

Benchmark Advance

Grade 5 Skills and Strategies

Unit 1: The U.S. Constitution: Then and Now											
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading			
								Literary and Informational Standards Focus	Foundational		
								Word Study and Spelling	Fluency		
1	1	Short Read 1	Creating the Constitution	Informational Text: Social Studies	1090			<ul style="list-style-type: none"> Identify Main Idea and Key Details (RI.5.1, RI.5.2, RI.5.10) Analyze Text Structure: Chronology (RI.5.1, RI.5.3) 	<ul style="list-style-type: none"> Short Vowels a, e, ea, i, o, u (RF.5.3a) 		
		Short Read 2	President Lyndon Johnson's Voting Rights Act Address	Informational Text: Speech	1030			<ul style="list-style-type: none"> Analyze Genre Features: Informational Text (RI.5.1, RI.5.3, RI.5.5) Analyze Genre Features: Persuasive Speech (RI.5.1, RI.5.3, RI.5.5) 			
		Word Study Read 1	Susan B. Anthony	Informational Text: Biography	950			<ul style="list-style-type: none"> Identify and Analyze Reasons and Evidence (RI.5.1, RI.5.2, RI.5.3, RI.5.8) Compare and Contrast Informative and Persuasive Texts (RI.5.1, RI.5.2, RI.5.5, RI.5.8, RI.5.9) 			
	2	Extended Read 1	The Dred Scott Decision	Informational Text: Social Studies	890		5.4.6		<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.5.4a) 	<ul style="list-style-type: none"> Inflection/Intonation—Volume 	<ul style="list-style-type: none"> Inflection/Intonation—Stress (RF.5.4b)
			Word Study Read 2	Mrs. Stowe and the President	Literary Text: Historical Fiction	930		5.7.2			
		Word Study Read 2	Mrs. Stowe and the President	Literary Text: Historical Fiction	930		5.7.3	<ul style="list-style-type: none"> Close Reading: Evaluate Author's Use of Language (RI.5.1, RI.5.3) 			
	3	Extended Read 2	Thurgood Marshall's Liberty Medal Acceptance Speech	Informational Text: Speech	1060		5.7.4		<ul style="list-style-type: none"> Long Vowels (RF.5.3a) 		
			Word Study Read 3	The Presidential Medal of Freedom	Informational Text: Social Studies	930		5.7.5			
		Word Study Read 3	The Presidential Medal of Freedom	Informational Text: Social Studies	930			<ul style="list-style-type: none"> Identify Key Details and Main Idea (RI.5.1, RI.5.2, RI.5.10) Analyze Graphic Features: Photos, Captions, and Footnotes (RI.5.1, RI.5.3, RI.5.7) Close Reading: Identify Elements of Persuasive Text (RI.5.1, RI.5.3) Close Reading: Use Text Evidence to Make Inferences (RI.5.1, RI.5.3) Close Reading: Integrate Information from Multiple Texts on the Same Topic (RI.5.1, RI.5.3, RI.5.8, RI.5.9) 			

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> Read and Analyze An Informative Prompt (W.5.4, W.5.5, W.5.8, W.5.9b) Reread to Gather Text Evidence (W.5.4, W.5.5, W.5.8, W.5.9b) Plan an Informative Essay (W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.10) Draft an Informative Essay (W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e, W.5.4, W.5.5, W.5.10) Revise and Edit (W.5.2d, W.5.4, W.5.5, W.5.10) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>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.</p> <p>Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.</p>	<ul style="list-style-type: none"> Recognize Sentence Fragments and Run-Ons (L.5.1a) 		<p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Past and past perfect verb tense (1, 8) Verbs and verb phrases (14) Regular and irregular verbs (15) Pronoun-antecedent agreement (5) <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Chronological (2) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Academic language (2) Synonyms and antonyms (4) Compound words (9) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> Read and Analyze a Narrative Prompt (W.5.4, W.5.5, W.5.8, W.5.9b) Reread to Gather Text Evidence (W.5.4, W.5.5, W.5.8, W.5.9b) Plan and Organize a First-Person Reflection (W.5.3a, W.5.3b, W.5.3c, W.5.3e, W.5.4, W.5.5, W.5.8) Draft a First-Person Reflection (W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e, W.5.4, W.5.5, W.5.10) Revise and Edit (W.5.3c, W.5.4, W.5.5, W.5.10) 		<ul style="list-style-type: none"> Recognize Shifts in Verb Tense and Identify Perfect Tense (L.5.1d) Use Temporal Words and Phrases to Signal Event Order (L.5.1c) 	<ul style="list-style-type: none"> Use Context Clues to Define Domain-Specific Words (L.5.4a, L.5.4c) Close Reading: Use Text Evidence to Draw Inferences (L.5.5c) 	
<ul style="list-style-type: none"> Read and Analyze an Opinion Prompt (W.5.4, W.5.5, W.5.8, W.5.9b) Reread to Find Text Evidence (W.5.4, W.5.5, W.5.8, W.5.9b) Plan an Opinion Text (W.5.1a, W.5.1b, W.5.1d, W.5.4, W.5.5, W.5.8) Draft an Opinion Text (W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.4, W.5.5, W.5.9b, W.5.10) Revise and Edit (W.5.1a, W.5.4, W.5.5, W.5.10) 		<ul style="list-style-type: none"> Recognize Shifts in Verb Tense (L.5.1d) Correct Shifts in Verb Tense (L.5.1d) 		

Benchmark Advance

Grade 5 Skills and Strategies

Unit 2: Developing Characters' Relationships													
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading					
								Literary and Informational Standards Focus	Foundational				
								Word Study and Spelling	Fluency				
2	1	Short Read 1	Becky Returns	Literary Text: Realistic	740			<ul style="list-style-type: none"> Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10) Compare and Contrast Two Characters in a Story (RL.5.1, RL.5.3) Analyze How Multimedia Affects Meaning and Tone (RL.5.1, RL.5.7) Identify and Analyze Dialect (RL.5.1) Integrate Information from Two Texts to Understand Character (RL.5.1, RL.5.3, RL.5.5, RL.5.9) 	<ul style="list-style-type: none"> r-Controlled Vowels /är/, /är/, /ör/ (air, are; ar; or, our, ore) (RF.5.3a) 				
		Short Read 2	Games in the Woods	Literary Text: Realistic	1010								
		Word Study Read 1	City Kid, Country Kid	Literary Text: Character	850								
	2	2	Extended Read 1	Camp-Life	Literary Text: Realistic			910			<ul style="list-style-type: none"> Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10) Quote Accurately from a Text When Drawing Inferences (RL.5.1) Close Reading: Use Text Evidence to Draw Inferences About Characters (RL.5.1, RL.5.3) Close Reading: Use Dialect to Make Inferences About Mood (RL.5.1, RL.5.3) Close Reading: Integrate Information from Several Texts to Analyze Character (RL.5.1, RL.5.3, RL.5.5, RL.5.9) 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.5.4a) Pausing: Short Pause Prosody: Expression—Dramatic Expression (RF.5.4b) 	
			Word Study Read 2	All Together Now!	Literary Text: Realistic			870					
	3	3	Extended Read 2	Tom's Secret	Literary Text: Realistic			860			<ul style="list-style-type: none"> Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10) Analyze Multimedia (RL.5.1, RL.5.7) Close Reading: Analyze How Visual Elements Contribute to Meaning and Mood (RL.5.1, RL.5.3, RL.5.7, W.5.10) Close Reading: Draw Inferences from the Text (RL.5.1, RL.5.7) Close Reading: Integrate Information from Several Texts to Define Character (RL.5.1, RL.5.3, RL.5.5, RL.5.9, W.5.1) 	<ul style="list-style-type: none"> Open Syllable Pattern (RF.5.3a) 	
Word Study Read 3			Twain and Tom	Informational Text: Biography	860								

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> Read and Analyze an Informative Prompt (W.5.5, W.5.8, W.5.9a) Reread to Find Text Evidence (W.5.4, W.5.5, W.5.8, W.5.9a) Plan an Informative Essay (W.5.2a, W.5.2b, W.5.4, W.5.5) Draft an Informative Essay (W.5.2a, W.5.2b, W.5.2e, W.5.4, W.5.5) Revise and Edit (W.5.2e, W.5.4, W.5.5, W.5.10) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>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.</p> <p>Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.</p>	<ul style="list-style-type: none"> Using Commas for Introductory Phrases (L.5.2b) 	<ul style="list-style-type: none"> Use Context Clues to Define Vocabulary (L.5.4a, L.5.4c) 	<p>Conventions of English</p> <ul style="list-style-type: none"> Contractions (2, 13) <p>Grammar and Syntax</p> <ul style="list-style-type: none"> Adverbials (1, 8) Interjections (5) Prepositional phrases (10) <p>Vocabulary</p> <ul style="list-style-type: none"> Build vocabulary (4, 9) Context clues (12) Compound words (14) <p>Interact in Meaningful Ways</p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> Read and Analyze a Narrative Prompt (W.5.4, W.5.8, W.5.9a) Reread to Gather Text Evidence (W.5.4, W.5.5, W.5.8, W.5.9a) Plan a Fictional Narrative (W.5.3a, W.5.3b, W.5.3e, W.5.4, W.5.5) Draft a Narrative Text: Dialogue (W.5.3d, W.5.4, W.5.10) Revise and Edit (W.5.3a, W.5.3e, W.5.4, W.5.5, W.5.10) 		<ul style="list-style-type: none"> Use Commas (L.5.2b) Include Interjections and Informal Speech (L.5.1a) 		
<ul style="list-style-type: none"> Read and Analyze an Opinion Prompt (W.5.4, W.5.8, W.5.9a) Reread to Gather Text Evidence (W.5.4, W.5.5, W.5.8, W.5.9a) Plan an Opinion Essay (W.5.1a, W.5.1b, W.5.4, W.5.5) Draft an Opinion Essay (W.5.1a, W.5.1b, W.5.4, W.5.9a, W.5.10) Revise and Edit (W.5.1, W.5.4, W.5.5, W.5.10) 		<ul style="list-style-type: none"> Use Commas to Set off Certain Elements (L.5.2b) Expand, Combine, or Reduce Sentences (L.5.3a) 		

Benchmark Advance

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Unit 3: Cultivating Natural Resources											
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading		Foundational	
								Literary and Informational Standards Focus		Word Study and Spelling	Fluency
3	1	Short Read 1	The Structure of a Corn Plant	Informational Text: Science	1040	5-ESS2-1 5-ESS3-1 5-PS3-1 5-LS1-1 5-LS2-1	5.1.1	<ul style="list-style-type: none"> Identify Main Ideas and Key Details (RI.5.1, RI.5.2, RI.5.10) Analyze Text Structure: Cause/Effect (RI.5.1, RI.5.3) Identify Objective Point of View (RI.5.1, RI.5.6) Identify Subjective Point of View (RI.5.1, RI.5.6, RI.5.8) Analyze Graphic Features: Charts and Graphs (RI.5.1, RI.5.7) Analyze Multiple Accounts of the Same Topic (RI.5.6, RI.5.8, RI.5.9) 	<ul style="list-style-type: none"> Vowel-r Syllable Pattern (RF.5.3a, L.5.2e) 		
		Short Read 2	The Past and Future of a Crop	Informational Text: Science Opinion Text	940						
		Word Study Read 1	Paul Bunyan and the Great Popcorn Blizzard	Literary Text: Tall Tale	890						
	2	Extended Read 1	A Short History of a Special Plant	Informational Text: Science	1040			<ul style="list-style-type: none"> Identify Main Idea and Key Details (RI.5.1, RI.5.2, RI.5.10) Close Reading: Analyze Cause and Effect Relationships (RI.5.1, RI.5.3) Close Reading: Analyze Cause and Effect Relationships (RI.5.1, RI.5.3, RI.5.7) Integrate Information from Several Texts (RI.5.1, RI.5.6, RI.5.9) 	<ul style="list-style-type: none"> Vowel Team Syllable Pattern (RF.5.3a) 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.5.4a) Inflection/Intonation: Pitch Prosody: Expression—Characterization/Feelings (RF.5.4b) 	
		Word Study Read 2	The Union of Corn and Bean	Literary Text: Folktale	850						
	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	1110			<ul style="list-style-type: none"> Identify Main Ideas and Key Details (RI.5.1, RI.5.2, RI.5.10) Analyze Graphic Features: Line Graphs (RI.5.1, RI.5.7) Close Reading: Analyze Reasons and Evidence (RI.5.1, RI.5.3, RI.5.8) Close Reading: Use Text Evidence to Draw Inferences (RI.5.1, RI.5.3) Close Reading: Integrate Information from Several Texts (RI.5.1, RI.5.3, RI.5.6, RI.5.9) 	<ul style="list-style-type: none"> Consonant-le Syllable Pattern (RF.5.3a) 		
		Word Study Read 3	The World's Only Corn Palace	Informational Text: Science	890						

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> Analyze a Guiding Research Question (W.5.7, W.5.8, W.5.9b) Evaluate Print Sources: Author and Copyright (W.5.7, W.5.8) Evaluate Online Sources: Web Pages (W.5.6, W.5.7, W.5.8) Use Key Words to Search for Relevant Sources (W.5.6, W.5.7, W.5.8) Take Notes on Index Cards (W.5.7, W.5.8, 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. Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.			Grammar and Syntax <ul style="list-style-type: none"> Verb tense (1, 13) Prepositional phrases (5) Adverbs (15)
<ul style="list-style-type: none"> Analyze a Guiding Research Question (W.5.7, W.5.8, W.5.9b) Evaluate Print Sources (W.5.7, W.5.8) Evaluate Online Sources: Don't Take Information at Face Value (W.5.6, W.5.7, W.5.8) Use Key Words to Search for Relevant Sources (W.5.6, W.5.7, W.5.8) Take Notes on Index Cards (W.5.5, W.5.7, W.5.8, W.5.10) 		<ul style="list-style-type: none"> Use Context Clues to Define Domain-Specific Vocabulary (L.5.4a, L.5.4c) 		Text Structure <ul style="list-style-type: none"> Cause and effect (2) Vocabulary <ul style="list-style-type: none"> Academic language (2) Domain-specific vocabulary (14) Context clues (4) Multiple-meaning words (9)
<ul style="list-style-type: none"> Analyze a Guiding Research Question (W.5.7, W.5.8) Evaluate Print Sources (W.5.7, W.5.8) Evaluate Online Sources (W.5.6, W.5.7, W.5.8) Use Key Words to Search for Relevant Sources (W.5.6, W.5.7, W.5.8) Take Notes on Index Cards (W.5.6, W.5.7, W.5.8, W.5.10) 				Interact in Meaningful Ways <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)

Benchmark Advance

Grade 5 Skills and Strategies

Unit 4: Recognizing Author's Point of View										
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational	
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency
4	1	Short Read 1	I Hear America Singing and I, Too	Literary Text: Free Verse	NP			<ul style="list-style-type: none"> Read and Respond to Poems (RL.5.1, RL.5.2, RL.5.7, RL.5.10) Analyze Point of View (RL.5.1, RL.5.2, RL.5.6) 	<ul style="list-style-type: none"> Vowel-C-e Syllable Pattern (RF.5.3a) 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.5.4a)
		Short Read 2	Gold Country	Literary Text: Historical Fiction	660		<ul style="list-style-type: none"> Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10) Identify Genre Features: Historical Fiction (RL.5.1, RL.5.5) Compare and Contrast Points of View (RL.5.1, RL.5.6, RL.5.9) 			
		Word Study Read 1	Annie's New Homeland	Literary Text: Historical Fiction	850					
	2	Extended Read 1	Justice in Eatonville	Literary Text: Historical Fiction	760	5.7.6	<ul style="list-style-type: none"> Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10) 	<ul style="list-style-type: none"> Rate: Speed/Pacing—Varied Prosody: Inflection/Intonation—Stress (RF.5.4b) 	<ul style="list-style-type: none"> Develop Fluency: Read with Characterization and Feeling (RF.5.4b, RF.5.4c) 	
		Word Study Read 2	Zora Neale Hurston	Informational Text: Biography	830	5.8.1 5.8.6	<ul style="list-style-type: none"> Close Reading: Analyze Point of View (RL.5.1, RL.5.6) Compare and Contrast Point of View (RL.5.1, RL.5.6, RL.5.9) 			
	3	Extended Read 2	Asparagus	Literary Text: Historical Fiction	670		<ul style="list-style-type: none"> Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10) 	<ul style="list-style-type: none"> Variant Vowels (oo, ew, ould, ull) (RF.5.3a) 		
Word Study Read 3		British English and Me	Literary Text: Humor	850		<ul style="list-style-type: none"> Close Reading: Draw Inferences from Text (RL.5.1) Compare Points of View (RL.5.6, RL.5.9) 				

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> Engage the Reader with an Interesting Opening (W.5.4, W.5.5, W.5.8, W.5.9a) Plan and Organize an Informative/Explanatory Text (W.5.4, W.5.5, W.5.8, W.5.9a) Incorporating Supporting Quotations (W.5.2a, W.5.2b, W.5.2e, W.5.4, W.5.5, W.5.9a) Draft an Informative/Explanatory Essay (W.5.2b, W.5.4, W.5.5, W.5.10) Revise and Edit (W.5.2c, W.5.4, W.5.5, W.5.10) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>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.</p> <p>Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.</p>	<ul style="list-style-type: none"> Frequently Confused Words (L.4.1g) 	<ul style="list-style-type: none"> Use Reference Materials to Define General Academic Vocabulary (L.5.4c) Analyze Figurative Language: Simile (L.5.5a) 	<p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Present participles (1) Adverbials (2) Conjunctions (8) Irregular verbs (10) Modal auxiliaries (13) <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Compare and contrast (5) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Multiple-meaning words (4, 14) Academic language (5) Homographs (9) Word choice (12) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> Use Concrete Words and Phrases to Convey Experiences (W.5.4, W.5.5, W.5.8, W.5.9a) Plan and Organize a Journal Entry (W.5.8, W.5.9a) Using Transition Words and Phrases (W.5.3c, W.5.4) Drafting a Narrative: Set the Scene (W.5.3a, W.5.3d, W.5.4, W.5.5, W.5.9a) Revise and Edit (W.5.3e, W.5.4, W.5.5, W.5.10) 		<ul style="list-style-type: none"> Use Prepositions (L.5.1a) 	<ul style="list-style-type: none"> Explain the Meaning of Idioms (L.5.5b) Close Reading: Analyze Figurative Language (L.5.5a) Revise and Edit (L.5.4c) 	
<ul style="list-style-type: none"> Strong vs. Weak Opinion Statements (W.5.1a, W.5.4, W.5.8, W.5.9a) Plan and Organize an Opinion Essay (W.5.1a, W.5.1c, W.5.4, W.5.5, W.5.8, W.5.9a) Using Strong, Effective Language (W.5.1a, W.5.4, W.5.5) Draft an Opinion Essay: Well-Developed Paragraph (W.5.1c, W.5.4, W.5.5) Revise and Edit (W.5.1b, W.5.4, W.5.5, W.5.8, W.5.9a, W.5.10) 		<ul style="list-style-type: none"> Use of Commas (L.5.2a) 	<ul style="list-style-type: none"> Analyze Adages, Similes, and Idioms (L.5.5a, L.5.5b) Using Strong, Effective Language (L.5.5) 	

Benchmark Advance

Grade 5 Skills and Strategies

Unit 5: Technology's Impact on Society										
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading		
								Literary and Informational Standards Focus	Foundational	
5	1	Short Read 1	Technology and the Lowell Mill Girls	Informational Text: Social Studies Literary Text: Rhyming Verse	NP	3-5-ETS1-1 3-5-ETS1-2	5.4.6	<ul style="list-style-type: none"> Read and Respond to Poems (RI.5.1, RI.5.2, RI.5.10) Identify Genre Features: Poetry (RI.5.5) 	<ul style="list-style-type: none"> Noun Suffixes: -ology (study of), -ant, -er, -or (one who), -ery (condition of) (RF.5.3a) 	
		Short Read 2	Eli Whitney's Cotton Gin	Informational Text: Social Studies	970			<ul style="list-style-type: none"> Identify Main Ideas and Key Details (RI.5.1, RI.5.2, RI.5.10) Analyze Text Structure: Problem/Solution (RI.5.1, RI.5.3, RI.5.5) Analyze Graphic Features: Timelines (RI.5.1, RI.5.3, RI.5.7) Integrating Information from Multiple Sources to Develop Understanding (RI.5.1, RI.5.1, RI.5.6, RI.5.9) 		
		Word Study Read 1	Lucy Larcom's New England Girlhood	Informational Text: Social Studies	970			<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.5.4a) 		
	2	Extended Read 1	Poems of the Industrial Age	Literary Text: Narrative Verse	NP			<ul style="list-style-type: none"> Identify Key Details and Main Ideas (RI.5.1, RI.5.2, RI.5.10) Close Reading: Analyze a Poem's Structure (RI.5.1, RI.5.5) Close Reading: Analyze a Poem's Structure (RI.5.1, RI.5.2, RI.5.5) Compare and Contrast Poems (RI.5.1, RI.5.2, RI.5.9) 	<ul style="list-style-type: none"> Latin Roots: spec (see), liter (letters), vent (come), struct (build) (RF.3.3a, L.5.4b) 	<ul style="list-style-type: none"> Short Pauses (RF.5.4b) Develop Fluency: Read with Dramatic Expression (RF.5.4b, RF.5.4c)
		Word Study Read 2	An Adventure to Remember	Literary Text: Historical Fiction	900			<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.5.4a) 		
	3	Extended Read 2	The Making of the Industrial Age	Informational Text: Social Studies	1010			<ul style="list-style-type: none"> 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) Close Reading: Analyze Problem/Solution Text Structure (RI.5.1, RI.5.5) Close Reading: Compare and Contrast Authors' Points of View (RI.5.1, RI.5.1, RI.5.6, RI.5.9) 	<ul style="list-style-type: none"> Homophones (RF.5.3a) 	
		Word Study Read 3	Samuel Morse: Inventor and Artist	Informational Text: Biography	950					

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> Support the Text with Graphic Elements (W.5.5, W.5.6) Plan and Organize an Informative Essay (W.5.2a, W.5.2b, W.5.4, W.5.5, W.5.8) Use Domain-Specific Vocabulary (W.5.2b, W.5.2d) Draft an Informative Essay (W.5.2e, W.5.4, W.5.5, W.5.10) Revise and Edit (W.5.2e, W.5.4, W.5.5, W.5.10) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>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.</p> <p>Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.</p>	<ul style="list-style-type: none"> Vary Sentence Length (L.5.3a) Use Correlative Conjunctions (L.5.1e) 	<ul style="list-style-type: none"> Use Reference Materials to Define Domain-Specific Vocabulary (L.5.4c) 	<p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Verb phrases (2) Verb tense (8) Adverbs (5) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Suffixes (4) Build vocabulary (7) Derivatives (9) Context clues (13) Homophones (14) Greek and Latin roots (15) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> Narrative Tone (W.5.3a, W.5.3d, W.5.4, W.5.5) Plan and Organize a Narrative (W.5.3b, W.5.3d) Use Descriptive Details to Establish Setting (W.5.3a, W.5.3d, W.5.4, W.5.5) Draft a Narrative Text: Conclusions (W.5.3e, W.5.4, W.5.5, W.5.6) Revise and Edit (W.5.3d, W.5.4, W.5.5, W.5.10) 		<ul style="list-style-type: none"> Use Commas (L.5.2b) 		
<ul style="list-style-type: none"> Avoid First Person in Opinion Essays (W.5.1a, W.5.4, W.5.5) Plan and Organize an Opinion Essay (W.5.1b, W.5.5, W.5.8) Incorporating Evidence into the Text (W.5.1c, W.5.4, W.5.5) Draft an Opinion Essay: Conclusion (W.5.1b, W.5.1d, W.5.4, W.5.5, W.5.10) Revise and Edit (W.5.1d, W.5.4, W.5.5, W.5.10) 		<ul style="list-style-type: none"> Ensure Subject/Verb Agreement (L.5.1c) Manage Verb Tenses (L.5.1d) Comma Usage (L.5.2b) 	<ul style="list-style-type: none"> Use Context Clues to Define Domain-Specific Vocabulary (L.5.4a, L.5.4c) 	

Benchmark Advance

Grade 5 Skills and Strategies

Unit 6: Up Against the Wild										
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational	
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency
6	1	Short Read 1	Androcles and the Lion	Literary Text: Fable	960	5-ESS1-2 5-ESS3-1		<ul style="list-style-type: none"> Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10) Analyze How Characters Respond to Challenges (RL.5.1, RL.5.2) Determine Theme (RL.5.1, RL.5.2) Identify Genre Features: Drama (RL.5.1, RL.5.5) Compare and Contrast Two Stories with Similar Themes (RL.5.1, RL.5.2, RL.5.3, RL.5.9) 	<ul style="list-style-type: none"> Variant Vowel /o/ (al, alk, all, au, aw) (RF.5.3a) 	
		Short Read 2	Brushfire!	Literary Text: Play	NP					
		Word Study Read 1	Sinbad and the Valley of Diamonds	Literary Text: Folktale	900					
	2	Extended Read 1	The Law of Club and Fang	Literary Text: Realistic	950			<ul style="list-style-type: none"> Identify Key Events and Summarize (RL.5.1, RL.5.2, RL.5.10) Close Reading: Analyze How Characters Respond to a Challenge (RL.5.1, RL.5.2, RL.5.3) Close Reading: Analyze Story Events (RL.5.1, RL.5.2, RL.5.3) Close Reading: Compare and Contrast Stories with Similar Themes (RL.5.1, RL.5.2, RL.5.9) 	<ul style="list-style-type: none"> Noun Suffixes: -tion, -ty, -sion, -ness, -ment (state of) (RF.5.3a) 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.5.4a) Pausing: Short Pause (RF.5.4b) Units of Meaning in Complex Sentences (RF.5.4c)
		Word Study Read 2	Gold Rush!	Literary Text: Historical Fiction	880					
	3	Extended Read 2	Julie Fights for Survival	Literary Text: Realistic	790			<ul style="list-style-type: none"> Identify Key Details and Summarize (RL.5.1, RL.5.2, RL.5.10) Close Reading: Analyze Story Details (RL.5.1, RL.5.2, RL.5.6, RL.5.7) Close Reading: Analyze How a Character Responds to Challenges (RL.5.1, RL.5.2, RL.5.6, RL.5.7) Comparing Texts with a Similar Theme (RL.5.1, RL.5.2, RL.5.9) 	<ul style="list-style-type: none"> Compound Words (RF.5.3a) 	
Word Study Read 3		Survival in the Arctic	Informational Text: Science	820						

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> Read and Analyze a Research Prompt (W.5.7, W.5.8, W.5.9b) Use Keywords to Search for Relevant Sources (W.5.6, W.5.7, W.5.8, W.5.9b) Take Notes: Paraphrase to Avoid Plagiarism (W.5.7, W.5.8, W.5.9b) Take Notes: Use Direct Quotes to Avoid Plagiarism (W.5.7, W.5.8, W.5.9b) Evaluate Your Research Findings (W.5.7, W.5.8, W.5.9b, W.5.10) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>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.</p> <p>Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.</p>		<ul style="list-style-type: none"> Use Context Clues to Define General Academic Vocabulary (L.5.4a) 	<p><u>Conventions of English</u></p> <ul style="list-style-type: none"> Quotation marks (15) <p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Verb tense (1) Adjectives (2, 8) Adverbs (5, 8) Conjunctions (10) <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Problem and Solution (7) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Suffixes (4, 9) Word choice (12) Sensory words (13) Domain-specific vocabulary (14) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> Read and Analyze a Research Prompt (W.5.7, W.5.8, W.5.9b) Use Keywords to Search for Relevant Sources (W.5.8) Take Notes: Paraphrase to Avoid Plagiarism (W.5.8) Take Notes: Use Direct Quotes to Avoid Plagiarism (W.5.8) Evaluate Your Research Findings (W.5.7, W.5.8, W.5.9b, W.5.10) 			<ul style="list-style-type: none"> Use Context Clues to Define Vocabulary (L.5.4a, L.5.4c) 	
<ul style="list-style-type: none"> Read and Analyze a Research Prompt (W.5.7, W.5.8, W.5.9b) Use Keywords to Search for Relevant Sources (W.5.8) Take Notes: Paraphrase to Avoid Plagiarism (W.5.8) Take Notes: Use Direct Quotes to Avoid Plagiarism (W.5.8) Evaluate Your Research Findings (W.5.7, W.5.8, W.5.10) 			<ul style="list-style-type: none"> Use Context Clues to Determine the Meaning of Multiple-Meaning Words (L.5.4a, L.5.4c) 	

Benchmark Advance

Grade 5 Skills and Strategies

Unit 7: Conflicts That Shaped a Nation											
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading		Foundational	
								Literary and Informational Standards Focus		Word Study and Spelling	Fluency
7	1	Short Read 1	Yankee Doodle Boy	Narrative Nonfiction: Diary	1100			<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea (RI.5.1, RI.5.2) Analyze Primary Sources: Diaries (RI.5.1, RI.5.2, RI.5.3) Analyze Primary Sources: Persuasive Letters and Speeches (RI.5.1) Compare and Contrast Primary Sources (RI.5.1, RI.5.2, RI.5.5) 	<ul style="list-style-type: none"> Words with Final /əl/ and /ər/ (RF.5.3, RF.5.3a) 		
		Short Read 2	Road to Revolution	Informational Text: Social Studies Narrative Nonfiction: Speech	930						
		Word Study Read 1	Deborah Sampson, Revolutionary Soldier	Informational Text: Social Studies	940						
	2	Extended Read 1	The Nation at War	Informational Text: Social Studies	960		5.3	<ul style="list-style-type: none"> Identify Main Idea and Key Details (RI.5.1, RI.5.2) Analyze Evidence: Primary Sources (RI.5.1, RI.5.8) Close Reading: Analyze Primary Sources (RI.5.1, RI.5.2) Close Reading: Analyze Journal Entries (RI.5.1, RI.5.2, RI.5.5, RI.5.6) 	<ul style="list-style-type: none"> Prefixes re-, pre-, dis-, mis- (RF.5.3a) 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.5.4a) Rate: Speed/Pacing-Variied (RF.5.4b) 	
		Word Study Read 2	Two Letters from Boston, Massachusetts—1775	Narrative Nonfiction: Letters	840		5.6				
	3	Extended Read 2	The Youth in Battle	Literary Text: Historical Fiction	950			<ul style="list-style-type: none"> Identify and Summarize Key Events (RL.5.1, RL.5.2) Identify Genre Features: Realistic Fiction (RL.5.3, RL.5.5) Close Reading: Compare and Contrast Primary Sources and Realistic Fiction (RL.5.1, RL.5.2, RL.5.5, RL.5.9) 	<ul style="list-style-type: none"> Silent Letters kn, wr, gh, gn, wh (RF.5.3a) 		
		Word Study Read 3	Young Patriots	Informational Text: Social Studies	930						

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> Establish Formal Voice (W.5.5) Plan and Organize an Informative/Explanatory Essay (W.5.2a, W.5.2b, W.5.2c, W.5.2d) Use Precise Language (W.5.2d, W.5.4, W.5.5, W.5.8, W.5.9b) Draft a Compare/Contrast Essay (W.5.2, W.5.4, W.5.5, W.5.9b, W.5.10) Revise and Edit (W.5.2a, W.5.4, W.5.5) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>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.</p> <p>Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.</p>	<ul style="list-style-type: none"> Expand, Combine, and Reduce Sentences (L.5.1e, L.5.3a) Punctuate With Commas (L.5.2d) Identify and Understand Dialect (L.5.3b) 	<ul style="list-style-type: none"> Use Reference Materials to Determine Word Meaning (L.5.4c) 	<p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Irregular verbs (5) Conjunctions (10) Adverbials (13) <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Sequence (2) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Academic vocabulary (2) Domain-specific vocabulary (4, 14) Word choice (7) Similes (8) Synonyms and Antonyms (9) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> Include and Refute an Opposing Opinion (W.5.4, W.5.8, W.5.9b) Plan and Organize an Opinion Essay (W.5.1b, W.5.1c, W.5.4, W.5.5, W.5.8, W.5.9b) Smooth Transitions (W.5.1a, W.5.5) Draft an Opinion Essay (W.5.1c, W.5.4, W.5.5) Revise and Edit (W.5.1b, W.5.4, W.5.5, W.5.8, W.5.9a, W.5.10) 		<ul style="list-style-type: none"> Use Verb Tenses to Convey Sequence, States, and Conditions (L.5.1c) Correlative Conjunctions (L.5.1e) 		
<ul style="list-style-type: none"> Use Vivid Words and Details to Evoke Feelings (W.5.3d, W.5.4, W.5.8, W.5.9a) Plan and Organize a Journal Entry (W.5.4, W.5.5, W.5.8, W.5.9a, W.5.9b) Establish a Character's Voice (W.5.3a, W.5.3b, W.5.3c, W.5.4, W.5.5, W.5.9a, W.5.9b) Draft a Journal Entry (W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e, W.5.4) Revise and Edit (W.5.4, W.5.5, W.5.10) 		<ul style="list-style-type: none"> Use of Comma to Set Off Words (L.5.2c) 	<ul style="list-style-type: none"> Analyze Register to Make Inferences in Realistic Fiction (L.5.5b) Analyze Figurative Language (L.5.5a) 	

Benchmark Advance

Grade 5 Skills and Strategies

Unit 8: Water: Fact and Fiction											
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading		Foundational	
								Literary and Informational Standards Focus	Word Study and Spelling		Fluency
8	1	Short Read 1	The Water Famine	Literary Text: Legend	810	5-ESS2-1 5-ESS2-2 5-ESS3-1		<ul style="list-style-type: none"> Identify and Summarize Key Events (RL.5.10, RL.5.1, RL.5.2) Identify Genre Features: Legends (RL.5.1, RL.5.2) 	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea (RI.5.10, RI.5.2) Identify Genre Features: Interviews (RI.5.3, RI.5.5) Compare and Contrast a Myth and a Scientific Text (RI.5.5, RI.5.6, RI.5.7, RI.5.9) 	<ul style="list-style-type: none"> /ou/ and /oi/ (RF.5.3a) 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.5.4a) Prosody: Expression—Dramatic Expression Prosody: Expression—Anticipation/Mood (RF.5.4b)
		Short Read 2	Water-Wise Landscaper	Informational Text: Interview	780						
		Word Study Read 1	Pecos Bill and the Tornado	Literary Text: Tall Tale	970						
	2	Extended Read 1	The Pagoda on the Hill of the Imperial Springs	Literary Text: Legend	960			<ul style="list-style-type: none"> Identify and Summarize Key Story Events (RF.5.4a, RL.5.10, RL.5.1, RL.5.2) Compare and Contrast Genre Features: Legends (RL.5.1, RL.5.3, RL.5.9) Close Reading: Analyze Character in a Legend (RL.5.1, RL.5.2) Compare and Contrast Texts with Similar Topics (RL.5.1, RL.5.2, RL.5.9) 	<ul style="list-style-type: none"> Latin Roots: aud (hear), vis (see), form (shape), cede (go or yield) (RF.5.3a, L.5.4b) 		
		Word Study Read 2	Why the Ocean Has Tides	Literary Text: Pourquoi Tale	890						
	3	Extended Read 2	Questions and Answers About the Oceans	Informational Text: Science	1000					<ul style="list-style-type: none"> Identify Key Details and Determine Main Ideas (RI.5.1, RI.5.2, RI.5.10) Identify Cause and Effect Text Structure (RI.5.3, RI.5.5, RI.5.8) Close Reading: Draw Inferences from Text Evidence (RI.5.1, RI.5.3, RI.5.8) Close Reading: Draw Inferences about Cause and Effect (RI.5.1, RI.5.3, RI.5.8) Close Reading: Integrate Information from Several Texts on the Same Topic (RI.5.1, RI.5.5, RI.5.9) 	
		Word Study Read 3	The Great Barrier Reef	Informational Text: Science	930						

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> Introduce the Unit 8 Research Project (W.5.5, W.5.7) Pre-Search: Use Print Sources to Choose Research Topics (W.5.6, W.5.7, W.5.8) Pre-Search: Use Online Sources to Choose Research Topics (W.5.6, W.5.7, W.5.8) Evaluate Guiding Research Questions (W.5.7) Categorize Information and Identify Possible Sources (W.5.7, W.5.8) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>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.</p> <p>Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.</p>	<ul style="list-style-type: none"> Interpret Figurative Language: Similes (L.5.5a) Use Context Clues to Determine Meaning of Domain-Specific Vocabulary (L.5.4a) 	<p><u>Text Structure</u></p> <ul style="list-style-type: none"> Problem-Solution (5) Sequence (8) Cause and effect (12, 13) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Similes (2) Suffixes (4, 9, 14) Sensory Language (7) Academic language (8, 13) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons) 	
<ul style="list-style-type: none"> Note-Taking: Distinguish Important Versus Unimportant Information (W.5.7, W.5.8) Distinguish Between Objective and Subjective Source Texts (W.5.7, W.5.8) Paraphrase to Avoid Plagiarism (W.5.7, W.5.8) Evaluate Your Research: Quality and Thoroughness (W.5.7, W.5.8) Plan Your Informative Essay (W.5.2, W.5.4, W.5.5, W.5.9a) 	<p>Write a Strong Introduction (W.5.2a, W.5.4)</p> <p>Focus Sections Around Main Ideas (W.5.2a, W.5.4, W.5.5)</p> <p>Incorporate Research by Quoting and Paraphrasing Sources (W.5.2b, W.5.4, W.5.5, W.5.8)</p> <p>Provide a Strong Conclusion (W.5.2e, W.5.4)</p> <p>Credit and List Your Sources (W.5.6, W.5.8, W.5.10)</p>	<ul style="list-style-type: none"> Analyze Figurative Language (L.5.5a) 		

Benchmark Advance

Grade 5 Skills and Strategies

Unit 9: The Economic Development of Cities										
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational	
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency
9	1	Short Read 1	The Founding of Chicago	Informational Text: Social Studies	950			<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea (RI.5.1, RI.5.2, RI.5.3, RI.5.10) Understand and Use Text Features: Headings (RI.5.7) 	<ul style="list-style-type: none"> Irregular Past Tense Verbs (RF.5.3a) 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.5.4a)
		Short Read 2	Chicago: An American Hub	Informational Text: Social Studies	940			<ul style="list-style-type: none"> Analyze an Author's Evidence: Primary and Secondary Sources (RI.5.8) Draw on Information from Multiple Print Sources (RI.5.3, RI.5.5, RI.5.7) Compare and Contrast Information from Several Texts on the Same Topic (RI.5.5, RI.5.9) 		
		Word Study Read 1	A Tragedy That Brought Change	Informational Text: Social Studies	940					
	2	Extended Read 1	The Great Migration and the Growth of Cities	Informational Text: Social Studies	1050		5.1.3	<ul style="list-style-type: none"> Identify Key Details and Determine Main Ideas (RI.5.1, RI.5.2) 	<ul style="list-style-type: none"> Inflectional Endings with Spelling Changes (-ed, -ing) (RF.5.3a) 	<ul style="list-style-type: none"> Intonation Inflection—Stress Rate: Speed/Pacing—Varied (RF.5.4b)
		Word Study Read 2	The Glassblower's Daughter	Literary Text: Realistic	930		5.2.3 5.3.2 5.4.1 5.8	<ul style="list-style-type: none"> Close Reading: Analyze Author's Use of Primary and Secondary Sources (RI.5.1, RI.5.3, RI.5.8) Close Reading: Analyze Author's Use of Evidence and Text Headings (RI.5.1, RI.5.3, RI.5.7, RI.5.8) Close Reading: Compare and Contrast Information from Several Texts on the Same Topic (RI.5.1, RI.5.5, RI.5.9) 		
	3	Extended Read 2	Old Cities Revitalize	Informational Text: Social Studies	950			<ul style="list-style-type: none"> Identify Main Ideas and Key Details (RI.5.1, RI.5.2, RI.5.10) Compare/Contrast information in a Text (RI.5.3, RI.5.5) 	<ul style="list-style-type: none"> Prefixes that Describe Where: pro- (in front of); em-, en- (in); per- (through); im- (into) (RF.5.3a) 	
Word Study Read 3		Out of Disaster	Informational Text: Social Studies	970			<ul style="list-style-type: none"> Close Reading: Analyze Author's Use of Primary and Secondary Sources (RI.5.1, RI.5.3, RI.5.7, RI.5.8, RI.5.10) Close Reading: Analyze Author's Use of Text Headings (RI.5.1, RI.5.2, RI.5.3, RI.5.7, RI.5.8, RI.5.10) Compare and Contrast Information from Several Texts on the Same Topic (RI.5.5, RI.5.9) 			

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> Introduce the Unit 9 Research Project (W.5.7, W.5.8) Pre-Search: Use Print Sources to Choose Research Topics (W.5.5, W.5.7, W.5.8) Pre-Search: Use Online Sources to Choose Research Topics (W.5.6, W.5.7, W.5.8) Evaluate Guiding Research Questions (W.5.4, W.5.5, W.5.7) Categorize Information and Identify Possible Sources (W.5.5, W.5.7, W.5.8) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>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.</p> <p>Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.</p>		<ul style="list-style-type: none"> Clarify the Meaning of Multiple-Meaning Words (L.5.4, L.5.4a, L.5.4c) 	<p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Past tense verbs (1) Noun phrases (2) Irregular nouns Prepositional phrases (13)
<ul style="list-style-type: none"> Paraphrase to Avoid Plagiarism (W.5.4, W.5.7, W.5.8, W.5.9, W.5.9b, W.5.10) Take Notes: Use Direct Quotations to Avoid Plagiarism (W.5.7, W.5.8, W.5.9, W.5.9b) Evaluate Research (W.5.7, W.5.8, W.5.9) Plan Your Narrative Point of View (W.5.3a) Plan Your Journal Entry (W.5.3a, W.5.4, W.5.5) 			<ul style="list-style-type: none"> Use Context Clues to Define Domain-Specific Vocabulary (L.5.4a, L.5.4c) 	<p><u>Text Structure</u></p> <ul style="list-style-type: none"> Compare and contrast (7, 12) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Context clues (4) Build vocabulary (9, 14) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> Establish a Situation and Introduce a Narrator (W.5.3a, W.5.4) Organize an Event Sequence (W.5.3a, W.5.4) Use Research to Develop Experiences and Events (W.5.3b, W.5.4, W.5.5, W.5.8, W.5.9b) Use Precise Words and Phrases to Manage Event Sequence and Describe Experiences (W.5.3c, W.5.3d, W.5.4, W.5.9b) Provide a Strong Conclusion (W.5.3e, W.5.6, W.5.10) 				

Benchmark Advance

Grade 5 Skills and Strategies

Unit 10: Transforming Matter										
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading		
								Literary and Informational Standards Focus	Foundational	
								Word Study and Spelling	Fluency	
10	1	Short Read 1	John Dalton: The Father of the Atomic Theory	Informational Text: Science	880	5-PS1-1 5-PS1-2 5-PS1-3 5-PS1-4		<ul style="list-style-type: none"> Identify Key Details and Determine Main Ideas (RI.5.1, RI.5.2) Identify Genre Features: Biography (RI.5.3) 	<ul style="list-style-type: none"> Plurals: Spelling Changes/Irregulars (RF.5.3a, L.5.2) 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.5.4a)
		Short Read 2	Matter Is Everywhere	Informational Text: Science	820			<ul style="list-style-type: none"> Interpret Graphic Features: Charts and Illustrations (RI.5.7, RI.5.8) Interpret Graphic Features: Scientific Diagrams (RI.5.7, RI.5.8) Explain the Relationship Between Individuals, Concepts, and Events in a Text (RI.5.1, RI.5.3) Integrate Information from Several Texts on the Same Topic (RI.5.1, RI.5.5, RI.5.9) 		
		Word Study Read 1	Balloon Ride	Informational Text: Science	920					
	2	Extended Read 1	Investigate: Changes in Matter	Informational Text: Science	800			<ul style="list-style-type: none"> Identify Key Details and Determine Main Ideas (RI.5.1, RI.5.2) Close Reading: Analyze Diagrams (RI.5.1, RI.5.3) 	<ul style="list-style-type: none"> Science Roots: sep, mech, cycle, phys, chem (RF.5.3a) 	<ul style="list-style-type: none"> Read with Inflection/Intonation—Pitch Expression—Anticipation/Mood (RF.5.4b)
		Word Study Read 2	My Dad, The Street Chef	Literary Text: Narrative Nonfiction	1030			<ul style="list-style-type: none"> Close Reading: Explain Connections Between Concepts (RI.5.1, RI.5.3, RI.5.7) Integrate Information from Several Texts on the Same Topic (RI.5.1, RI.5.3, RI.5.9) 		
	3	Extended Read 2	Marie M. Daly, Biochemistry Pioneer	Informational Text: Biography	1030			<ul style="list-style-type: none"> Identify Key Details and Main Ideas (RI.5.1, RI.5.2, RI.5.10) Analyze Graphic Features: Cartoons (RI.5.8) Close Reading: Analyze Illustrations (RI.5.1, RI.5.3, RI.5.8) Draw Inferences from Text (RI.5.1, RI.5.3, RI.5.8) 	<ul style="list-style-type: none"> Prefixes: re- (again); bio- (life); im- (inwards); micro- (small) (RF.5.3a, L.5.4b) 	
		Word Study Read 3	What Makes It Pop?	Informational Text: Science	910			<ul style="list-style-type: none"> Integrate Information from Several Texts on the Same Topic (RI.5.1, RI.5.7, RI.5.9) 		

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> Introduce the Unit 10 Research Project (W.5.7) Pre-Search: Use Print Sources to Identify Research Topics (W.5.7, W.5.8) Pre-Search: Use Online Sources to Choose Research Topics (W.5.7, W.5.8) Formulate and Evaluate Guiding Research Questions (W.5.7, W.5.8) Develop an Opinion Statement (W.5.1a, W.5.10) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>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.</p>			<p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Prepositional phrases (1) Conjunctions (2) Present and future tense verbs (5) Present and past tense verbs (8) Relative clauses (13)
<ul style="list-style-type: none"> Research to Support Reasons with Evidence (W.5.4, W.5.7, W.5.8) Research to Refute an Opposing Opinion (W.5.5, W.5.7, W.5.8) Evaluate Your Research (W.5.5, W.5.7, W.5.8) Revise or Finalize Your Opinion (W.5.5, W.5.7, W.5.8) Plan Your Opinion Essay (W.5.1, W.5.5) 	<p>Presentation of Knowledge and Ideas standards (SL.5.4, SL.5.5, SL.5.6) are addressed in the Connect Across Discipline Projects.</p>		<ul style="list-style-type: none"> Use Context Clues to Define Domain-Specific Words (L.5.4a, L.5.4c) 	<p><u>Text Structure</u></p> <ul style="list-style-type: none"> Compare and contrast (7) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Word choice (4) Domain-specific vocabulary (9) Derivatives (14) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> State Your Opinion and Reasons Clearly (W.5.1a, W.5.4, W.5.5) Present Evidence for Each Reason (W.4.9b, W.5.1b, W.5.4) Link Your Reasons Back to Your Opinion (W.4.9b, W.5.1c, W.5.4) Refute Opposing Opinions (W.4.9b, W.5.1b, W.5.4) Restate Your Opinion and Reasons (W.5.1d, W.5.4, W.5.6, W.5.10) 				