled bounding shouldered strained romp picturing</p>	<p>Guided Practice HM</p> <p>P187 <i>No Time to Think</i> P191 T2S</p> <p><i>Do NOT assess g.o.</i></p>	<p>HM Small Group</p>	<p>HMonline</p>

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20	W 5.3b (narrative techniques) RL.5.4 RL.5.6 L.5.4a	After Reading (AR): <ul style="list-style-type: none"> • Theme Map • Point of View (dog's) • Idioms • T187 T&T <i>Etch a Sketch</i> 	Novelty and Variety (dog's point of view- See Task)	(See centers) (Intro Vocab HM) frantic lunging stride checking wheeled bounding shouldered strained romp picturing	PB 75	Leveled Practice PB75 HM Small Group	HMonline
21	Cumulative	Unit 2 Wrap Up p272/ T352 Reading Power p270-1/T350 Blackline Master 10.15			10.15 Reading Power	Modifications/ accommodations as specified in IEP	