

YCUSD 2016-17 - Grade 5 Reading Wonders – Units 1 & 2

Week	Dates	Unit/Wk	# days	Reading: Word Work	Reading	Language Arts	Integrate Ideas
	8/11-8/12		2	Teach Routines/Administer Diagnostic Assessments			
1	8/15-8/19	SS/1	5	Start Smart Daily Lessons/Teach Routines/Administer Diagnostic Assessments			
2	8/22-8/26	SS/2	5				
3	8/29-9/2	Unit 1/ Week 1	5	<p>Phonics/Spelling: Short vowels</p> <p>Fluency: Expression and Accuracy</p>	<p>Listening Comp: “Finding a Way”</p> <p>Vocabulary: <u>Words:</u> afford, loan, profit, prosper, risk, savings, scarce, wages <u>Strategy:</u> Context Clues</p> <p>Reading/Writing Workshop “A Fresh Idea” (Realistic Fiction)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “One Hen” (Realistic Fiction) Paired Selection: “Banks: Their Business and Yours” (Expository Text)</p> <p>Skill: Character, Setting, Plot: Sequence</p> <p>Strategy: Reread</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Sentences</p> <p>Genre Writing: Narrative: Autobiographical Sketch -Expert Model -Prewrite</p>	<p>Research/Inquiry: Create a Venn Diagram</p> <p>Text Connections: “How do we get things we need?”</p> <p>Text to Media</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
4	Sept 5 th : Labor Day 9/6-9/9	Unit 1/ Week 2	4	<p>Phonics/Spelling: Long vowels</p> <p>Fluency: Intonation</p>	<p>Listening Comp: “Shelter in a Storm”</p> <p>Vocabulary: <u>Words:</u> accomplish, anxious, assemble, decipher, distracted, navigate, options, retrace <u>Strategy:</u> Figurative Language: Idioms</p> <p>Reading/Writing Workshop “Whitewater Adventure” (Realistic Fiction = RF)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Second Day, First Impressions” (RF) Paired Selection: “Lost in the Museum Wings” (RF)</p> <p>Skill: Character, Setting, Plot: Problem and Solution</p> <p>Strategy: Reread</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Subjects and Predicates</p> <p>Genre Writing: Narrative: Autobiographical Sketch -Draft and Revise</p>	<p>Research/Inquiry: Create a Time Line</p> <p>Text Connections: “What can lead us to rethink an idea?”</p> <p>Text to Photography</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>

YCUSD 2016-17 - Grade 5 Reading Wonders – Units 1 & 2

Week	Dates	Unit/Wk	# days	Reading: Word Work	Reading	Language Arts	Integrate Ideas
5	9/12-9/16	Unit 1/ Week 3	5	<p>Phonics/Spelling: Words with the “cube”, “book”, and “spoon” sound-spellings</p> <p>Fluency: Expression and Phrasing</p>	<p>Listening Comp: “Capturing the Natural World”</p> <p>Vocabulary: <u>Words:</u> debris, emphasis, encounter, generations, indicated, naturalist, sheer, spectacular <u>Strategy:</u> Homographs</p> <p>Reading/Writing Workshop “Life in the Woods” (Narrative Nonfiction = NNF)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Camping with the President” (NNF) Paired Selection: “Walk with Teddy” (Autobiography)</p> <p>Skill: Text Structure: Cause and Effect</p> <p>Strategy: Ask and Answer Questions</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Compound Sentences</p> <p>Genre Writing: Narrative: Autobiographical Sketch -Proofread/Edit and Publish; Evaluate</p>	<p>Research/Inquiry: Create a Promotional Map</p> <p>Text Connections: “How can experiencing nature change the way you think about it?”</p> <p>Text to Photography</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
6	9/19-9/23	Unit 1/ Week 4	5	<p>Phonics/Spelling: r-Controlled Vowels</p> <p>Fluency: Expression and Phrasing</p>	<p>Listening Comp: “A Pioneer of Photography!”</p> <p>Vocabulary: <u>Words:</u> breakthrough, captivated, claimed, devices, patents, envisioned, passionate, enthusiastically <u>Strategy:</u> Greek Roots</p> <p>Reading/Writing Workshop “Fantasy Becomes Fact” (Biography)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “The Boy Who Invented TV” (Biography) Paired Selection: “Time to Invent” (Realistic Fiction)</p> <p>Skill: Text Structure: Sequence</p> <p>Strategy: Ask and Answer Questions</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Complex Sentences</p> <p>Genre Writing: Narrative: Personal Narrative -Expert Model and Prewrite</p>	<p>Research/Inquiry: Add Information to a Shared Research Board</p> <p>Text Connections: “How does technology lead to creative ideas?”</p> <p>Text to Fine Art</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>

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Week	Dates	Unit/Wk	# days	Reading: Word Work	Reading	Language Arts	Integrate Ideas
7	9/26-9/30	Unit 1/ Week 5	5	<p>Phonics/Spelling: r-Controlled Vowels</p> <p>Fluency: Phrasing</p>	<p>Listening Comp: “Electronic Books: A New Way to Read”</p> <p>Vocabulary: <u>Words:</u> access, advance, analysis, cite, counterpoint, data, drawbacks, reasoning <u>Strategy:</u> Greek and Latin prefixes</p> <p>Reading/Writing Workshop “Are Electronic Devices Good for Us?” (Persuasive Article)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “The Future of Transportation” (Persuasive Article) Paired Selection: “Getting From Here to There” (Technical Text)</p> <p>Skill: Author’s Point of View</p> <p>Strategy: Reread</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Run-On Sentences</p> <p>Genre Writing: Narrative: Personal Narrative -Expert Draft and Revise</p>	<p>Research/Inquiry: Write a Persuasive Speech</p> <p>Text Connections: “What are the positive and negative effects of new technology?”</p> <p>Text to Media</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
8	10/3-10/7	Unit 1/ Week 6	5	<p>Unit Review Phonics/Spelling: Short vowels</p> <p>Long vowels</p> <p>Words with the “cube”, “book”, and “spoon” sound-spellings</p> <p>r-Controlled Vowels</p> <p>Model Fluency: Accuracy, Rate, and Prosody</p>	<p>Reader’s Theater: “It Couldn’t Be Done”</p> <p>Time For Kids (Reading Digitally): “Take It From Nature”</p>	<p>Genre Writing: Personal Narrative -Proofread/Edit and Publish; Evaluate</p> <p>Share Your Writing: Students select a narrative writing piece from the unit</p> <p>Unit Grammar: Unit Review</p>	<p>Text Connections: Connect to the Big Idea: <i>Where can an idea begin?</i></p> <p>Research/Inquiry: Choose a Project! – The Big Idea: <i>Where can an idea begin?</i> Select from weeks 1-5</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
Unit Assessment – to be determined (throughout Unit 1/Week 6)							
9	10/10-10/14	Unit 1/ Week 7	5	<p>Extension Week (Unit 1 only)</p>			

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Week	Dates	Unit/Wk	# days	Reading: Word Work	Reading	Language Arts	Integrate Ideas
10	10/17-10/21	Unit 2/ Week 1	5	<p>Phonics/Spelling: Variant Vowels</p> <p>Fluency: Rate and Accuracy</p>	<p>Listening Comp: “The Mayflower Compact”</p> <p>Vocabulary: <u>Words:</u> committees, convention, debate, proposal, union, resolve, situation, representatives <u>Strategy:</u> Context Clues</p> <p>Reading/Writing Workshop “Creating a Nation” (Expository Text)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Who Wrote the U.S. Constitution?” (Exp Text) Paired Selection: “Parchment and Ink” (Expository Text)</p> <p>Skill: Text Structure: Problem and Solution</p> <p>Strategy: Reread</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Kinds of Nouns</p> <p>Genre Writing: Informative Text: Invitation with Directions -Expert Model -Prewrite</p>	<p>Informative Performance Task: Inquiry Space: Analyze the Task</p> <p>Text Connections: “What do good problem solvers do?”</p> <p>Text to Photography</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
11	10/24-10/28	Unit 2/ Week 2	5	<p>Phonics/Spelling: Plurals</p> <p>Fluency: Expression and Accuracy</p>	<p>Listening Comp: “Jack and the King’s Rainbow Fish”</p> <p>Vocabulary: <u>Words:</u> circumstances, consideration, consults, destiny, expectations, presence, reveal, unsure <u>Strategy:</u> Similes and Metaphors</p> <p>Reading/Writing Workshop “Modern Cinderella” (Fairy Tale)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Where the Mountain Meets the Moon” (Fairy Tale) Paired Selection: “The Princess and the Pea” (Fairy Tale)</p> <p>Skill: Character, Setting, Plot: Compare and Contrast</p> <p>Strategy: Make Predictions</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Singular and Plural Nouns</p> <p>Genre Writing: Informative Text: Invitation with Directions -Draft and Revise</p>	<p>Informative Performance Task: Inquiry Space: Evaluate Sources</p> <p>Text Connections: “What can you do to get the information you need?”</p> <p>Text to Poetry</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>

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12	10/31-11/4	Unit 2/ Week 3	5	<p>Phonics/Spelling: Inflectional Ending</p> <p>Model Fluency: Expression and Phrasing</p>	<p>Listening Comp: “Thomas Moran, Landscape Painter”</p> <p>Vocabulary: Words: behaviors, disappearances, energetic, flurry, migrate, observation, theory, transformed <u>Strategy:</u> Greek and Latin suffixes</p> <p>Reading/Writing Workshop “Growing to Place” (Biography)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “The Boy Who Drew Birds” (Biography) Paired Selection: “Daedalus and Icarus” (Myth)</p> <p>Skill: Text Structure: Sequence</p> <p>Strategy: Reread</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: More Plural Nouns</p> <p>Genre Writing: Informative Text: Invitation with Directions -Proofread/Edit and Publish; Evaluate</p>	<p>Informative Performance Task: Inquiry Space: Take Notes</p> <p>Text Connections: “How do we investigate questions about nature?”</p> <p>Text to Media</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
13	11/7-11/10 Nov 11 th : Veterans Day	Unit 2/ Week 4	4	<p>Phonics/Spelling: Contractions</p> <p>Fluency: Rate</p>	<p>Listening Comp: “Lost Lake and the Golden Cup”</p> <p>Vocabulary: Words: assuring, detected, emerging, gratitude, guidance, outcome, previous, pursuit <u>Strategy:</u> Personification</p> <p>Reading/Writing Workshop “The Magical Lost Brocade” (Folktale)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Biancaflor” (Folktale) Paired Selection: “From Tale to Table” (Expository Text)</p> <p>Skill: Theme</p> <p>Strategy: Make Predictions</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Possessive Nouns</p> <p>Genre Writing: Informative Text: Explanatory Essay Expert Model and Prewrite</p>	<p>Informative Performance Task: Inquiry Space: Write an Outline and Draft</p> <p>Text Connections: “When has a plan helped you accomplish a task?”</p> <p>Text to Media</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>

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14	11/14-11/18	Unit 2/ Week 5	5	<p>Phonics/Spelling: Closed Syllables</p> <p>Fluency: Expression and Phrasing</p>	<p>Listening Comp: “How to Make a Friend”</p> <p>Vocabulary: Words: ambitious, memorized, satisfaction, shuddered Strategy: Homographs</p> <p>Reading/Writing Workshop “The Simple Plan” and “Rescue” (Narrative and Free Verse)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Stage Fright” and “Catching Quiet” (Poetry) Paired Selection: “Foul Shot” (Poetry)</p> <p>Skill: Theme</p> <p>Literary Elements: Repetition and Rhyme</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Prepositional Phrases</p> <p>Genre Writing: Informative Text: Explanatory Essay -Expert Draft and Revise</p>	<p>Informative Performance Task: Inquiry Space: Revise and Edit</p> <p>Text Connections: “What motivates you to accomplish a goal?”</p> <p>Text to Photography</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
	11/21-11/25			Thanksgiving Break			
15	11/28-12/2	Unit 2/ Week 6	5	<p>Unit Review</p> <p>Phonics: Variant Vowel Plurals Inflectional Endings Contractions Closed Syllables</p> <p>Fluency: Accuracy, Rate, and Prosody</p>	<p>Reader’s Theater: “A Boy Named Abe”</p> <p>Time For Kids (Reading Digitally): “Road to Ruin”</p>	<p>Share Your Writing: Students select an informative text writing piece from the unit</p> <p>Genre Writing: Informative Text: Explanatory Essay -Proofread/Edit and Publish; Evaluate</p> <p>Unit Grammar: Unit Review</p>	<p>Informative Performance Task: Inquiry Space: Publish and Present</p> <p>Text Connections: Connect to the Big Idea: <i>What does it take to put a plan into action?</i></p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
				Unit Assessment – to be determined (throughout Unit 2/Week 6)			