Correlated to the
Academic Standards for
Reading, Writing, Speaking, and Listening,
Grade-Level Benchmarks
and Assessment Anchors
# PENNSYLVANIA Lesson Plan

## DAY 1

### ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

### VOCABULARY
- **Vocabulary**
  - slumped, soggy, capable, categories, strands, gigantic, credit, luminous, 18
  - Practice Book A-0-B, 1
  - Strategy: Context Clues/Synonyms, 19
  - 1.1C: 1.1E, R5.A.1.1, R5.A.1.1.2, R5.A.1.2.2

### WORD STUDY
- **Phonics/Decoding**

### READING
- **Develop Comprehension**
  - Read: "The Talent Contest," 18-19
  - 1.1C, 1.1E, 1.3B, R5.A.1.1
  - Comprehension: 19A-19B
  - Strategy: Story Structure
  - 1.1G.3, 1.3B: R5.A.1.6, R5.B.1.1.1
  - Fluency: Partner Reading, 16R
  - Model Fluency, 17
  - 1.1H.1, 1.1H.3, 1.1H.4, 1.6B

### LANGUAGE ARTS
- **Writing**
  - **Daily Writing Prompt:** Write a personal narrative describing several reasons why you would enter a contest.
  - Prewrite a Personal Narrative, 47A
  - 1.5A

- **Grammar**
  - Daily Language Activities, 47I
  - Sentences, 47I
  - Grammar Practice Book, 1
  - 1.5F.2, 1.5F.3, 1.5F.5, 1.6A

- **Spelling**
  - Pretest: Short Vowels, 47G
  - Spelling Practice Book, 1-2
  - 1.5F.1, 1.6A

## DAY 2

### ORAL LANGUAGE
- **Listening**
- **Speaking**

### VOCABULARY
- **Vocabulary**
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  - 1.6B.4
  - **Phonics/Decoding**
    - Words with Short Vowels, 47E
    - Practice Book A-0-B, 7
    - 1.1C

### READING
- **Develop Comprehension**
  - Read: Miss Alaineus, 20-39
  - 1.1A, 1.1D, 1.1H.4, 5, 1.3B: R5.B.1.1.1
  - Comprehension: 20-41
  - Strategy: Story Structure
  - 1.1B: R5.A.1.6, R5.B.1.1.1
  - Fluency: Partner Reading, 16R
  - 1.1H.1, 1.1H.3, 1.1H.4

### LANGUAGE ARTS
- **Writing**
  - **Daily Writing Prompt:** Write a letter to your principal in which you propose a school contest.
  - Draft a Personal Narrative, 47A
  - 1.5A, 1.5B.2

- **Grammar**
  - Daily Language Activities, 47I
  - Sentences, 47I
  - Grammar Practice Book, 2
  - 1.5F.3, 1.5F.5, 1.6A

- **Spelling**
  - Short Vowels, 47G
  - Spelling Practice Book, 3
  - 1.5F.1, 1.6A

## DAY 3

### ORAL LANGUAGE
- **Listening**
- **Speaking**

### VOCABULARY
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  - Strategy: Content Clues/Synonyms, 47D
  - Practice Book A-0-B, 2
  - 1.1C, 1.1E, R5.A.1.1, R5.A.1.1.2, R5.A.1.2.2

### READING
- **Develop Comprehension**
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  - 1.1H.1, 1.1H.3, 1.1H.4, 1.6B

### LANGUAGE ARTS
- **Writing**
  - **Daily Writing Prompt:** Write a paragraph describing talents you have that would help you win a contest.
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  - Revise a Personal Narrative, 47B
  - 1.5C, 1.5E

- **Grammar**
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- **Spelling**
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  - Spelling Practice Book, 4
  - 1.5F.1, 1.6A
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**ORAL LANGUAGE**
- Listening
- Speaking
- Viewing

**WORD STUDY**
- Vocabulary
- Phonics/Decoding

**READING**
- Develop Comprehension
- Fluency

**LANGUAGE ARTS**
- Writing
- Grammar
- Spelling

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**DAY 4**

**Listening/Speaking/Viewing**

- **Focus Question:** Write a paragraph about how to enter a local spelling bee.
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  - Expand Vocabulary: School Contests, 47F
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**Vocabulary**

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  - Apply Vocabulary to Writing, 47F
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**Comprehension**

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**Fluency**

- Partner Reading, 16R
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**Writing**

- **Daily Writing Prompt:** Write a journal entry about the class spelling bee from the point of view of Sage’s classmate.
  - Review and Proofread a Personal Narrative, 47B
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**Grammar**

- Daily Language Activities, 47I
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**Spelling**

- Short Vowels, 47H
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**DAY 5**

**Listening/Speaking/Viewing**

- **Focus Question:** What kind of new words would you add to a spelling bee list?
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  - Present a Personal Narrative, 47B
  - 1.6.A, 1.6.C.3, 1.6.D.2

**Vocabulary**

- Spiral Review of Vocabulary Words, 47F
  - 1.1.C

**Comprehension**

- Connect and Compare, 45
  - 1.1.G.2, 3, 1.1.H.5; RS.A.2, RS.B.1.2.1, RS.B.3.3.3

**Fluency**

- Partner Reading, 16R
  - 1.1.H.1, 1.1.H.3, 1.1.H.4, 1.6.B

**Writing**

- **Daily Writing Prompt:** List possible interview questions for the new spelling bee champion.
  - Publish a Personal Narrative, 47B
  - 1.5.G

**Grammar**

- Daily Language Activities, 47I
  - Sentences, 47I
  - Grammar Practice Book, 5–6
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**Spelling**

- Posttest: Short Vowels, 47H
  - Spelling Practice Book, 6
  - 1.5.F.1, 1.6.A
# PENNSYLVANIA Lesson Plan

## Day 1

### Oral Language
- **Listening**
  - Focus Question: Who are some of the legendary figures of American history? What qualities did they have?
  - Build Background, 48
  - Read Aloud: "Sally Ann Thunder Ann Whirwind," 49
    - 1.1D, 1.2A.2, 1.3B, 1.6B, 1.6B.4

### Word Study
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- **Phonics/Decoding**
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### Reading
- **Develop Comprehension**
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    - 1.1C, 1.1E.1, 1.3B; RS.A.1, RS.B.1.1.1
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    - Strategy: Analyze Story Structure
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      - 1.1G.3, 1.3B; RS.B.1.1.1

### Fluency
- Partner Reading, 48I
  - Model Fluency, 49
    - 1.1H.1, 1.1H.3, 1.1H.4, 1.6B

### Language Arts
- **Writing**
  - Daily Writing Prompt: Not everyone becomes a hero. Write a paragraph about the qualities heroes display.
    - Prewrite a Personal Narrative, 77A
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### Grammar
- Daily Language Activities, 77I
  - Subjects and Predicates, 77I
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### Spelling
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## Day 2

### Oral Language
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  - Focus Question: What problem does Davy Crockett try to solve?
    - 1.1A, 1.6D.2

### Word Study
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  - Davy Crockett Saves the World, 52-69
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  - Tempo and Expression, 65
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### Language Arts
- **Writing**
  - Daily Writing Prompt: Write a journal entry from the point of view of a hero you admire.
    - Draft a Personal Narrative, 77A
      - 1.5A, 1.5D.3

### Grammar
- Daily Language Activities, 77I
  - Subjects and Predicates, 77I
  - Grammar Practice Book, 8
    - 1.5F.4, 1.6A

### Spelling
- Long Vowels, 77G
  - Spelling Practice Book, 9
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## Day 3

### Oral Language
- **Listening**
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### Reading
- **Comprehension**
  - Davy Crockett Saves the World, 52-69
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### Fluency
- Repeated Reading, 71A
  - Partner Reading, 48I
  - Practice Book A-O-B, 11
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Grade 5, Unit 2, Day 2: Davy Crockett Saves the World, 48A-77V
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- Expand Vocabulary: American Legends, 77F
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**Phonics/Decoding**

- Compound Words, 77F
- Apply Vocabulary to Writing, 77F
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- **Read:** "The Tales are Getting Taller," 72-73
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- **Comprehension:** Informational Text: Social Studies
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  - Practice Book A-O-B, 12
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- **Fluency:** Partner Reading, 48I
  1.1H.1, 1.1H.3, 1.1H.4

**Writing**

- **Daily Writing Prompt:** Write about another real-life hero. Draw one line under facts and two lines under opinions.
- Proofread a Personal Narrative, 77B
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  - Subjects and Predicates, 77J
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**Focus Question**
- **DAY 1:** What would happen if trees disappeared from the world?
- **DAY 2:** How are geography and climate related to the kinds of trees, plants, and animals that inhabit different forests around the world?
- **DAY 3:** Based on “Forests of the World,” what category do you think the top five most common trees in the U.S. are in?

**Reading**
- **Read:** “Tree-Rific!” 80–81
- **Comprehension:** 81A–81B
- **Fluency:** Model Fluency, 79

**Vocabulary**
- **DAY 1:** quest, settings, reduce, buffet, major, 80
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- **DAY 1:** Strategy: Use a Dictionary/ Homographs, 81
- **DAY 2:** Phonics: Decode Words with /ü/, /u/, and /ũ/, 89E
- **DAY 3:** Strategy: Dictionary/Homographs, 89D

**Writing**
- **Daily Writing Prompt:** Write a letter to a friend about some of the trees in your neighborhood. Describe the different types and their characteristics.
- **Writing:** What if you discovered a new species of trees? Write a journal article in which you classify it.
- **Writing:** Why do some trees only grow in certain parts of the world? Write a paragraph about the various forest biomes.

**Spelling**
- **Pretest:** 89G
- **Words with /ũ/, /ũ/, and /ũ/:** 89G

**Grammar**
- **Daily Language Activities, 89i:** Sentence Combining, 89i
- **Daily Language Activities, 89i:** Sentence Combining, 89i
- **Daily Language Activities, 89i:** Mechanics and Usage: Punctuate Compound Sentences, 89i

**Language Arts**
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### DAY 4

**Listening/Speaking/Viewing**

- **Focus Question**: Describe the role weather can play in both creating and ending wildfires. Use details from the article to support your answer.
- Expand Vocabulary: Trees for Life, 89F 1.1C, 1.1G, 1.6D.2

**Vocabulary**

- Homographs, 89F
- Apply Vocabulary to Writing, 89F 1.1C, 1.1E

**Reading**

- **Develop Comprehension**
  - Read: "The Science of Wildfires," 86-87
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- **Research and Study Skills**
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  - Practice Book A-O-B, 19 1.2B.1, 1.8B
- **Fluency**
  - Partner Reading, 78I 1.1H.1, 1.1H.3, 1.1H.4

**Language Arts**

- **Writing**
  - Daily Writing Prompt: Write a letter from the perspective of a forest firefighter. Give details about your duties.
  - Synthesize and Write, 89B 1.4B, 1.5A, 1.5E, 1.5F

- **Grammar**
  - Daily Language Activities, 89I
  - Sentence Combining, 89J
  - Grammar Practice Book, 16 1.5F.3, 1.5F.4, 1.5F.5, 1.6A

- **Spelling**
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### DAY 5

**Listening/Speaking/Viewing**

- **Focus Question**: Compare and contrast how changes in an ecosystem can affect the lives of trees.
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- Presentation of Expository Writing, 89B 1.6A, 1.6C.3, 1.6C.5, 1.6D.2

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- **Self-Selected Reading**, 78I 1.1H.4, 1.1H.5, 1.1G.3
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**Writing**

- Daily Writing Prompt: Why are trees important to animal life? Write an article about the consequences of deforestation.
- Share Information, 89B 1.4B.3, 1.5G, 1.8C.2

- Grammar Daily Language Activities, 89I
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- Grammar Practice Book, 17-18 1.5F.5, 1.6A

- **Spelling**
  - Posttest, 89H
  - Spelling Practice Book, 18 1.5F.1, 1.6A
# PENNSYLVANIA Lesson Plan

## DAY 1

### Oral Language
- **Listening**
  - Focus Question: What is important about exploring space?
  - Build Background, 90
  - Read Aloud: "Who's There?" 91
  - 1.1D, 1.6B, 1.6B.3, 1.6B.4

### Word Study
- **Vocabulary**
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  - Practice Book A-O-B, 22
  - Strategy: Context Clues/Description or Explanation, 93
    - 1.1C, RS.A.2.2.2

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  - Strategy: Generate Questions
  - Skill: Summarize
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  - Fluency: Model Fluency, 91
    - Partner Reading, 90I
      - 1.1H.1, 1.1H.3, 1.1H.4, 1.6B

### Language Arts
- **Writing**
  - Daily Writing Prompt: Write an e-mail to a friend about a job you might like to have in the future in outer space.
    - Prewriting a Personal Narrative, 111A
    - 1.4A.2, 1.5A

- **Grammar**
  - Daily Language Activities, 111I
    - More Sentence Combining and Complex Sentences, 111I
    - Grammar Practice Book, 19
      - 1.5F.4, 1.5F.5, 1.6A

- **Spelling**
  - Pretest, 111G
    - Spelling Practice Book, 19–20
      - 1.5F.1, 1.6A

## DAY 2

### Oral Language
- **Listening**
  - Focus Question: How do astronauts prepare for space travel?
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### Word Study
- **Vocabulary**
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### Language Arts
- **Writing**
  - Daily Writing Prompt: Write a letter to the editor and give your opinion on government funding for space exploration.
    - Draft a Personal Narrative, 111A
      - 1.4A.2, 1.5A, 1.7B

- **Grammar**
  - Daily Language Activities, 111I
    - More Sentence Combining and Complex Sentences, 111I
    - Grammar Practice Book, 20
      - 1.5F.3, 1.5F.4, 1.5F.5, 1.6A

- **Spelling**
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## DAY 3

### Oral Language
- **Listening**
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  - Summarize, 107
    - 1.1G.1, 1.6B.5, 1.6D.2; RS.A.2.5.1

### Word Study
- **Vocabulary**
  - Review Words in Context, 111C
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### Reading
- **Read**
  - Ultimate Field Trip 5: Blasting Off to Space Academy, 94–105
    - 1.1A, 1.1D, 1.1G.1, 1.1H.4, 5, 1.3F, 1.6D.1, RS.A.2.5.1, RS.A.2.6
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### Language Arts
- **Writing**
  - Daily Writing Prompt: Identify your favorite planet and write a paragraph about what you like about it.
    - Writing Trait: Word Choice, 111B
    - 1.5D.2, 1.5E

- **Grammar**
  - Daily Language Activities, 111I
    - Grammar Practice Book, 21
      - 1.5F.2, 1.5F.3, 1.6A

- **Spelling**
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*Grade 5, Unit 1, Week 4, Ultimate Field Trip 5, 90A–111V*
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**Listening/Speaking/Viewing**

- **Focus Question**: What is the difference between the children in *Ultimate Field Trip 5* and the speaker in the poem?
- Expand Vocabulary: Exploring Space, 111F
  - 1.1C.1, 1.1G, 1.6B.4, 1.6D.2

**Vocabulary**

- Words in Context, 111F
- Apply Vocabulary to Writing, 111F
  - 1.1C; R5.A.2.2.2

**Comprehension**

- Literacy Elements: Rhyme Scheme and Rhythm
- Practice Book A-O-B, 26
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**Fluency**

- Partner Reading, 90I
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**Grammar**

- Daily Language Activities, 111I
- More Sentence Combining and Complex Sentences, 111J
- Grammar Practice Book, 22
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**Spelling**

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  - 111H
- Spelling Practice Book, 23
  - 1.5F.1, 1.6A

**Writing**

- Daily Writing Prompt: Design a postcard from another planet. Write a note on the back and include an address.
- Proofread a Personal Narrative, 111B
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### DAY 5

**Listening/Speaking/Viewing**

- **Focus Question**: Summarize what you have learned about becoming an astronaut.
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- Present a Personal Narrative, 111B
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**Fluency**

- Partner Reading, 90I
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**Grammar**

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# PENNSYLVANIA Lesson Plan

## Grade 5, Unit 1 Week 5: Pipiolo and the Roof Dogs, 116–131

### ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

### WORD STUDY
- **Vocabulary**
- **Phonics/Decoding**

### READING
- **Develop Comprehension**
- **Fluency**

### LANGUAGE ARTS
- **Writing**
- **Grammar**
- **Spelling**

### DAY 1
- **Listening/Speaking/Viewing**
  - **Focus Question**: What abilities do dogs have that make them useful for rescue work?
    - Build Background, 112
    - Read Aloud: "Barry: The Dog Who Saved People," 113
    - **1.1D, 1.6B, 1.6H.4; RS.B.1.1.1**

### DAY 2
- **Listening/Speaking**
  - **Focus Question**: How does Pipiolo change the lives of the roof dogs?
    - **1.1A, 1.6D.2**

### DAY 3
- **Listening/Speaking**
  - **Focus Question**: Describe the similarities and differences between Sparky and Pipiolo's jobs. Use details from both stories to support your answer.
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  - **Comprehension**: 116–133
    - **Strategy**: Generate Questions
    - **Skill**: Cause and Effect
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    - **Partner Reading, 112I**
    - **1.1H.1, 1.1H.3, 1.1H.4, 1.6B**

### Writing
- **Writing Prompt**: Pipiolo was an amazing dog. Write a brief tale about an amazing dog that rescues someone.
  - **Prewrite a Personal Narrative, 139A**
    - **1.5A**

### Grammar
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  - **Run-On Sentences, 139I**
    - **Grammar Practice Book, 25**
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### Spelling
- **Pretest: Words with /ur/ and /ir/**: 139G
  - **Spelling Practice Book, 25–26**
    - **1.5F.1, 1.6A**

### Writing
- **Writing Prompt**: Write a diary entry from the point of view of a roof dog. How might the dog feel and what would it see from its roof?
  - **Draft a Personal Narrative, 139A**
    - **1.5A**

### Grammar
- **Daily Language Activities, 139I**
  - **Run-On Sentences, 139I**
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### Spelling
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    - **Strategy**: Use a Thesaurus/Synonyms, 139D
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### Reading
- **Read**: Pipiolo and the Roof Dogs, 116–131
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    - **Maintain Skill: Plot, 133B**
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### Writing
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    - **Revise a Personal Narrative, 139B**
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  - **Correcting Fragments, 139J**
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| **Listening/Speaking/Viewing** |
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| Read |
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| Fluency |
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| Practice, 133A |
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| Writing |
| **Daily Writing Prompt**: Write a poem about Pippiolo or another dog, fictional or real, that acted heroically. |
| Proofread a Personal Narrative, 139B |
| 1.5.F, 1.5.F.3 |

| Grammar |
| Daily Language Activities, 139 |
| Run-On Sentences, 139J |
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| Spelling |
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| Writing |
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- **Spelling**
  - **Pretest:** Compound Words, 169G
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## Oral Language
- **Listening**
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## Language Arts
- **Writing**
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  - **Grammar**
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    - Common and Proper Nouns, 169I
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## Oral Language
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## Language Arts
- **Writing**
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**Grade 5, Unit 2, Week 1: Shiloh, 144J-169V**
**DAY 4**

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**Fluency**
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**Writing**
- **Daily Writing Prompt**: Write a haiku about an animal that helps humans.
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  - 1.5F

**Grammar**
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**Comprehension**
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**Fluency**
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**Writing**
- **Daily Writing Prompt**: Imagine that you’re a veterinarian. Write a journal entry describing what a typical day might be like.
- Publish an Advertisement, 169B
  - 1.5G

**Grammar**
- Daily Language Activities, 169I
  - Assess and Reteach, 169J
  - Grammar Practice Book, 37–38
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**Spelling**
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  - 1.5F.1, 1.6A
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**Listening/Speaking/Viewing**

- **Focus Question:** Compare how the authors of "How Poison Came Into This World" and Rattlesnakes provide information about nature.
- **Expand Vocabulary:** Slithery Snakes, 191F
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  - **Hero and Personification, 188**
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- **Fluency**
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**LANGUAGE ARTS**

- **Writing**
  - **Daily Writing Prompt:** Imagine you have a pet snake. Write a note to a friend who is afraid of snakes explaining why he or she has nothing to fear.
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- **Grammar**
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    - Singular and Plural Nouns, 191J
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    - 1.5F.4, 1.6A
- **Spelling**
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**DAY 5**

**Review and Assess**

**Listening/Speaking/Viewing**

- **Focus Question:** What main ideas and details from this week's selections are most memorable to you?
- **Speaking and Listening Strategies, 191A**
- **Presentation of the Letter, 191B**
  - 1.6A, 1.6C, 1.6D.2

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- **Spiral Review, 191F**
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# Pennsylvania Lesson Plan

**Maya Lin: Architect of Memory, 196–199**

### Day 1

**Listening/Speaking/Viewing**

- **Focus Question:** Is it important to remember what happened in the past? Why or why not?
  - **Build Background:** 192
  - **Read Aloud:** "The Great Mall Memorials,” 1913
  - **1.1D, 1.1G, 1.6B, 1.6B.4, R5.A.2.4**

### Day 2

**Listening/Speaking**

- **Focus Question:** How did one architect create two of the most powerful memorials in the United States?
  - **1.1A, 1.6D.2**

### Day 3

**Listening/Speaking**

- **Focus Question:** What do the National Underground Railroad Freedom Center, the National Museum of the American Indian, the Civil Rights Memorial, and the Vietnam Veterans Memorial have in common?
  - **1.1G.1, 1.6B.3, 1.6D.2**

### Word Study

- **Vocabulary**
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  - **Practice Book A–O–B, 52**
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- **Vocabulary**
  - **Review Words in Context,** 203C
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### Reading

- **Read** "Toward Freedom," 194–195
  - **1.1C**
  - **Comprehension, 195A–195B**
  - **Strategy:** Summarize
  - **Skill:** Main Idea and Details
    - **Practice Book A–O–B, 53**
  - **1.1G.3, R5.A.2.4, R5.A.2.5.2**
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- **Read** Maya Lin: Architect of Memory, 196–199
  - **1.1A, 1.1D, 1.1H.4, 5, 1.2A, 1.3F, R5.A.2.4, R5.A.2.5.2**
  - **Comprehension, 196–199**
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  - **Skill:** Main Idea and Details
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  - **R5.A.2.4, R5.A.2.5.2**
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- **Read** Maya Lin: Architect of Memory, 196–199
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  - **1.1G.3, R5.A.2.4, R5.A.2.5.2**
  - **Fluency**
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    - **Practice Book A–O–B, 55**
    - **1.1H.1, 1.1H.3, 1.1H.4, 1.6B**

### Language Arts

- **Writing**
  - **Daily Writing Prompt:** What do you think it was like for people on the Underground Railroad? Write a diary entry from such a perspective.
  - **Generate Questions, 203A**
    - **1.4B, 1.5A, 1.8A**
  - **Grammar**
    - **Daily Language Activities, 203I**
    - **More Plural Nouns, 203I**
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    - **Pretest, 203G**
    - **Spelling Practice Book, 45–46**
      - **1.5F.1, 1.6A**

- **Writing**
  - **Daily Writing Prompt:** Think of an object you own and write a paragraph about its importance to you. Is it an artifact?
  - **Find Information, 203A**
    - **1.8B.1, 1.8B.2, 1.8B.4**
  - **Grammar**
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    - **Inflected Endings, 203G**
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- **Writing**
  - **Daily Writing Prompt:** If you could build a monument, what would it be? Write a proposal that describes that monument.
  - **Organize Information, 203B**
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- **Focus Question:** Tell why the features of the Women in Military Service for America Memorial are appropriate for honoring women in the military.
- Expand Vocabulary: Remembering the Past, 203F
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**Vocabulary**
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- Apply Vocabulary to Writing, 203F
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**Writing**
- **Daily Writing Prompt:** What words and phrases do you find inspiring? Write a list of these and explain their significance to you.
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  - Spelling Inflected Endings, 203H
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### DAY 5

**Listening/Speaking/Viewing**
- **Focus Question:** How do the features of the memorials and monuments you have read about reflect the memorials' purpose?
  - Speaking and Listening Strategies, 203A
    - Presentation of Article, 203B
      - 1.6A, 1.6C.3, 1.6C.4, 1.6D.2, 1.6E.3

**Vocabulary**
- Spiral Review: Vocabulary Game, 203F
  - 1.1C, R5.A.2.2.2

**Reading**
- **Self-Selected Reading, 192I**
  - 1.1H, 1.1H.5
- **Comprehension**
  - Strategy: Summarize
    - Skill: Main Idea and Details
      - R5.A.2.4, R5.A.2.5.1
- **Fluency**
  - Partner Reading, 192I
    - Practice, 199A
      - 1.1H.1, 1.1H.3, 1.1H.4, 1.6B

**Writing**
- **Daily Writing Prompt:** If you could speak with anyone from the past, who would it be? Write several questions you would ask.
  - Share Information, 203B
    - 1.5G, 1.8C.2
- **Grammar**
  - Daily Language Activities, 203I
  - More Plural Nouns, 203J
  - Grammar Practice Book, 49–50
    - 1.5F.4, 1.6A
- **Spelling**
  - Posttest, 203H
    - Spelling Practice Book, 50
      - 1.5F.1, 1.6A
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**DAY 5**

**Review and Assess**

| **Listening/Speaking/Viewing** |
| * Focus Question | How do Johanna and José Manuel solve their problems? |
| **Vocabulary** |
| * Vocabulary Review: Vocabulary Game, 227F |
| **Comprehension** |
| * Connect and Compare, 225 |
| **Fluency** |
| * Practice, 221A |

**Writing**

**Daily Writing Prompt:** Write a brief essay explaining why it is important to learn about different cultures around the world. Publish a Persuasive Essay, 227B

**Grammar**

Daily Language Activities, 227J

**Spelling**

Posttest, 227H

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Grade 5, Unit 2, Week 4, *The Night of San Juan*, 204A–227V
## PENNSYLVANIA Lesson Plan

### DAY 1

**Listening/Speaking/Viewing**
- **Focus Question**: What do you know about cowboys and cowgirls?
  - Build Background, 228
  - Read Aloud: "Born To Be A Cowgirl," 229
  - 1.1D, 1.1G, 1.6B, 1.6B.4; R5.A.2.3.2

### DAY 2

**Listening/Speaking**
- **Focus Question**: What does it take to be a real cowboy?
  - 1.1A, 1.6D.2

### DAY 3

**Listening/Speaking**
- **Focus Question**: How was Bob Leemon's life similar to the life described in the article? How was it different?
  - Summarize, 251
  - 1.1G.1, 1.6B.5, 1.6D.2; R5.A.2.5.1

### ORAL LANGUAGE

- **Listening**
- **Speaking**
- **Viewing**

### WORD STUDY

- **Vocabulary**
  - vastness, enthusiasm, horizon, ravine, presence, swerved, flickered, suspended, 220
  - Practice Book A-O-B, 66
  - Strategy: Analogies/Antonyms, 231
  - 1.1C, R5.A.2.1.2, R5.A.2.2.2

- **Phonics/Decoding**
  - Words with VCCV Pattern, 255E
  - 1.1C

### READING

- **Develop Comprehension**
- **Fluency**

**Read** "The Life of a Cowboy," 230–231
- 1.1C; R5.A.2.1; R5.A.2.3.1

**Comprehension**, 231A–231B
- **Strategy**: Monitor Comprehension
  - Skill: Make Inferences
  - Practice Book A-O-B, 67
  - 1.1G.3; R5.A.2.3.1

**Fluency**
- Model Fluency, 229
  - Partner Reading, 228I
  - 1.1H.1, 1.1H.3, 1.1H.4, 1.6B

**Read** "Black Cowboy Wild Horses," 232-249
- 1.1A, 1.1D, 1.1H.4, 5, 1.3F; R5.A.2.3.1

**Comprehension**, 232–251
- **Strategy**: Monitor Comprehension
  - Skill: Make Inferences
  - Practice Book A-O-B, 68
  - R5.A.2.3.1

**Fluency**
- Partner Reading, 228I
  - 1.1H.1, 1.1H.3, 1.1H.4

**Read** "Black Cowboy Wild Horses," 232-249
- 1.1A, 1.1H.4, 5, 1.3F; R5.A.2.3.1

**Comprehension**
- Comprehension Check, 251
- **Maintain Skill**: Problem and Solution, 251B
  - 1.1G.1, 3; R5.A.2; R5.A.2.3.1
  - R5.A.2.5.1, R5.B.3.3.1

**Fluency**
- Repeated Reading, 251A
  - Partner Reading, 228I
  - Practice Book A-O-B, 69
  - 1.1H.1, 1.1H.3, 1.1H.4, 1.6B

### LANGUAGE ARTS

- **Writing**
  - Daily Writing Prompt: Write a character sketch of a cowboy or cowgirl.
  - Prewrite a Review, 255A
  - 1.4C, 1.5A

  **Grammar**
  - Daily Language Activities, 255I
  - Plurals and Possessives, 255I
  - Grammar Practice Book, 57
  - 1.5F.3, 1.5F.4, 1.6A

  **Spelling**
  - Pretest VCCV Pattern, 255G
  - Spelling Practice Book, 57–58
  - 1.5F.1, 1.6A

- **Writing**
  - Daily Writing Prompt: Write a journal entry about a day spent with a cowboy or cowgirl.
  - Draft a Review, 255A
  - 1.2C, 1.5A

  **Grammar**
  - Daily Language Activities, 255I
  - Plurals and Possessives, 255I
  - Grammar Practice Book, 58
  - 1.5F.3, 1.5F.4, 1.6A

  **Spelling**
  - Words with VCCV Pattern, 255G
  - Spelling Practice Book, 59
  - 1.5F.3, 1.5F.4, 1.6A

- **Writing**
  - Daily Writing Prompt: List qualities cowboys and cowgirls need and prepare a Help Wanted ad for a local newspaper.
  - Revise a Review, 255B
  - 1.5E

  **Grammar**
  - Daily Language Activities, 255I
  - Mechanics and Usage: Punctuating Titles, 255J
  - Grammar Practice Book, 59
  - 1.5F.2, 1.5F.3, 1.5F.4, 1.6A

  **Spelling**
  - Words with VCCV Pattern, 255H
  - Spelling Practice Book, 60
  - 1.5F.1, 1.6A
### DAY 4

**Skills/Strategies**

**Vocabulary**
- Vocabulary Words
- Analogies/Antonyms

**Comprehension**
- Strategy: Monitor Comprehension
- Skill: Make Inferences

**Writing**
- Persuasive Writing

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**ORAL LANGUAGE**

- **Listening**
- **Speaking**
- **Viewing**

**Focus Question**: Compare “Home on the Range” to Black Cowboy Wild Horses. What are some differences between the range described in the song and the land described in the story?

Expand Vocabulary: Cowboys and Cowgirls, 255F
1.1G, 1.6D.2; R5.A.2.1

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**WORD STUDY**

- **Vocabulary**
- **Phonics/Decoding**

**Vocabulary**
- Analogies and Antonyms, 255F
- Apply Vocabulary to Writing, 255F
  1.1C, 1.4A; R5.A.1.2.3, R5.A.2.1

**Spiral Review**: Vocabulary Game, 255F
1.1C; R5.A.2.1

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**READER STUDY**

**Read**
- “Home on the Range,” 252–253
  1.1H.4, 5, 1.3C.1, 1.3D; R5.B.2

**Comprehension**
- Literary Elements: Repetition and Assonance, 253
  Practice Book A–O: B, 70
  1.1H.4, 5, 1.3C.1, 1.3D; R5.B.2

**Fluency**
- Partner Reading, 228I
  1.1H.1, 1.1H.3, 1.1H.4

---

**LANGUAGE ARTS**

**Writing**
- **Daily Writing Prompt**: Write a poem about the life of a cowboy or cowgirl.
  Proofread a Review, 255B
  1.5F, 1.5F.3

**Grammar**
- Daily Language Activities, 255F
  Plurals and Possessives, 255F
  Grammar Practice Book, 60
  1.5F.3, 1.5F.4, 1.6A

**Spelling**
- Words with VCCV Pattern, 255F
  Spelling Practice Book, 61
  1.5F.1, 1.6A

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**DAY 5**

**Review and Assess**

**Listening/Speaking/Viewing**
- **Focus Question**: What can you infer from “The Life of a Cowboy,” Black Cowboy Wild Horses, and “Home on the Range” about what life was like for cowboys?

Speaking and Listening Strategies, 255A
- Present the Reviews, 255B
  1.6A, 1.6C, 1.6D.2

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**Vocabulary**
- Spiral Review: Vocabulary Game, 255F
1.1C; R5.A.2.1

**READER STUDY**

**Read**
- Self-Selected Reading, 228I
  1.1H.4, 1.1H.5, 1.3F

**Comprehension**
- Connect and Compare, 253
  1.1G.2, 3, 1.1H.5, 1.3C.1, 1.3D; R5.A.1, R5.B.1.2.1, R5.B.2

**Fluency**
- Practice, 251A
  Partner Reading, 228I
  1.1H.1, 1.1H.3, 1.1H.4, 1.6B

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**Writing**
- **Daily Writing Prompt**: Prepare a letter persuading a friend to become a cowboy or cowgirl on your ranch.
  Publish a Review, 255B
  1.5G

**Grammar**
- Daily Language Activities, 255I
  Plurals and Possessives, 255J
  Grammar Practice Book, 61–62
  1.5F.3, 1.5F.4, 1.6A

**Spelling**
- Posttest, 255H
  Spelling Practice Book, 62
  1.5F.1, 1.6A

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Grade 5, Unit 2, Week 5, Black Cowboy Wild Horses, 228A–255V
## PENNSYLVANIA Lesson Plan

### DAY 1

**Listening/Speaking/Viewing**
- **Focus Question**: Why is the American Revolution important?
  - **Build Background**: 260
  - **Read Aloud**: "Deborah Sampson," 261
    - 1.1D, 1.6B, 1.6B.4, 1.6D.2

### DAY 2

**Listening/Speaking**
- **Focus Question**: What was it like to be a child in Boston at the time of the Revolutionary War?
  - 1.1A, 1.6D.2

**Reading**
- **Comprehension**: 263A–263B
  - **Skill**: Make Inferences and Analyze
    - **Strategy**: Draw Conclusions
      - Practice Book A-0-B, 76
      - 1.1G.3, R5.E.1.3.1
    - **Fluency**: Model Fluency, 261
      - Partner Reading, 260R
      - 1.1H.1, 1.1H.3, 1.1H.4, 1.6B

**Vocabulary**
- **Practice Book**: A-O-B, 80
  - 1.1C, 1.1E, R5.A.1.2.1, R5.A.1.2.2

**Phonics**
- **Decode Words with V/CV and VC Patterns**: 264
  - Practice Book A-O-B, 81
  - 1.1C

### DAY 3

**Listening/Speaking**
- **Focus Question**: Which letter in "Letters from the Revolution" would Henry and his family agree with? Why?
  - Summarize, 283
  - 1.1G.1, 1.1B.5, 1.6D.2, R5.A.1.5.1

**Reading**
- **Sleds on Boston Common**: 264–281
  - 1.1A, 1.1D, 1.1H.5, 1.3A, 1.3B, R5.A.1.3.1

**Comprehension**
- **Strategy**: Make Inferences and Analyze
  - **Skill**: Draw Conclusions
    - Practice Book A-O-B, 77
    - 1.1G, R5.A.1.3.1
  - **Fluency**: Echo-Reading, 276
    - Partner Reading, 260R
    - 1.1H.1, 1.1H.3, 1.1H.4

**Vocabulary**
- **Review Words in Context**: 289C
  - **Strategy**: Word Parts: Building Word Families, 289D
  - Practice Book A-O-B, 80
    - 1.1C, 1.1E, R5.A.1.2.1, R5.A.1.2.2

**Writing**
- **Daily Writing Prompt**: Imagine you are a colonist. Write a letter to a friend in Europe explaining why you have decided to support the colonial revolt.
  - Prewrite a Fictional Narrative, 289A
    - 1.4A, 1.5A

**Grammar**
- **Daily Language Activities**: 289I
  - **Action Verbs**: 289I
  - Grammar Practice Book, 65
    - 1.5D.2, 1.5F.4, 1.6A

**Spelling**
- **Pretest**: 289G
  - Spelling Practice Book, 65–66
    - 1.5F.1, 1.6A

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**Sleds on Boston Common**: 264–281

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**Daily Writing Prompt**: Write a journal entry of a British soldier in the colonies. Describe his hardships and his opinion of the colonists.

**Draft a Fictional Narrative**: 289A
- 1.4A, 1.5A

**Grammar**
- **Daily Language Activities**: 289I
  - Action Verbs, 289I
  - Grammar Practice Book, 66
    - 1.5D.2, 1.5F.4, 1.6A

**Spelling**
- **W/CV and VC/V Patterns**: 289G
  - Spelling Practice Book, 67
    - 1.5F.1, 1.6A

**Writing**
- **Daily Writing Prompt**: Write questions you would ask George Washington, Thomas Jefferson, or any other Revolutionary War figure.

**Writing Trait**: Voice, 289
  - Revise a Fictional Narrative, 289B
    - 1.5E

**Grammar**
- **Daily Language Activities**: 289I
  - Mechanics and Usage: Subject-Verb Agreement, 289I
  - Grammar Practice Book, 67
    - 1.5D.2, 1.5F.4, 1.6A

**Spelling**
- **W/CV and VC/V Patterns**: 289H
  - Spelling Practice Book, 68
    - 1.5F.1, 1.6A

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**Grade 5, Unit 3, Week 1: Sleds on Boston Common, 2601–280V**
### DAY 4

**ORAL LANGUAGE**
- **Listening**
- **Speaking**
- **Viewing**

**Listening/Speaking/Viewing**

**Focus Question:** What conclusions can you draw from this week’s selections about life during the American Revolution?  
Speaking and Listening Strategies, 289A  
Present the Fictional Narratives, 289B  
1.6A, 1.6C, 1.6D.2

**WORD STUDY**
- **Vocabulary**
- **Phonics/Decoding**

**Vocabulary**
Word Families, 289F  
Apply Vocabulary to Writing, 289F  
1.1C, 1.1E; R5.A.1.2, R5.A.2.2

**READ**
- **Develop Comprehension**
- **Fluency**

Read “Paul Revere’s Ride,” 284–285  
1.1H.4, 1.3C.1-2, 1.3F; R5.B.2.1.1  
**Comprehension**  
Literary Element: Meter and Alliteration, 284  
Practice Book A-O-B, 79  
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**Fluency** Partner Reading, 260R  
1.1H.1, 1.1H.3, 1.1H.4

**LANGUAGE ARTS**
- **Writing**
- **Grammar**
- **Spelling**

**Writing**

*Daily Writing Prompt:*
Write a short poem about Paul Revere from the point of view of a colonist.  
Proofread a Fictional Narrative, 289B  
1.5F  
**Grammar** Daily Language Activities, 289I  
Action Verbs, 289I  
Grammar Practice Book, 66  
1.5D.2, 1.5F.4, 1.6A  
**Spelling** VCV and VC/V Patterns, 289H  
Spelling Practice Book, 69  
1.5F.1, 1.6A

### DAY 5

**Review and Assess**

**Listening/Speaking/Viewing**

**Focus Question:** In Sleds on Boston Common and “Paul Revere’s Ride” the authors describe the British. How are the descriptions similar and different?  
Expand Vocabulary: The American Revolution, 289F  
1.1E, 1.1G, 1.6D.2

**Vocabulary**
Vocabulary Review: Vocabulary Game, 289F  
1.1C

**Read** Self-Selected Reading 260R  
1.1H.4, 1.1H.5, 1.4A.1  
**Comprehension**  
Connect and Compare, 287  
1.3C.1-2; R5.A.1, R5.B.1.2.1, R5.B.2.1.3  
**Fluency** Partner Reading, 260R, Practice, 283A  
1.1H.1, 1.1H.3, 1.1H.4, 1.6B

**Writing**

*Daily Writing Prompt:*
Write an article that might have appeared in a newspaper in 1774 about sledding on Boston Common.  
Publish a Fictional Narrative, 289B  
1.5G  
**Grammar** Daily Language Activities, 289I  
Action Verbs, 289I  
Grammar Practice Book, 69–70  
1.5D.2, 1.5F.4, 1.6A  
**Spelling** Posttest, 289H  
Spelling Practice Book, 70  
1.5F.1, 1.6A

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Grade 5, Unit 3, Week 1, Sleds on Boston Common, 2601–289V
# PENNSYLVANIA Lesson Plan

## DAY 1

### Oral Language
- **Listening**
  - Focus Question: Why should people vote? Why do you think it took women so long to win the vote in the United States?
  - Build Background, 290
  - Read Aloud: "Motivating Kids," 291
  - 1.1D, 1.6B, 1.6B.4

### Word Study
- **Vocabulary**
  - Vocabulary: representative, colonel, attorney, qualify, postpone, submit, legislature, satisfactory, 292
  - Practice Book A-O-B, 82
  - Strategy: Use a Dictionary: Pronunciation Key, 293
  - 1.1C, 1.7B

### Reading
- **Develop Comprehension**
  - Read: "Your Vote, Your Voice," 292–293
  - 1.1C, 1.2A.1; RS.A.2.6.1, RS.B.3.1.1
  - Comprehension: 299A–299B
  - Strategy: Evaluate
    - Skill: Identify Fact and Opinion
    - Practice Book A-O-B, 83
    - 1.1G.3, 1.2A.1; RS.A.2.6.1, RS.B.3.1.1
  - Fluency: Model Fluency, 291
  - Partner Reading, 290
  - 1.1H.1, 1.1H.3, 1.1H.4, 1.6B

### Language Arts
- **Writing**
  - Daily Writing Prompt: Write a short speech to encourage more people to vote in the next election.
  - Reread a Poem, 313A
  - 1.4A, 1.5A

- **Grammar**
  - Daily Language Activities, 313I
  - Verb Tenses, 313I
  - Grammar Practice Book, 71
  - 1.5F.4, 1.6A

- **Spelling**
  - Pretest: V/V Pattern, 313G
  - Spelling Practice Book, 71–72
  - 1.5F.1, 1.6A

## DAY 2

### Oral Language
- **Listening**
  - Focus Question: What opinions does the author give about Esther Morris?
  - 1.1A, 1.6D.2

### Word Study
- **Vocabulary**
  - Review Vocabulary Words, 294
  - 1.6B.4
  - Phonics/Decoding
    - Decode Words with V/V Patterns, 313E
    - Practice Book A-O-B, 88
    - 1.1C

### Reading
- **Comprehension**
  - Read: When Esther Morris Headed West, 294–305
  - 1.1A, 1.1D, 1.1H.5, 1.2A.1; RS.A.2.6.1, RS.B.3.1.1
  - Comprehension, 294–307
  - Strategy: Evaluate
    - Skill: Identify Fact and Opinion
    - Practice Book A-O-B, 84
    - 1.2A.1; RS.A.2.6.1, RS.B.3.1.1
  - Fluency: Partner Reading, 290I
  - 1.1H.1, 1.1H.3, 1.1H.4

### Language Arts
- **Writing**
  - Daily Writing Prompt: Suppose that you were working with Esther Morris in a campaign for women's suffrage. Create three slogans that you would use.
  - Draft a Poem, 313A
  - 1.3D, 1.4A, 1.5A

- **Grammar**
  - Daily Language Activities, 313I
    - Verb Tenses, 313I
    - Grammar Practice Book, 72
    - 1.5F.4, 1.6A

- **Spelling**
  - V/V Pattern, 313G
  - Spelling Practice Book, 73
  - 1.5F.1, 1.6A

## DAY 3

### Oral Language
- **Listening**
  - Focus Question: Compare and contrast women's desire to vote in Wyoming in 1869 with the decrease in voting in recent years.
  - Summarize, 307
  - 1.1G.1, 1.6B.5, 1.6D.2; RS.A.2.5.1

### Word Study
- **Vocabulary**
  - Review Words in Context, 313C
  - Strategy: Use a Dictionary: Pronunciation Key, 313D
  - Practice Book A-O-B, 87
  - 1.1C, 1.7B

### Reading
- **Comprehension**
  - Read: When Esther Morris Headed West, 294–305
  - 1.1H.4, 5, 1.2A.1; RS.A.2.6.1, RS.B.3.1.1
  - Comprehension Check, 307
  - Strategy: Consider What You Have Learned, 307A
  - Maintain Skill: Cause and Effect, 307B
  - 1.1G.1, 3-4, 1.2A.1; RS.A.2.5.1, RS.B.1.2.1, RS.B.3.3.1
  - Fluency: Repeated Reading, 307A
  - Practice Book A-O-B, 85
  - 1.1H.1, 1.1H.3, 1.1H.4, 1.6B
**ORAL LANGUAGE**
- **Listening**
- **Speaking**
- **Viewing**

**WORD STUDY**
- **Vocabulary**
- **Phonics/Decoding**

**READING**
- **Develop Comprehension**
  - **Read** “Suffrage for Women,” 308–311
  - **Comprehension**
    - Informational Text: Social Studies
    - Text Feature: Time Line, 308
  - **Fluency** Partner Reading, 290I

**LANGUAGE ARTS**
- **Writing**
  - **Daily Writing Prompt:** Write an essay explaining the rights and responsibilities of U.S. citizens.
  - **Grammar** Daily Language Activities, 313I
  - **Spelling** V/V Pattern, 313H

**Review and Assess**
- **Listening/Speaking/Viewing**
  - **Focus Question** Compare when Esther Morris Headed West with the article “Suffrage for Women.” How are the selections similar and different?
  - **Vocabulary**
    - Spiral Review: Vocabulary Game, 313F
  - **Comprehension**
    - Independent Reading 290I
    - Connect and Compare, 311
  - **Fluency** Partner Reading, 290I

**Writing**
- **Daily Writing Prompt:** Write an editorial about why it is important for women and minorities to run for public office.
- **Grammar** Daily Language Activities, 313I
- **Spelling** Posttest, 313H

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Grade 5, Unit 3, Week 2, When Esther Morris Headed West, 290A–313V
# PENNSYLVANIA Lesson Plan

## DAY 1

### ORAL LANGUAGE
- **Listening**
  - Focus Question: Why should people care about the environment?
  - Build Background, 314
  - Read Aloud: “Dear World,” 315
  - 1.1D, 1.6B, 1.6B.1, 1.6B.4

### WORD STUDY
- **Vocabulary**
  - humanity, inevitable, unheeded, enlightened, prevailing, 316
  - Strategy: Word Parts: Prefixes, 317
  - Practice Book A-O-B, 89
  - 1.1C, 1.1E, R5.A.2.2.1, R5.A.2.2.2

### READING
- **Develop Comprehension**
  - Read “Environmental Dangers,” 316–317
  - 1.1C, R5.A.2.2.1, R5.A.2.2.2

### LANGUAGE ARTS
- **Writing**
  - Daily Writing Prompt: Write a letter to your newspaper about protecting the environment. Include supporting facts and details.
  - Generate Questions, 325A
  - 1.4B.1, 1.5A, 1.8A

### DAY 2

### ORAL LANGUAGE
- **Listening**
  - Focus Question: Can people around the world improve their standard of living and still protect their environment?
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  - 1.6B.4

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  - Skill: Fact and Opinion
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  - Partner Reading, 314I
  - Model Fluency, 315
  - 1.1H.1, 1.1H.3, 1.1H.4, 1.6B

### LANGUAGE ARTS
- **Writing**
  - Daily Writing Prompt: Make a list of objects around your home that could be recycled or reused.
  - Find Information, 325A
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### DAY 3

### ORAL LANGUAGE
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  - Summarize, 321
  - 1.1G.1, 1.6B.5, 1.6D.2, R5.A.2.5.1

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  - R5.G.1, 1.2A.1, R5.A.2.6.1, R5.B.3.1.1
  - Partner Reading, 314I
  - 1.1H.1, 1.1H.3, 1.1H.4

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- **Writing**
  - Daily Writing Prompt: Write a list of guidelines for protecting the environment that you could publish for a conservation program.
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  - 1.5B.1, 1.8C.1

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  - Spelling Practice Book, 77–78
  - 1.5F.1, 1.6A

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*ade 5, Unit 3, Week 3, Beyond the Horizon, 314A–325V*
**Day 4**

**Listening/Speaking/Viewing**
- **Focus Question**: Do you think natural habitats and wilderness parks should be protected? Explain.
- Expand Vocabulary: Protecting the Environment, 325F
- 1.1E, 1.1G, 1.6D.2

**Word Study**
- **Vocabulary**
  - Prefixes, 325F
  - Apply Vocabulary in Writing, 325F
  - 1.1C, 1.1E, 1.4B.1; RS.A.2.2.1

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- **Read**: "Keeping the Wilderness Wild," 322–323
- **Test Strategy**: Think and Search
  - 1.1G; RS.A.2.3
- **Research and Study Skills**
  - Study Strategies, 321B
  - Practice Book A-O, 93
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**Language Arts**
- **Writing**
  - **Daily Writing Prompt**: Write a journal entry about the environment from the perspective of someone in the future.
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- **Grammar**
  - Daily Language Activities, 325J
  - Main and Helping Verbs, 325J
  - Grammar Practice Book, 80
  - 1.5F.4, 1.6A
- **Spelling**
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  - Spelling Practice Book, 81
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**Day 5**

**Review and Assess**

**Listening/Speaking/Viewing**
- **Focus Question**: What opinions have you formed based on the facts you have learned from this week’s selections?
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    - Skill: Fact and Opinion
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- **Fluency**: Partner Reading, 314I
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**Writing**
- **Daily Writing Prompt**: Write a list of endangered plants and animals. Explain why these organisms are threatened.
- Share Information, 325B
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- **Grammar**
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# PENNSYLVANIA Lesson Plan

## DAY 1

### Oral Language
- **Listening**
  - Focus Question: How do animals and people survive in the desert?
  - Build background, 326
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- **Skill:** Compare and Contrast
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### Language Arts
- **Writing**
  - **Daily Writing Prompt:** Describe a time when you were extremely hot and sought relief from the heat.
  - Prewrite a Fictional Narrative, 355A
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### Spelling
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## DAY 2

### Oral Language
- **Listening**
  - Focus Question: How do Fatima’s feelings about her grandmother change from the beginning to the end of the story?
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  - Maintain Skill: Draw Conclusions, 349B
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- **Writing**
  - **Daily Writing Prompt:** Compose a short poem about how people, plants, and animals cope with desert heat.
  - Draft a Fictional Narrative, 355A
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  - Spelling Practice Book, 85
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### Oral Language
- **Listening**
  - Focus Question: Compare and contrast how Janine and Fatima adjust to a new situation.
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  - Comprehension Check, 349
  - Maintain Skill: Draw Conclusions, 349B
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**Listening/Speaking/Viewing**
- **Focus Question**: Describe ways that people adapt to living in desert regions.
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**Writing**
- **Daily Writing Prompt**: Explain why Fatima's grandmother believes that modern technology cannot replace the baobab tree.
- Proofread a Fictional Narrative, 355B
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**Spelling**
- Accented Syllables, 355H
  - Spelling Practice Book, 87
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**Writing**
- **Daily Writing Prompt**: Write a letter to a friend about your experiences in a desert campground.
  - Publish a Fictional Narrative, 355B
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**Grammar**
- Daily Language Practice, 355l
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- **Focus Question**: If the boys in Zathura could design a personal robot, what might it do?
  - Expand Vocabulary: Into the Future. 387F 1.1E, 1.1G, 1.6D.2

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**Fluency**
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### LANGUAGE ARTS
**Writing**
- **Daily Writing Prompt**: Write a short essay that gives your opinion of robots. Do robots offer more advantages or disadvantages to society?
  - Proofread a Fictional Narrative, 387B 1.5F, 1.5F.4

**Grammar**
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  - Grammar Practice Book, 92 1.5F, 1.6A

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  - Spelling Practice Book, 93 1.5F, 1.6A

**Daily Writing Prompt**: You have just interviewed a talking robot about the work it does. Write a brief personal narrative about the interview.
- Publish a Fictional Narrative, 387B 1.5G

**Grammar**
- Daily Language Activities, 387I
  - Assess and Reteach: Irregular Verbs, 387J
  - Grammar Practice Book, 93-94 1.5F, 1.6A

**Spelling**
- Posttest, 387H
  - Spelling Practice Book, 94 1.5F, 1.6A

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Grade 5, Unit 3, Week 5, Zathura, 356A–387V
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**Listening/Speaking/Viewing**

* Focus Question: Compare the experiences that Ruby Bridges and Tricia Ann went through.

Expand Vocabulary: Civil Rights, 419F
1.1.G, 1.6.D.2

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* Vocabulary

  Content Vocabulary: unconstitutional, banned, boycott, segregation, 414

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Apply Vocabulary to Writing, 419F
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* Develop Comprehension

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**Language Arts**

* Writing

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**Listening/Speaking/Viewing**

* Focus Question: How do you think the settings can affect the characters’ perspective?

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**Review and Assess**

**Listening/Speaking/Viewing**

  **Focus Question**

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**Fluency**

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**Writing**

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  Write a proposal that would establish a day to celebrate people from different cultures.
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  **Grammar**

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Grade 5, Unit 4, Week 1, *Goin' Someplace Special*, 392J–419V

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ertype, Unit 4, Week 2, Carlos and the Skunk, 420A–447V

**PENNSYLVANIA Lesson Plan**

**ORAL LANGUAGE**
- **Listening**
  - Focus Question: How do animals defend themselves when they are scared or threatened?
  - Build Background: 420
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**DAY 1**
- **Listening/Speaking/Viewing**
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  - 1.1A, 1.6D.2

**DAY 2**
- **Listening/Speaking**
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**DAY 3**
- **Listening/Speaking**
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    - Strategy: Use Context Clues: Clues Within Sentences, 447D
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**WORD STUDY**
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    arousing, stunned, nestled, unpleasant,
    422
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  - Comprehension, 424–441
    - Strategy: Evaluate
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- **Read**
  - Carlos and the Skunk, 424–439
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    - Maintain Skill: Draw Conclusions, 441B
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      - Practice Book A-O-B, 122
      - 1.1H.1, 1.1H.3, 1.1H.4, 1.6B

**LANGUAGE ARTS**
- **Writing**
  - Daily Writing Prompt: Write a comic strip from the point of view of an animal superhero. How would you defend yourself in the wild?
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      - 1.4B, 1.5A
  - Grammar Daily Language Activities, 447I
    - Subject and Object Pronouns, 447I
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  - Spelling Pretest, 447G
    - Spelling Practice Book, 103–104
      - 1.5F.1, 1.6A

- **Writing**
  - Daily Writing Prompt: Choose an animal that you would like to be. Write a paragraph telling how you would defend yourself against danger.
    - Draft a Scientific Observation, 447A
      - 1.4B, 1.5A, 1.5D.2
  - Grammar Daily Language Activities, 447I
    - Subject and Object Pronouns, 447I
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  - Spelling More Accented Syllables, 447G
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    - Revise a Scientific Observation, 447B
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- Vocabulary Words
- Context Clues/Clues
- Within Sentences

**Comprehension**
- Strategy: Evaluate
- Skill: Evaluate
- Author's Purpose

**Writing**
- Expository Writing

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**Day 4**

**Listening/Speaking/Viewing**
- **Focus Question:** Would Carlos have picked up a skunk if he had read “Animal Self-Defense”? Explain.
- **Expand Vocabulary:** Animal Defenses, 447F
  - 1.1.G, 1.6.D.2

**Word Study**
- **Vocabulary**
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    - 1.1.H.1, 1.1.H.3, 1.1.H.4

**Language Arts**
- **Writing**
  - **Daily Writing Prompt:** Write a short story from the point of view of a rabbit lost in the forest. Describe what you do to survive.
  - Proofread a Scientific Observation, 447B
    - 1.5.F, 1.5.F.3
- **Grammar**
  - Daily Language Activities, 447I
  - Subject and Object Pronouns, 447J
  - Grammar Practice Book, 106
    - 1.5.F.4, 1.6.A

**Day 5**

**Listening/Speaking/Viewing**
- **Focus Question:** How are the purposes of the authors of this week’s selections alike? How are they different?
- **Speaking and Listening Strategies, 447A**
- **Present a Scientific Observation, 447B**
  - 1.6.A, 1.6.C.4, 1.6.D.2

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**Vocabulary**
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  - 1.1.C

**Fluency**
- Partner Reading, 420I
  - 1.1.H.1, 1.1.H.3, 1.1.H.4, 1.6.B

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**Weekly Assessment in PSSA format**

**Unit and Benchmark Assessment in PSSA format**

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**Grade 5, Unit 4, Week 2, Carlos and the Skunk, 420A–447V**

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# PENNSYLVANIA Lesson Plan

## DAY 1

**Listening/Speaking/Viewing**
- **Focus Question:** What are the characteristics of a democratic form of government?
  - Build Background, 448
  - Read Aloud: "The Gettysburg Address," 449
  - 1.1D, 1.6B, 1.6B.4; R5.B.1.1.1b

## DAY 2

**Listening/Speaking**
- **Focus Question:** Who votes, who doesn’t vote, and why?
  - 1.1A, 1.6D.2

## DAY 3

**Listening/Speaking**
- **Focus Question:** If you were eligible to vote now, would you? Explain.
  - 1.1G.1, 1.6B.5, 1.6D.2; R5.A.2.5.1

### ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

### WORD STUDY
- **Vocabulary**
  - compelled, presidential, disrespectfully, unenthusiastically, succeed, preoccupied, 450
  - Practice Book A-O-B, 126
  - Strategy: Word Parts/Prefixes and Suffixes, 451
    - 1.1C, 1.1E; R5.A.2.2.1, R5.A.2.2.2

- **Phonics/Decoding**
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  - Strategy: Word Parts/Prefixes and Suffixes, 451
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- **Develop Comprehension**
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    - 1.1C; R5.A.1.1, R5.A.2.2.1, R5.A.1.3
  - Comprehension, 451A–451B
    - Strategy: Evaluate
    - Skill: Make Generalizations
      - Practice Book A-O-B, 127
        - 1.1G.3; R5.A.1.3, R5.A.2.3, R5.A.2.3.2
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    - Partner Reading, 448i
    - Model Fluency, 449
      - 1.1H.1, 1.1H.3, 1.1H.4, 1.6B

### LANGUAGE ARTS
- **Writing**
  - **Daily Writing Prompt:** Which animal would you choose to represent a political party? Write a paragraph that explains your choice.
    - Generate Questions, 459A
      - 1.4B, 1.5A, 1.8A
  - Grammar
    - Daily Language Activities, 459I
      - Pronoun–Verb Agreement, 459I
        - Grammar Practice Book, 109
          - 1.5F.4, 1.6A
  - Spelling
    - Pretest: Accented Syllables in Homographs, 459G
    - Spelling Practice Book, 109–110
      - 1.5F.1, 1.6A

### Writing
- **Daily Writing Prompt:** Write a list of words that you feel describe democracies. Give details.
  - Find Information, 459A
    - 1.8B.1, 1.8B.2, 1.8B.3, 1.8B.4
  - Grammar
    - Daily Language Activities, 459I
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    - Accented Syllables in Homographs, 459G
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### Writing
- **Daily Writing Prompt:** If you run for office, how would you convince people to vote for you? Write an advertisement to win supporters.
  - Organize Information, 459B
    - 1.5B.3, 1.8C.1
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# PENNSYLVANIA Lesson Plan

## DAY 1

### ORAL LANGUAGE
- **Listening/Speaking/Viewing**
  - **Focus Question:** Whom do you think the wolf in the photograph on pp. 482–483 is trying to fool?
  - **Build Background:** 482
  - **Read Aloud:** "The Hen and the Apple Tree," 483
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### WORD STUDY
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  - **Phonics/Decoding**
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### READING
- **Develop Comprehension**
  - **Read** "Anansi and Common Sense."
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### LANGUAGE ARTS
- **Writing**
  - **Daily Writing Prompt:** Write a story about the origin of the expression "just a hop, a skip, and a jump from here." Make the main character an animal.
  - **Pre-write:** Interview, 509A
    - **1.4B, 1.5A**
  - **Grammar**
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    - **Pronouns, Contractions, and Homophones, 509I**
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    - **Practice Book, 121–122**
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## DAY 2

### ORAL LANGUAGE
- **Listening/Speaking**
  - **Focus Question:** What purpose did the author have for writing the play?
    - **1.1A, 1.6D.2**

### WORD STUDY
- **Vocabulary**
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### READING
- **Read** The Catch of the Day: A Trickster Play, 486–503
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  - **Comprehension, 486–505**
    - **Strategy:** Evaluate
    - **Skills:** Author's Purpose
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## DAY 3

### ORAL LANGUAGE
- **Listening/Speaking**
  - **Focus Question:** Using examples, compare the author's purpose in the plays The Catch of the Day and "Anansi and Common Sense."
  - **Summarize, 505**
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### WORD STUDY
- **Vocabulary**
  - **Review Words in Context, 509C**
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    - **Practice Book A-O-B, 145**
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### READING
- **Read** The Catch of the Day: A Trickster Play, 486–503
  - **1.1H.4, 5, 1.3E–F; R.S.A.1.6.1, R.S.B.1.1.1**
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  - **Maintain Skill:** Make Generalizations, 505B
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**Listening/Speaking/Viewing**
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- Expand Vocabulary: Trickster Tales, 509F 1.1.G, 1.6D.2

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**Listening/Speaking/Viewing**
- **Focus Question**: What sections of the readings most clearly reveal the author’s purpose?
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### ORAL LANGUAGE
- **Listening**
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- **Viewing**

### WORD STUDY
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- **Develop Comprehension**
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### LANGUAGE ARTS
- **Writing**
  - **Daily Writing Prompt**: Write a review of your favorite trickster tale. Describe what you like and what you don’t like about it.
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- **Writing**
  - **Daily Writing Prompt**: Write an original trickster tale. You can use characters from a tale with which you are familiar.
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Grade 5, Unit 4, Week 5, *The Catch of the Day: A Trickster Play*, 482A–509V

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# PENNSYLVANIA Lesson Plan

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- **Listening**
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- **Writing**
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  - Prewrite a Speech, 541A
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**Listening/Speaking/Viewing**
- **Focus Question:** How are the trips in *Spirit of Endurance* and "The Bottom of the World" alike and different?
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- **Vocabulary**
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    - Prefixes and Suffixes, 541F
    - Apply Vocabulary to Writing, 541F
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**Reading**
- **Develop Comprehension**
  - Read: "The Bottom of the World," 536–539
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          - Partner Reading, 514R
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**Language Arts**
- **Writing**
  - **Daily Writing Prompt:** Locate your state on a map. Then turn the map upside down. Write how this changes how you perceive north and south.
    - Proofread a Speech, 541B
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      - Adjectives and Demonstrative Adjectives, 541J
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**Fluency**
- Partner Reading, 514R
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**Writing**
- **Daily Writing Prompt:** Write directions for walking from your classroom to the front door of the school using the words east, west, north, and south.
  - Publish a Speech, 541B
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    - Daily Language Activities, 541I
      - Adjectives and Demonstrative Adjectives, 541J
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  - **Spelling**
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        - 1.5.F.1, 1.6.A
# PENNSYLVANIA Lesson Plan

## DAY 1

### Oral Language
- **Listening**
  - Focus Question: What is the most interesting fruit or vegetable that you have ever seen or tasted?
- **Speaking**
- **Viewing**

### Word Study
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### Language Arts
- **Writing**
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  - Prewrite a Play, 565A 1.4A.2, 4, 1.5A
- **Grammar**
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### Oral Language
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### Oral Language
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Grade 5, Unit 5, Week 2, Weslandia, 542A-565V

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# PENNSYLVANIA Lesson Plan

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### Oral Language
- **Listening**: What can people gain by learning about nature?
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  - Read Aloud: "Into the Woods," 567
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Grade 5, Unit 5, Week 3, A Historic Journey, 566A-577V

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# PENNSYLVANIA Lesson Plan

## ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

### DAY 1
**Listening/Speaking/Viewing**
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### DAY 3
**Listening/Speaking**
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## READING
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- **Fluency**

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## LANGUAGE ARTS
- **Writing**
- **Grammar**
- **Spelling**

### DAY 1
**Writing**
- **Daily Writing Prompt:** Write a note to a classmate using mixed-up letters. Have your classmate try to decode your letter.
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**Writing**
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**Grammar**
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- **Language Arts**
  - Writing
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        - 1.4A.2, 1.5A
    - Grammar
      - Daily Language Activities, 633I
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- **Listening/Speaking**
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- **Listening**
- **Speaking**
- **Viewing**

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      1.5F
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    - Publish a Descriptive Poem, 633B
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Grade 5, Unit 5, Week 5. The Grit Tree. 604A-633V
### PENNSYLVANIA Lesson Plan

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| Fluency |
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- Focus Question: Explain the similarities and differences between Alexei’s and Prince Vincent’s situations. Describe how each character has changed by the end of each story. |
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- **Listening**
- **Speaking**
- **Viewing**

### WORD STUDY
- **Vocabulary**
- **Phonics/Decoding**

### READING
- **Develop Comprehension**
- **Fluency**

### LANGUAGE ARTS
- **Writing**
- **Grammar**
- **Spelling**

### DAY 5

#### Review and Assess

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- **Daily Writing Prompt:** In fairy tales, people are often transformed into animals. Write a brief essay explaining what animal you would want to be.
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**Listening/Speaking/Viewing**

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- **Content Words:** formations, geysers, archaeologists, 692
- **Multiple-Meaning Words:** 697F
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- **Partner Reading:** 668L  
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**Daily Writing Prompt:** You are attending a camp where each camper wants to overcome something they fear, such as water. Identify a fear and describe how you plan to overcome it.

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- **Daily Language Activities:** 697I
  - Adverbs that Compare, 697J
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**Listening/Speaking/Viewing**

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- **Partner Reading:** 668L  
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**Daily Writing Prompt:** Write a job description for a camping buddy in the form of a newspaper ad. Explain skills and personality traits that your camping buddy should have.

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Writing

Daily Writing Prompt: If you could invent something that could help someone with a disability, what would it be? Write a paragraph about your invention.
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**Language Arts**

- Writing: Daily Writing Prompt: Write a short story that begins, "It was almost time for the big game when it began to snow..." Share Information, 709B 1.5G, 1.8.C.2
- Grammar: Daily Language Activities, 709I Negatives, 709J Grammar Practice Book, 177-178 1.6A
- Spelling: Posttest, 709H Spelling Practice Book, 178 1.5F.1, 1.6A

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Grade 5, Unit 6, Week 3, A Dream Comes True, 698A-709V

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# PENNSYLVANIA Lesson Plan

## Oral Language
- **Listening**
- **Speaking**
- **Viewing**

## Word Study
- **Vocabulary**
- **Phonics/Decoding**

## Reading
- **Develop Comprehension**
- **Fluency**

## Language Arts
- **Writing**
- **Grammar**
- **Spelling**

### DAY 1

**Listening/Speaking/Viewing**

- **Focus Question**: Why do you think people still like to go up in hot-air balloons?
- **Build Background**: 710
- **Read Aloud**: "The Montgolfier Brothers," 711
- **1.1D, 1.6B, 1.6B.4; R5.A.2**

### DAY 2

**Listening/Speaking**

- **Focus Question**: How has the invention of ballooning been useful?
- **1.1A, 1.6D.2**

**Vocabulary**

- **Review Vocabulary Words**: 714
- **1.6B.4**

**Phonics**

- **Number Prefixes**: 735E
- **Practice Book A-O-B, 213**
- **1.1C**

### DAY 3

**Listening/Speaking**

- **Focus Question**: Compare and contrast the different ways hot-air balloons are able to fly. Use details from each story in your answer.
- **Summarize**: 731
- **1.1G.1, 1.6B.5, 1.6D.2**

**Vocabulary**

- **Review Words in Context**: 735C
- **Strategy**: Word Parts/Greek Roots, 735D
- **Practice Book A-O-B, 212**
- **1.1C**

**Read**

- **Up in the Air: The Story of Balloon Flight**: 714–729
- **1.1A, 1.1D, 1.1H.2, 4, 5, 1.3F; R5.A.2.3.2**

**Comprehension**

- **Monitor Comprehension Skill**: Make Generalizations
- **Strategy**: 714–731
- **Practice Book A-O-B, 209**
- **1.1G.3, 1.1H.2; R5.A.2.3, R5.A.2.3.2**

**Fluency**

- **Partner Reading**: 710I
- **Model Fluency, 711**
- **1.1H.1, 1.1H.3, 1.1H.4, 1.6B**

**Reading**

- **Up in the Air: The Story of Balloon Flight**: 714–729
- **1.1H.2, 4, 5, 1.3F; R5.A.2.3.2**

**Comprehension**

- **Comprehension Check**: 731
- **Maintain Skill**: Sequence of Events, 731B
- **1.1G.1, 3-4, 1.1H.2; R5.A.2.3.2, R5.A.2.5.1, R5.B.1.1, R5.B.2.2, R5.B.3.3**

**Fluency**

- **Repeated Reading**: 731A
- **Practice Book A-O-B, 210**
- **1.1H.1, 1.1H.3, 1.1H.4, 1.6B**

## Writing

- **Daily Writing Prompt**: Imagine what it might feel like to fly like a bird. Describe the details of your flight including your destination and how you felt.
- **Prewrite an Explanatory Essay**: 735A
- **1.4B, 1.5A**

**Grammar**

- **Daily Language Activities**: 735I
- **Prepositions and Prepositional Phrases**: 735I
- **Grammar Practice Book**: 179
- **1.5F.4, 1.6A**

**Spelling**

- **Pretest**: 735G
- **Spelling Practice Book**: 179–180
- **1.1E, 1.5F.1, 1.6A**

- **Daily Writing Prompt**: Suppose you are one of the people who helped make balloon flight possible. Write a letter to a friend explaining why your work is important.
- **Draft an Explanatory Essay**: 735A
- **1.4B, 1.5A, 1.5B.2**

**Grammar**

- **Daily Language Activities**: 735I
- **Prepositions and Prepositional Phrases**: 735I
- **Grammar Practice Book**: 180
- **1.5F.4, 1.6A**

**Spelling**

- **Number Prefixes**: 735G
- **Spelling Practice Book**: 181
- **1.1E, 1.5F.1, 1.6A**

- **Daily Writing Prompt**: Prepare a dialogue between a mother goose and her young. All are flying in formation and have seen a balloon for the first time.
- **Writing Trait**: Ideas, 735
- **Revise an Explanatory Essay**: 735B
- **1.5E, 1.5F.S**

**Grammar**

- **Daily Language Activities**: 735I
- **Mechanics and Usage**: 735J
- **Grammar Practice Book**: 181
- **1.5F.4, 1.6A**

**Spelling**

- **Number Prefixes**: 735H
- **Spelling Practice Book**: 182
- **1.1E, 1.5F.1, 1.6A**
**Day 4**

**Listening/Speaking/Viewing**

**Focus Question** What is the difference between information in the haiku and the information presented in *Up in the Air: A Balloon's Flight*?

- Media Literacy, 727
- Expand Vocabulary: Balloon Flight, 735F
  - 1.1E, 1.1G, 1.2B.3, 1.6D.2, 1.7A

**Vocabulary**

- Greek Roots, 735F
- Apply Vocabulary to Writing, 735F
  - 1.1C, 1.1E, 1.7A

**Reading**

**Read** "Hot-Air Balloon Haiku,” 732–733
- R5.A.1, R5.A.1.6, R5.B.2.1, R5.B.2.1.4

**Comprehension**

- Poetry: Haiku
- Simile and Metaphor, 732
  - Practice Book A-O-B, 211
- R5.A.1, R5.A.1.6, R5.B.2.1.1, R5.B.2.1.4
- Partner Reading, 710I
  - 1.1H.1, 1.1H.3, 1.1H.4

**Fluency**

- Partner Reading, 710I
  - Practice, 710A
  - 1.1H.1, 1.1H.3, 1.1H.4, 1.6B

**Writing**

- **Daily Writing Prompt**: Design a postal stamp celebrating balloon flight. Write a note to a friend explaining your design.
  - Proofread an Explanatory Essay, 735B
  - 1.5F.4, 1.5F.4

**Grammar**

- Daily Language Activities, 735I
- Prepositions and Prepositional Phrases, 735J
  - Grammar Practice Book, 182
  - 1.5F.4, 1.6A

**Spelling**

- Number Prefixes, 735H
  - Spelling Practice Book, 183
  - 1.1E, 1.5F.1, 1.6A

**Day 5**

**Listening/Speaking/Viewing**

**Focus Question** Would you like to learn how to fly a hot-air balloon? What generalizations can you make to explain your answer?

- Speaking and Listening Strategies, 735A
- Present Explanatory Essay, 735B
  - 1.6A, 1.6C, 1.6D.2

**Vocabulary**

- Spiral Review: Vocabulary Game, 735F
  - 1.1C

**Reading**

**Read** Self-Selected Reading, 710I
- 1.1H.4, 1.1H.5, 1.8B.4

**Comprehension**

- Connect and Compare, 733
  - 1.2A.3, 1.3C.2; R5.A.1, R5.B.2.1

**Fluency**

- Partner Reading, 710I
  - Practice, 710A
  - 1.1H.1, 1.1H.3, 1.1H.4, 1.6B

**Writing**

- **Daily Writing Prompt**: If you were traveling in a hot-air balloon near where you live, describe what you would see.
  - Publish an Explanatory Essay, 735B
  - 1.5G

**Grammar**

- Daily Language Activities, 735I
- Prepositions and Prepositional Phrases, 735J
  - Grammar Practice Book, 183–184
  - 1.5F.4, 1.6A

**Spelling**

- Posttest, 735H
  - Spelling Practice Book, 184
  - 1.1E, 1.5F.1, 1.6A
# PENNSYLVANIA Lesson Plan

## ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

## DAY 1

### Listening/Speaking/Viewing
- **Focus Question**: If you could be a scientist, what would you study? What do you think the scientist in the photograph on page 736 is doing?
- **Build Background**: 736
- **Read Aloud**: "The Microscope," 737
- **1.1D, 1.6B, 1.6B.A, R5.B.2.3.2**

### Vocabulary
- **Review Vocabulary Words**: 740
- **Phonics/Decoding**: Words with -able, -ible, 759E
- **Practice Book A-O-B, 220**
- **1.1C**

## DAY 2

### Listening/Speaking
- **Focus Question**: What events influenced Dennis’s career in science?
- **1.1A, 1.6D.2**

## DAY 3

### Listening/Speaking
- **Focus Question**: Compare and contrast Dr. Grew’s experiences with Dennis Kunkel’s career.
- **Summarize**: 753
- **1.1G.1, 1.6B.5, 1.6D.2, R5.A.2.5.1**

### Vocabulary
- **Review Words in Context**: 759C
- **Strategy**: Word Parts/Latin and Greek Roots, 759D
- **Practice Book A-O-B, 219**
- **R5.A.2.2.2**

## READING

### Develop Comprehension
- **Read**: “Dr. Priscilla C. Grew, Geologist,” 738–739
- **1.1C, R5.B.3.3.1**

### Comprehension
- **739A–739B**
- **Strategy**: Summarize

### Fluency
- **Partner Reading**, 736I
- **Model Fluency**, 737
- **1.1H.1, 1.1H.3, 1.1H.4, 1.6B**

## LANGUAGE ARTS

### Writing
- **Daily Writing Prompt**: Write an explanation for a child about something in nature (snow, rain, why leaves fall from trees, etc.).
- **Prewriting a Problem and Solution Essay**: 759A
- **1.4B.1, 1.5A**

### Grammar
- **Daily Language Activities, 759I**
- **Sentence Combining, 759I**
- **Grammar Practice Book, 185**
- **1.5F.5, 1.6A**

### Spelling
- **Pretest, 759G**
- **Spelling Practice Book, 185–186**
- **1.1E, 1.5F.1, 1.6A**

### Writing
- **Daily Writing Prompt**: Write a dialogue with another student. Identify a place that you would like to explore, explaining what you hope to discover.
- **Draft a Problem and Solution Essay**: 759A
- **1.4B.1, 1.5A, 1.5C.2**

### Grammar
- **Daily Language Activities, 759I**
- **Sentence Combining, 759I**
- **Grammar Practice Book, 186**
- **1.5F.5, 1.6A**

### Spelling
- **Words with -able, -ible, 759G**
- **Spelling Practice Book, 187**
- **1.1E, 1.5F.1, 1.6A**

### Writing
- **Daily Writing Prompt**: Suppose you have discovered a new element. Give this element a name based on your own name. Describe its properties. Also tell what it can be used for.
- **Writing Trait**: Word Choice, 759
- **Revise a Problem and Solution Essay, 759B**
- **1.5C.2, 1.5E**

### Grammar
- **Daily Language Activities, 759I**
- **Mechanics and Usage, 759I**
- **Grammar Practice Book, 187**
- **1.5F.4, 1.5A**

### Spelling
- **Words with -able, -ible, 759H**
- **Spelling Practice Book, 188**
- **1.1E, 1.5F.1, 1.6A**

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**Grade 5, Unit 6, Week 5, Hidden Worlds, 736A-759V**
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| • Speaking | 0 Focus Question: Compare the ways in which the narrator of “Mountain of Fire” and the scientists of Hidden Worlds view the eruption of Mount St. Helens.
| • Viewing | Expand Vocabulary: Scientists at Work, 759F
| | 1.1E, 1.1G, 1.6D.2, 1.7A |
| **WORD STUDY** | Vocabulary |
| • Vocabulary | Word Families, 759F |
| • Phonics/Decoding | Apply Vocabulary to Writing, 759F |
| | 1.1C, 1.1E, 1.7A |
| **READING** | Vocabulary |
| • Develop Comprehension | Spiral Review: Vocabulary Game, 759F |
| | 1.1C |
| • Fluency | **Comprehension** |
| | Self-Selected Reading, 736J |
| | 1.1H.4, 1.1H.5; 1.8B.2 |
| **LANGUAGE ARTS** | **Fluency** |
| • Writing | Connect and Compare, 757 |
| | 1.2A.3, 1.3C.2; 5.5.A.1, 5.5.B.2.1 |
| | Partner Reading, 736I |
| | 1.1H.1, 1.1H.3, 1.1H.4 |
| **Writing** | **Daily Writing Prompt:** Write a letter to your member of Congress urging support for research into a science issue, such as global warming. Explain why the research is so important.
| | Publish a Problem and Solution Essay, 759B |
| | 1.5G |
| • Grammar | **Grammar** |
| | Daily Language Activities, 759I |
| | Sentence Combining, 759J |
| | Grammar Practice Book, 188 |
| | 1.5F.5, 1.6A |
| **Spelling** | **Spelling** |
| | Words with -able, -ible, 759H |
| | Spelling Practice Book, 189 |
| | 1.1E, 1.5F.1, 1.6A |
1.1 Learning to Read Independently
1.1A. Before reading establish the purpose for reading a type of text (e.g., literary, informational).
1.1B. Select texts for a particular purpose using the format of the text as a guide.
1.1C. During reading use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words. Use these words accurately in writing and speaking.
1.1D. Identify the basic ideas and facts in text using strategies such as prior knowledge, illustrations and headings, and information from other sources to make predictions about text.
1.1E. Acquire a reading vocabulary by correctly identifying and using words related as synonyms, homophones, and homographs and words related through roots, suffixes and/or prefixes. Use a dictionary or related reference.
1.1F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.
1.1G. After reading demonstrate understanding and interpretation of both fiction and nonfiction text.
1.1G. 1. Summarize the major ideas, themes or procedures of the text.
1.1G. 2. Relate new information or ideas from the text to that learned through additional reading and media (e.g., films, audiotapes).
1.1G. 3. Clarify ideas and understandings through rereading and discussion.
1.1G. 4. Make responsible assertions about the text by citing evidence.
1.1G. 5. Extend ideas found in the text.
1.1H. Demonstrate fluency and comprehension in reading.
1.1H. 1. Read familiar materials aloud with accuracy.
1.1H. 2. Self-correct mistakes.
1.1H. 3. Use appropriate rhythm, flow, meter, and pronunciation.
1.1H. 4. Read a variety of genres and types of text.
1.1H. 5. Demonstrate comprehension (Standard 1.1.5G).
1.1H. 5. Recommend: 25 books/year.

1.2 Reading Critically in All Content Areas
1.2A. Read and understand essential content of informational texts and documents in all academic areas.
1.2A. 1. Differentiate fact from opinion across texts.
1.2A. 2. Distinguish between essential and non-essential information across a variety of texts, identifying stereotypes and exaggeration where present.
1.2A. 3. Make inferences about similar concepts in multiple texts and draw conclusions.
1.2A. 4. Evaluate text organization and content to determine the author's purpose and effectiveness.
1.2B. Use and understand a variety of media and evaluate the quality of material produced.
1.2B. 1. Use a variety of media such as computerized card catalogues and encyclopedias for research.
1.2B. 2. Identify the role of media as a source of both entertainment and information.
1.2B. 3. Design and develop media projects (e.g., script, play, audio tape) for a targeted audience.
1.2C. Produce work in at least one literary genre that follows the conventions of the genre.

1.3 Reading, Analyzing and Interpreting Literature
1.3A. Read and understand works of literature.
1.3B. Explain the use of literary elements within text including character, setting, plot, theme, and point of view.
1.3C. Describe how the author uses literary devices to convey meaning.
1.3C. 1. Sound techniques (e.g., rhyme, rhythm, alliteration).
1.3C. 2. Figurative language (e.g., personification, simile, metaphor, hyperbole).
1.3C. 3. Identify and respond to the effects of sound and structure in poetry (e.g., alliteration, rhyme, verse form).
1.3E. Analyze drama as information source, entertainment, persuasion or transmitter of culture.
1.3F. Read and respond to nonfiction and fiction, including poetry and drama.

1.4 Types of Writing
1.4A. Write poems, plays and multi-paragraph stories that include:
1.4A. 1. detailed descriptions of people.
1.4A. 2. places and things.
1.4A. 3. relevant illustrations.
1.4A. 4. dialogue.
1.4A. 5. a literary conflict; and
1.4A. 6. literary elements (Corresponds with Standard 1.3.5B).
1.4B. Write multi-paragraph information pieces such as descriptions, letters, reports, instructions, and essays that include:
1.4B. 1. a problem and solution when appropriate to the topic; and
1.4B. 2. cause and effect.
1.4B. 3. relevant graphics such as maps, charts, graphs, illustrations, photographs, and tables.
1.4C. Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.

1.5 Quality of Writing
1.5A. Write with a sharp, distinct focus, identifying topic, task, and audience.
1.5B. Write using well-developed content appropriate for the topic.
1.5B. 1. Gather, organize, and select the most effective information appropriate for the topic, task and audience.
1.5B. 2. Write paragraphs that have a topic sentence and supporting details.
1.5B. 3. Use a consistent and/or organized organization.
1.5C. 1. Sustain a logical order within sentences and between paragraphs using meaningful transitions.
1.5C. 2. Include an identifiable introduction, body and conclusion.
1.5D. Write with an awareness of the stylistic aspects of composition.
1.5D. 1. Use different types and lengths of sentences.
1.5D. 2. Use precise language including adjectives, adverbs, action verbs and specific details that convey the writer's meaning.
1.5D. 3. Develop and maintain a consistent voice.
1.5E. Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.
1.5F. Edit writing using the conventions of language.
1.5F. 1. Spell common, frequently used words correctly.
1.5F. 2. Use capital letters correctly.
1.5F. 3. Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, apostrophe).
1.5F. 4. Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
1.5F. 5. Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative).
1.5G. Present and/or defend written work for publication when appropriate.

1.6 Speaking and Listening
1.6A. Listen to others.
1.6A. 1. Ask pertinent questions.
1.6A. 2. Distinguish relevant information, ideas, and opinions from those that are irrelevant.
1.6A. 3. Take notes when prompted.
1.6B. Listen to a selection of literature (fiction and/or nonfiction).
1.6B. 1. Relate it to what is known.
1.6B. 2. Predict the result of the story actions.
1.6B. 3. Relate actions of the story in sequence, explain the theme, and describe the characters and setting.
1.6B. 4. Identify and define new words and concepts.
1.6B. 5. Summarize the selection.
1.6C. Speak using skills appropriate to formal speaking situations.
1.6C. 1. Use complete sentences.
1.6C. 2. Pronounce words correctly.
1.6C. 3. Use appropriate volume.
1.6C. 4. Pace speech so that it is understandable.
1.6C. 5. Adjust content for different audiences (e.g., fellow classmates, parents).
1.6C. 6. Speak with a purpose in mind.
1.6D. Contribute to discussions.
1.6D. 1. Ask relevant questions.
1.6D. 2. Respond with relevant information or opinions to questions asked.
1.6D. 3. Listen to and acknowledge the contributions of others.
1.6D. 4. Adjust involvement to encourage equitable participation.
1.6D. 5. Give reasons for opinions.
1.6D. 6. Summarize when prompted.
1.6E. Participate in small and large group discussions and presentations.
1.6E. 1. Participate in everyday conversations.
1.6E. 2. Present an oral reading.
1.6E. 3. Deliver research reports.
1.6E. 4. Plan and participate in group presentations.
1.6E. 5. Contribute to informal debates.
1.6F. Use media for learning purposes.
1.6F. 1. Compare information received on television with that received on radio or in newspapers.
1.6F. 2. Access information on the Internet.
1.6F. 3. Discuss the reliability of information received on Internet sources.
1.6F. 4. Explain how film can represent either accurate versions or fictional versions of the same event.
1.6F. 5. Explain the role of advertisers in the media.
1.6F. 6. Use a variety of images and sounds to create an effective presentation on a topic.

1.7 Characters and Functions of the English Language
1.7A. Identify words from other languages that are commonly used English words. Use a dictionary to find the meaning and origin of these words.
1.7B. Identify differences in formal and informal speech (e.g., dialect, slang and jargon).
1.7C. Identify word meanings that have changed over time (e.g., cool, mouse).