

Curriculum Mapping 2022-2023

Reading and Language Arts

Grade Level: 5th

Teacher(s) Writing Curriculum: Kathy Kassens

Unit 1

Unit Title: Journeys
Essential Question: How do journeys change us?
Academic Vocabulary: insight, wandered, passage, adventure, curious
Code for Indiana Standards: (Based on ILEARN Blueprints) High Priority Moderate Priority Low Priority

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 1 Week 1		<p>Main Story: The Path to Paper Son and Louie Share Kim, Paper Son</p> <p>Weekly Question: What motivates people to leave a place they call home?</p> <p>Genre: Informational Text</p> <p>Comprehension Skills & Strategies: Analyze Main Idea and Details, Text Evidence (RACE), Text Structure</p> <p>Developing Vocabulary: citizens, immigration, opportunity, processing, admitted</p> <p>Formative and Summative Assessment(s) Daily formative assessments progress check-ups, cold reads</p>	<p>Spelling Skill: Spell words with suffixes - ic, ism, ive</p> <p>Grammar: Simple Sentences</p> <p>Academic Vocabulary: Related words</p> <p>Word Study: Suffixes - ic, ism, ive</p>	<p>Writing Development Genre: Personal Narrative</p> <ul style="list-style-type: none"> - Analyze a personal narrative - Brainstorm and plan

Unit 1 Week 2		<p>Main Story: Life on Earth and Beyond</p> <p>Weekly Question: What can scientists discover by traveling to distant places?</p> <p>Genre: Informational Text</p> <p>Comprehension Skills & Strategies: Text Features, Inferences, Text Evidence (RACE)</p> <p>Developing Vocabulary: astrobiologists, microbes, colony, sensors, radiation, rovers</p> <p>Formative and Summative Assessment(s) Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell words with Greek Roots</p> <p>Grammar: Independent and Dependent Clauses</p> <p>Academic Vocabulary: Synonyms and Antonyms</p> <p>Word Study: Greek Roots - (o)logy, geo, bio, chron, photo, graph, cent, chron, meter</p>	<p>Writing Development Genre: Personal Narrative</p> <ul style="list-style-type: none"> - Develop an engaging idea - Discuss and practice different writing hooks
Unit 1 Week 3		<p>Main Story: Pedro's Journal</p> <p>Weekly Question: What can people learn from visiting unknown lands?</p> <p>Genre: Historical Fiction</p> <p>Comprehension Skills & Strategies: Point of View, Text Evidence</p> <p>Developing Vocabulary: tide, course, leagues, fathoms, jaunts</p> <p>Formative and Summative Assessment(s) Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell words with vowel teams</p> <p>Grammar: Compound and Complex Sentences</p> <p>Academic Vocabulary: Context Clues</p> <p>Word Study: Vowel Teams</p>	<p>Writing Development Genre: Personal Narrative</p> <ul style="list-style-type: none"> - Develop an introduction with a writing hook - Develop a sequence of events - Draft with transitions

Unit 1 Week 4		<p>Main Story: Poetry Collection</p> <p>Weekly Question: What inspires people to start a journey?</p> <p>Genre: Poetry</p> <p>Comprehension Skills & Strategies: Explain Sound Devices - rhythm, rhyme, rhyme scheme, internal rhyme, end rhyme; Structure of Poems - stanzas, lines, line breaks Figurative Language - idioms, similes, metaphors, onomatopoeia</p> <p>Developing Vocabulary: peering, via, traversed, girth, intersecting</p> <p>Formative and Summative Assessment(s) Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell words with able, ible</p> <p>Grammar: Common, Proper and Collective Nouns</p> <p>Academic Vocabulary: Figurative Language</p> <p>Word Study: Spelling Patterns: V/CV, VC/V</p>	<p>Writing Development Genre:</p> <ul style="list-style-type: none"> - Revise to include important events - Develop a conclusion - Edit for adverbs, pronouns, choice of adjectives - Revise by adding ideas for clarity or deleting for clarity
Unit 1 Week 5		<p>Main Story: Picturesque Journeys</p> <p>Weekly Question: How can new places change the way a person sees the world?</p> <p>Genre: Informational Text</p> <p>Comprehension Skills & Strategies: Domain-Specific Words, Text Structure, Inference</p> <p>Developing Vocabulary: inspired, express, exhibit, imitated, compositions</p> <p>Formative and Summative Assessment(s) Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell words with VCe syllables</p> <p>Grammar: Regular and Irregular Plural Nouns</p> <p>Academic Vocabulary: Parts of Speech</p> <p>Word Study: Silent letters</p>	<p>Writing Development Genre: Personal Narrative</p> <ul style="list-style-type: none"> - Revise - Edit for subject-verb agreement - Publish and Share

Unit 1 Week 6 Project-Based Inquiry		Review	Review	Writing Development Genre: Research - Students will research a country they want to visit - Students will write a persuasive travel brochure
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Unit 2

Unit Title: Observations
Essential Question: How do we learn through our observations?
Academic Vocabulary: expert, focus, visible, relate, detect
Code for Indiana Standards: High Priority Moderate Priority Low Priority

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 2 Week 1		<p>Main Story: Far From Shore</p> <p>Weekly Question: Why do scientists explore and study oceans?</p> <p>Genre: Informational Text</p> <p>Comprehension Skills & Strategies: Author’s Purpose, Evaluate Details, Domain-Specific Vocabulary</p> <p>Developing Vocabulary: marine, ecosystem, flying bridge, chlorophyll, nautical</p> <p>Formative and Summative Assessment(s): daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell words with Open and Closed Syllables</p> <p>Grammar: Subject-Verb Agreement</p> <p>Academic Vocabulary: Related Words</p> <p>Word Study: Open and Closed Syllables</p>	<p>Writing Development Genre: Informational Text</p> <ul style="list-style-type: none"> - Analyze an informational article - Plan your informational article

Unit 2 Week 2		<p>Main Story: A Place for Frogs</p> <p>Weekly Question: What can people do to protect species from a changing environment?</p> <p>Genre: Informational Text</p> <p>Comprehension Skills & Strategies: Analyze Text Structure, Monitor Comprehension</p> <p>Developing Vocabulary: comeback, native, migrating, restore, fungus</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell Words with Final Stable Syllables</p> <p>Grammar: Principal Parts of Regular Verbs</p> <p>Academic Vocabulary: Synonyms and Antonyms</p> <p>Word Study: Final Stable Syllables - le, tion, sion</p>	<p>Writing Development Genre: Informational Text</p> <ul style="list-style-type: none"> - Develop an engaging idea - Draft with specific facts and concrete details - Develop with definitions and quotations - Develop with other information and examples - Develop with visuals and multimedia
Unit 2 Week 3		<p>Main Story: Hatchet</p> <p>Weekly Question: How can careful observation help a person survive?</p> <p>Genre: Realistic Fiction</p> <p>Comprehension Skills & Strategies: Analyze Point of View, Generate Questions</p> <p>Developing Vocabulary: gingerly, ignite, sputtered, painstaking, gratified</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell words with r-Controlled Vowels</p> <p>Grammar: Principal Parts of Irregular Verbs</p> <p>Academic Vocabulary: Context Clues</p> <p>Word Study: r-Controlled Vowels</p>	<p>Writing Development Genre: Informational Text</p> <ul style="list-style-type: none"> - Develop and compose an introduction - Develop with related information - Develop with transitions - Use formatting - Develop and compose a conclusion

Unit 2 Week 4		<p>Main Story: Tracking Monsters</p> <p>Weekly Question: What can we learn from studying animals in their natural habitat?</p> <p>Genre: Informational Text</p> <p>Comprehension Skills & Strategies: Domain-specific words, Confirm or Correct Inferences, Relationships Between Ideas</p> <p>Developing Vocabulary: transmitter, iconic, nocturnal, burrows, fragmented</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell words with Prefixes - il, in, im, ir</p> <p>Grammar: Perfect Verb Tenses</p> <p>Academic Vocabulary: Analogies</p> <p>Word Study: Prefixes - il, in, im, ir</p>	<p>Writing Development Genre: Informational Text</p> <ul style="list-style-type: none"> - Use precise language and domain-specific vocabulary - Use correct verb tense - Edit simple and compound sentences - Edit for prepositions and prepositions phrases
Unit 2 Week 5		<p>Main Story: Let Wild Animals Be Wild and Don't Release Animals Back to the Wild</p> <p>Weekly Question: What are some different ways in which people can observe and protect wildlife?</p> <p>Genre: Argumentative Text</p> <p>Comprehension Skills & Strategies: First Person POV, Analyze Argumentative Texts, Synthesize Information</p> <p>Developing Vocabulary: sanctuaries, diminished, thrive, unfettered, cooperate</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell Base Words with Endings</p> <p>Grammar: Active Voice</p> <p>Academic Vocabulary: Parts of Speech</p> <p>Word Study: Base words and Endings</p>	<p>Writing Development Genre: Informational Text</p> <ul style="list-style-type: none"> - Edit for punctuation marks - Edit for capitalization - Assessment/Share

Unit 2 Week 6 Project-Based Inquiry		Review	Review	Writing Development Genre: Informational Text - Writing Prompt: Invasive species cause many problems. Research an invasive plant or animal. Write an informational essay explaining the different problems caused by the invasive plant or animal.
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Unit 3

Unit Title: Reflections
Essential Question: How do experiences of others reflect our own?
Academic Vocabulary: demonstrate, perspective, recall, appeal, confide
Code for Indiana Standards: High Priority Moderate Priority Low Priority

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 3 Week 1		<p>Main Story: Love, Amelia</p> <p>Weekly Question: What can we learn from the experiences of older generations?</p> <p>Genre: Realistic Fiction</p> <p>Comprehension Skills & Strategies: Shades of Meaning, Analyze Characters - Character Traits, Make Connections, Imagery</p> <p>Developing Vocabulary: enthusiasm, shattered, reassuring, encompass, inseparable</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell words with Latin Roots</p> <p>Grammar: Prepositions and Prepositional Phrases</p> <p>Academic Vocabulary: Related Words</p> <p>Word Study: Words with Latin Roots: - contra, sub, dict, trans, ject, port</p>	<p>Writing Development Genre: Persuasive</p> <ul style="list-style-type: none"> - Analyze a Point of View on a Persuasive Topic - Analyze Reasons and Information - Brainstorm a Topic and an Opinion

Unit 3 Week 2		<p>Main Story: A Pet for Calvin</p> <p>Weekly Question: What are some different ways in which people can reach a goal?</p> <p>Genre: Realistic Fiction</p> <p>Comprehension Skills & Strategies: Plot Elements, Summarize, Descriptive Elements</p> <p>Developing Vocabulary: loamy, quarters, tingled, tolerate, wriggled</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell Words with ize, ance, ence, ist</p> <p>Grammar: Pronouns and Antecedents</p> <p>Academic Vocabulary: Synonyms and Antonyms</p> <p>Word Study: Suffixes: ize, ance, ence, ist</p>	<p>Writing Development Genre: Persuasive</p> <ul style="list-style-type: none"> - Research/Plan your opinion - Develop an opinion - Develop reasons - Develop facts and details - Include graphic features
Unit 3 Week 3		<p>Main Story: The Carp and the Hermit Thrush</p> <p>Weekly Question: How are the experiences of people in ancient times similar to those of people in the modern world?</p> <p>Genre: Legend/Drama</p> <p>Comprehension Skills & Strategies: Literary Structure, Synthesize Information, Precise Words, Context Clues</p> <p>Developing Vocabulary: quell, tactics, persevere, conscientious</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell Words with Unusual Spellings</p> <p>Grammar: Possessive Nouns</p> <p>Academic Vocabulary: Context Clues</p> <p>Word Study: Unusual Spellings</p>	<p>Writing Development Genre: Persuasive</p> <ul style="list-style-type: none"> - Develop an introduction with a hook - Develop Reasons and Supporting Information - Use technology to interact and collaborate

Unit 3 Week 4		<p>Main Story: Poetry Collection</p> <p>Weekly Question: What can families teach us about ourselves?</p> <p>Genre: Poetry</p> <p>Comprehension Skills & Strategies: Descriptive Words, Mood, Figurative Language - idioms, similes, metaphors, onomatopoeia</p> <p>Developing Vocabulary: crinkled, melodic, retired, trembles, vivid</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell words with ous, eous, ious</p> <p>Grammar: Indefinite and Reflexive Pronouns</p> <p>Academic Vocabulary: Figurative Language</p> <p>Word Study: Suffixes - ous, eous, ious</p>	<p>Writing Development Genre: Persuasive</p> <ul style="list-style-type: none"> - Develop a Conclusion - Edit for Capitalization - Revise by rearranging ideas for clarity and combining ideas for clarity - Peer edit
Unit 3 Week 5		<p>Main Story: Life & Art from The Wright 3</p> <p>Weekly Question: How does art reflect people’s experiences?</p> <p>Genre: Realistic Fiction</p> <p>Comprehension Skills & Strategies: Infer Themes, Confirm/Correct Inferences, Precise Words that Connect Themes</p> <p>Developing Vocabulary: radically, embodies, indivisible, revolutionary, ironic</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell Words with Syllable Patterns</p> <p>Grammar: Adverbs</p> <p>Academic Vocabulary: Parts of Speech</p> <p>Word Study: Syllable Patterns</p>	<p>Writing Development Genre: Persuasive</p> <ul style="list-style-type: none"> - Incorporate peer and teacher suggestions - Publish a final draft - Share/Celebrate

Unit 3 Week 6 Project-Based Inquiry		Review	Review	Writing Development Genre: Persuasive - Research a person or hero who has had an impact on their lives - Write a speech about why a day should be dedicated to that person
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Unit 4

Unit Title: Liberty
Essential Question: What does it mean to be free?
Academic Vocabulary: limitation, grace, noble, empower, resist
Code for Indiana Standards: High Priority Moderate Priority Low Priority

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 4 Week 1		<p>Main Story: Keeping Mr. John Holton Alive</p> <p>Weekly Question: Why should people work together to help others achieve freedom?</p> <p>Genre: Historical Fiction</p> <p>Comprehension Skills & Strategies: Analyze Characters, Evaluate Details, Character Traits and Actions</p> <p>Developing Vocabulary: endure, ponder, commotion commenced, strapping</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell words with pro, com, con</p> <p>Grammar: Adjectives</p> <p>Academic Vocabulary: Related Words</p> <p>Word Study: Word parts - pro, com, con</p>	<p>Writing Development Genre: Science Fiction Narrative</p> <ul style="list-style-type: none"> - Analyze a narrative - Brainstorm and plan

Unit 4 Week 2		<p>Main Story: The Scarlet Stockings Spy</p> <p>Weekly Question: How can ordinary people contribute to a fight for freedom?</p> <p>Genre: Historical Fiction</p> <p>Comprehension Skills & Strategies: Infer Themes, Monitor Comprehension, Point of View</p> <p>Developing Vocabulary: resembled, suspicious, relaying, stalking, solemnly</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell Words with anti, mid, trans</p> <p>Grammar: Adjectives</p> <p>Academic Vocabulary: Synonyms, Antonyms, Analogies</p> <p>Word Study: Word Parts - anti, mid, trans</p>	<p>Writing Development Genre: Science Fiction Narrative</p> <ul style="list-style-type: none"> - Develop characters, setting, conflict, dialogue, and resolution
Unit 4 Week 3		<p>Main Story: The Bill of Rights</p> <p>Weekly Question: What can governments do to protect our freedoms?</p> <p>Genre: Informational Text</p> <p>Comprehension Skills & Strategies: Text Structure, Summarize, Domain-Specific Words, Context Clues</p> <p>Developing Vocabulary: convention, delegates, ratification, petition, violations</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell words with sub, super</p> <p>Grammar: Coordinating and Subordinating Conjunctions</p> <p>Academic Vocabulary: Context Clues</p> <p>Word Study: Word Parts - sub, super</p>	<p>Writing Development Genre: Science Fiction Narrative</p> <ul style="list-style-type: none"> - Develop an introduction with a writing hook - Develop a sequence of events - Draft with transitions

Unit 4 Week 4		<p>Main Story: Delivering Justice</p> <p>Weekly Question: What are some things people can do when their freedom is limited?</p> <p>Genre: Biography</p> <p>Comprehension Skills & Strategies: Figurative Language - Adages/Proverbs; Greek Roots - graph, mono, tele, photo, micro; Generate Questions, Explain Relationships Between Ideas</p> <p>Developing Vocabulary: demonstrators, mistreated, qualified, segregation, sympathize</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell words with Greek Roots</p> <p>Grammar: Correlative Conjunctions</p> <p>Academic Vocabulary: Figurative Language - Adages/Proverbs</p> <p>Word Study: Word Origins</p>	<p>Writing Development Genre: Science Fiction Narrative</p> <ul style="list-style-type: none"> - Develop a conclusion - Edit for Prepositions and Prepositional Phrases - Edit for irregular verbs, collective nouns, subordinating conjunctions, and punctuation marks - Revise by adding ideas for clarity or deleting for clarity
Unit 4 Week 5		<p>Main Story: Ezekiel Johnson Goes West</p> <p>Weekly Question: How can going to a new place give a person new opportunities?</p> <p>Genre: Historical Fiction</p> <p>Comprehension Skills & Strategies: Author's Purpose, Inferences, Analyze Adages and Proverbs, Latin Roots - audi, rupt, scribe, spec</p> <p>Developing Vocabulary: provisions, terrain, settlement, bandits, oblige</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell Latin Roots - audi, rupt, scribe, spec</p> <p>Grammar: Capitalization</p> <p>Academic Vocabulary: Parts of Speech</p> <p>Word Study: Latin Roots - audi, rupt, scribe, spec</p>	<p>Writing Development Genre:</p> <ul style="list-style-type: none"> - Revise - Publish and share

Unit 4 Week 6 Project-Based Inquiry		Review	Review	Writing Development Genre: Informational Text - Survey people on the meaning of freedom - Create a speech or poster about freedom
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Unit 5

Unit Title: Systems
Essential Question: How do elements of systems change?
Academic Vocabulary: disturb, cycle, impact, composed, engineer
Code for Indiana Standards: High Priority Moderate Priority Low Priority

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 5 Week 1		<p>Main Story: Rocks and Fossils</p> <p>Weekly Question: How do rocks form and change over time?</p> <p>Genre: Informational Text</p> <p>Comprehension Skills & Strategies: Main Idea and Details, Connections, Domain-Specific Vocabulary, Text Features</p> <p>Developing Vocabulary: minerals, particles, deposits, erosion, principles</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell words with Consonant Changes</p> <p>Grammar: Commas and Semicolons in a Series</p> <p>Academic Vocabulary: Related Words</p> <p>Word Study: Consonant Changes</p>	<p>Writing Development Genre: Poetry</p> <ul style="list-style-type: none"> - Analyze various poems - Brainstorm/Plan ideas for a poem

Unit 5 Week 2		<p>Main Story: Earth's Water Cycle</p> <p>Weekly Question: What can cause water to change form?</p> <p>Genre: Informational Text</p> <p>Comprehension Skills & Strategies: Text Features, Confirm/Correct Inferences, Text Structure</p> <p>Developing Vocabulary: abundant, altitude, condenses, substance, trickles</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell words with different syllable patterns</p> <p>Grammar: Commas and Introductory Elements</p> <p>Academic Vocabulary: Synonyms and Antonyms</p> <p>Word Study: Syllable Patterns</p>	<p>Writing Development Genre: Poetry</p> <ul style="list-style-type: none"> - Create a poem that has rhythm and rhyme, personification, similes and metaphors, rhyme scheme, and interjections
Unit 5 Week 3		<p>Main Story: The Dog of Pompeii</p> <p>Weekly Question: How can Earth's changes affect where and how we live?</p> <p>Genre: Historical Fiction</p> <p>Comprehension Skills & Strategies: Analyze Plot and Setting, Inferences, Context Clues</p> <p>Developing Vocabulary: coaxed comrade, custom, heed revived</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell multisyllabic words</p> <p>Grammar: Title Punctuation</p> <p>Academic Vocabulary: Context Clues</p> <p>Word Study: Multisyllabic Words</p>	<p>Writing Development Genre: Poetry</p> <ul style="list-style-type: none"> - Create a poem that has rhythm and rhyme, personification, similes and metaphors, rhyme scheme, and interjections - Develop stanzas - Choose line breaks - Rewrite for meaning if needed

Unit 5 Week 4		<p>Main Story: Let's Talk Trash and It's Time to Get Serious About Reducing Food Waste, Feds Say</p> <p>Weekly Question: How do human actions create and change cycles?</p> <p>Genre: Informational Texts</p> <p>Comprehension Skills & Strategies: Domain-Specific Vocabulary, Compare/Contrast Accounts, Graphic Features, Analogies</p> <p>Developing Vocabulary: edible, compost, conscious, manufacturing, contamination</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell Words with the Schwa Sound</p> <p>Grammar: Quotation Marks with Dialogue</p> <p>Academic Vocabulary: Analogies</p> <p>Word Study: Schwa</p>	<p>Writing Development Genre: Poetry</p> <ul style="list-style-type: none"> - Edit for subordinating conjunctions, adjectives - Create title for poem
Unit 5 Week 5		<p>Main Story: People Should Manage Nature</p> <p>Weekly Question: How much should people try to influence natural systems?</p> <p>Genre: Argumentative Text</p> <p>Comprehension Skills & Strategies: Precise Words, Connections, Analyze Argumentative Texts, Point of View</p> <p>Developing Vocabulary: geological, habitat, debris, advocates, valve</p> <p>Formative and Summative Assessment(s): Daily formative assessments progress check-ups cold reads</p>	<p>Spelling Skill: Spell words with Vowel Changes</p> <p>Grammar: Interjections</p> <p>Academic Vocabulary: Parts of Speech</p> <p>Word Study: Vowel Changes</p>	<p>Writing Development Genre: Poetry</p> <ul style="list-style-type: none"> - Edit for collective nouns, irregular verbs - Publish/Share

Unit 5 Week 6 Project-Based Inquiry		Review	Review	Writing Development Genre: Informational Text - Research a natural disaster - Create a Public Service Announcement about the environment
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