

Grade 5

Unit 2: Understanding Stories

	Day 1	Day 2	Day 3	Day 4	Day 5
Read Aloud VSC: (1.5.C.1.a.) (1.5.E.1.a.) (1.5.E.2.a.b.c.)	Author: Jerry Spinelli Selections: <u>The Library Card</u> , <u>Knots in My Yo-Yo String</u> , <u>Maniac Magee</u> , <u>Loser</u> , <u>Crash</u> , <u>Stargirl</u>	Author: Jerry Spinelli Selections: <u>The Library Card</u> , <u>Knots in My Yo-Yo String</u> , <u>Maniac Magee</u> , <u>Loser</u> , <u>Crash</u> , <u>Stargirl</u>	Author: Jerry Spinelli Selections: <u>The Library Card</u> , <u>Knots in My Yo-Yo String</u> , <u>Maniac Magee</u> , <u>Loser</u> , <u>Crash</u> , <u>Stargirl</u>	Author: Jerry Spinelli Selections: <u>The Library Card</u> , <u>Knots in My Yo-Yo String</u> , <u>Maniac Magee</u> , <u>Loser</u> , <u>Crash</u> , <u>Stargirl</u>	Author: Jerry Spinelli Selections: <u>The Library Card</u> , <u>Knots in My Yo-Yo String</u> , <u>Maniac Magee</u> , <u>Loser</u> , <u>Crash</u> , <u>Stargirl</u>
Readers' Workshop	Analyzing Characters <ul style="list-style-type: none"> - Use an excerpt from read aloud text - demonstrate understanding of characters (their traits, feelings, and motivations) using evidence from text to support statements - infer characters' feelings and motivations through reading their dialogue and what other characters say about them with text support - how does this help us understand the story? - IR/Conferring - share 	Analyzing Characters <ul style="list-style-type: none"> - Use an excerpt from read aloud text - demonstrate understanding of characters (their traits feelings, and motivations) using evidence from text to support statements - infer characters' feelings and motivations through reading their dialogue and what other characters say about them with text support - model response about character traits and text support - how does this help us understand the story? - IR/Conferring - share 	Analyzing Characters <ul style="list-style-type: none"> - Use an excerpt from read aloud text - demonstrate understanding of characters (their traits feelings, and motivations) using evidence from text to support statements - infer characters' feelings and motivations through reading their dialogue and what other characters say about them with text support - shared response about character traits and text support - how does this help us understand the story? - IR/Conferring - Share <p>*collect teacher created student product</p>	Analyzing Characters <ul style="list-style-type: none"> - Use an excerpt from read aloud text - demonstrate understandings of characters (how and why they change/ cause effect relationships) using text support - how this helps us understand the story - IR - Begin GR groups - share 	Analyzing Characters <ul style="list-style-type: none"> - Use an excerpt from read aloud text - demonstrate understandings of characters (how and why they change/ cause effect relationships) using text support - model response about character changes - how this helps us understand the story - IR - Begin GR groups - share
Word Study	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: irregular vowel patterns - word wall (brought, through, autumn, character, great) 	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: irregular vowel patterns - Word Savvy: "word search" (pg. 62) <p>*collect teacher created student product</p>	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: r controlled vowels - Word Savvy: "word connections" (pg. 64) - making words: personality 	<ul style="list-style-type: none"> - adapt scope r controlled vowels - month-by-month phonics: "what looks right" (pg. 40-42- use this week's word wall words as the base) <p>*collect teacher created student product</p>	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: review irregular vowel patterns and r controlled vowels - Word Savvy: "take a good look" (pg. 91) <p>*create a selected response assessment; use word wall words)</p>
Writers' Workshop	Uncovering life topics	writing small about big topics	Expecting depth from our writing	Reading literature to inspire writing	Choosing and developing a seed idea

Fund for Educational Excellence: Scope and Sequence

	Day 6	Day 7	Day 8	Day 9	Day 10
Read Aloud	Author: Jerry Spinelli	Author: Jerry Spinelli	Author: Jerry Spinelli	Author: Jerry Spinelli	Author: Jerry Spinelli
Readers' Workshop	<p>Analyzing Characters</p> <ul style="list-style-type: none"> - Use an excerpt from read aloud text or reread "Class President" (OC pg. 20) - demonstrate understandings of characters (how and why they change/ cause effect relationships) using text support - shared response about character changes - how this helps us understand the story - IR - Begin GR groups - share <p>* teacher created assessment</p>	<p>Analyzing Plot</p> <ul style="list-style-type: none"> - use an excerpt from previously read text or reread "Class President" (OC pg. 20) - identify and explain the events of the plot (exposition, rising action, climax, and resolution) - demonstrate understandings of the connections between characters, and events of the text using text support - demonstrate understanding of characters (their traits, how and why they are changed by the impact of events) - how this helps us understand the story - IR - GR groups - share 	<p>Analyzing Plot</p> <ul style="list-style-type: none"> - identify and explain the events of the plot (exposition, rising action, climax, and resolution) - demonstrate understandings of the connections between characters, and events of the text using text support - demonstrate understanding of characters (their traits, how and why they are changed by the impact of events) - how this helps us understand the story - IR - GR groups - Share <p>*teacher created/selected assessment</p>	<p>Analyzing Conflict in the Plot</p> <ul style="list-style-type: none"> - what is conflict/ - types of conflict (internal vs external) - identify and explain the conflict in the text or apportion of it - demonstrate understandings of the connections between the characters, and events of the text using text support - how this helps us understand the story - IR - GR groups - share 	<p>Analyzing Conflict in the Plot</p> <ul style="list-style-type: none"> - what is conflict/ - types of conflict (internal vs external) - identify and explain the conflict in the text or apportion of it - demonstrate understandings of the connections between the characters, and events of the text using text support - how this helps us understand the story - IR - GR groups - share
Word Study	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: suffixes (-tion, -sion) <p>word wall: separate, possession, direction, action, express</p> <p>-Word Savvy: "word search" (pg. 62)</p>	<p>adapt scope and sequence from Open Court: suffixes (-tion, -sion)</p> <ul style="list-style-type: none"> - Word Savvy: "take a good look" (pg. 91) - making words: predictions/description 	<p>-adapt scope and sequence from Open Court: suffixes (-tion, -sion)</p> <ul style="list-style-type: none"> - Word Savvy: "take a good look" (pg. 91) - word sort (use base words and have students sort by the correct suffix) <p>*teacher created/selected assessment</p>	- synonyms and antonyms	- synonyms and antonyms *teacher created/selected assessment
Writers' Workshop	Studying memoir structures	Being our own teacher	Finding inspiration before drafting	The internal and external journey of a story	Choosing emblematic details
Notes					

	Day 11	Day 12	Day 13	Day 14	Day 15
Read Aloud	Author: Jerry Spinelli	Author: Jerry Spinelli	Author: Jerry Spinelli	Author: Jerry Spinelli	Author: Jerry Spinelli
Readers' Workshop	<p>Analyzing Conflict in the Plot</p> <ul style="list-style-type: none"> - what is conflict/ - types of conflict (internal vs external) - identify and explain the conflict in the text or apportion of it - demonstrate understandings of the connections between the characters, and events of the text using text support - how this helps us understand the story - IR - GR groups <p>*teacher created/selected assessment</p>	<p>Analyze Setting</p> <ul style="list-style-type: none"> -use an excerpt from previously read text - identify and describe setting (time and place) - what are your clues/how do you know the setting -why is the setting important to this story? -explain how setting effects the characters -explain how setting effects mood - IR - GR groups - Share 	<p>Analyze Setting</p> <ul style="list-style-type: none"> -use an excerpt from previously read text - identify and describe setting (time and place) - what are your clues/how do you know the setting -why is the setting important to this story? -explain how setting effects the characters -explain how setting effects mood - IR - GR groups - Share 	<p>Analyze Setting</p> <ul style="list-style-type: none"> -use an excerpt from previously read text - identify and describe setting (time and place) - what are your clues/how do you know the setting -why is the setting important to this story? -explain how setting effects the characters -explain how setting effects mood - how/which/why the setting influences the problem or the solution - IR - GR groups - Share <p>*teacher created/selected assessment</p>	<p>Identifying Main Idea</p> <ul style="list-style-type: none"> - identify main idea in the text or a portion of the text - explain how main idea was identified (literal with supporting details) - what is main idea and how do we find it? - IR - GR groups - Share
Word Study	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: review consonant digraphs - word wall (laugh, purchase, should, than, whether) 	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: review consonant digraphs - Word Savvy: “take a good look” (pg. 91) 	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: review consonant digraphs - making words:sandwiches <p>*teacher created/selected assessment</p>	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: context clues 	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: context clues
Writers' Workshop	Writing about ideas	Letting our pages lead our revision	Metaphors and meanings		
Notes					

	Day 16	Day 17	Day 18	Day 19	Day 20
Read Aloud	Author: Jerry Spinelli	Author: Jerry Spinelli	Author: Jerry Spinelli	Author: Jerry Spinelli	Author: Jerry Spinelli
Readers' Workshop	<p>Inferring Main Idea/Theme</p> <ul style="list-style-type: none"> - identify main idea in the text or portion of text - explain how main idea was identified (inferential thinking/literal vs. interpretive) - how/why do we infer? -connections between personal experiences and the theme/main idea -what are the experiences, emotions, issues, and ideas in the text that create/lead to universal themes - IR - GR groups - Share 	<p>Inferring Main Idea/Theme</p> <ul style="list-style-type: none"> - identify main idea in the text or portion of text - explain how main idea was identified (inferential thinking/literal vs. interpretive) - how/why do we infer? -connections between personal experiences and the theme/main idea -what are the experiences, emotions, issues, and ideas in the text that create/lead to universal themes -describe lesson, message, or moral learned from text - explain implications for the reader/society of ideas or issues in the text -compare themes across texts - IR - GR groups - Share 	<p>Inferring Main Idea/Theme</p> <ul style="list-style-type: none"> - identify main idea in the text or portion of text - explain how main idea was identified (inferential thinking/literal vs. interpretive) - how/why do we infer? -connections between personal experiences and the theme/main idea -what are the experiences, emotions, issues, and ideas in the text that create/lead to universal themes -describe lesson, message, or moral learned from text - explain implications for the reader/society of ideas or issues in the text -compare themes across texts - IR - GR groups - Share <p>*teacher created/selected assessment</p>	<p>Summarize and Paraphrase Text</p> <ul style="list-style-type: none"> - Main idea and supporting details of the text across the text or a portion of it - sequencing events across the text or a portion of it including characters, the conflict, the climax, and the resolution -what makes a good summary? What do we include? - IR - GR groups - Share 	<p>Summarize and Paraphrase Text</p> <ul style="list-style-type: none"> - Main idea and supporting details of the text across the text or a portion of it - sequencing events across the text or a portion of it including characters, the conflict, the climax, and the resolution -what makes a good summary? What do we include? - IR - GR groups - Share <p>*teacher created/selected assessment</p>
Word Study	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: context clues - word wall (notice, supplies, column, doubt, passage) <p>*teacher created/selected assessment</p>	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: multiple meaning words 	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: multiple meaning words 	<ul style="list-style-type: none"> - adapt scope and sequence from Open Court: multiple meaning words <p>*teacher created/selected assessment</p>	
Writers' Workshop					