

## 5<sup>th</sup> Grade Planning Guide

DESK Standards		Time**	Instruction and Resources
<b>Phonics and Word Recognition</b> Read grade-appropriate multisyllabic words in and out of context.		15 minutes (once a week)	McGraw-Hill Phonics Unfamiliar Words: DSD Blending Routine
<b>Fluency</b> Read grade-level text with sufficient fluency and accuracy to support comprehension.		15 minutes	McGraw-Hill Fluency, Reading/Writing Workshop, Literature Anthology, and Online Leveled PDF Passages
<b>Vocabulary</b> Use strategies to determine the meaning of words or phrases in grade level text.		10 minutes (once a week)	McGraw-Hill Vocabulary Strategy
		10-15 minutes	2 Vocabulary Words a Day Using McGraw-Hill and/or DSD Resources
Comprehension	<b>Understand</b> Summarize specific elements by citing textual evidence, including quotes.	45-60 minutes	Interactive Read-Aloud Reading/Writing Workshop Literature Anthology  Use DSD Comprehension Planning Guide
	<b>Analyze</b> Analyze how an author’s decisions affect the overall meaning and presentation.		
	<b>Transfer</b> Compare/contrast texts within a genre or synthesize information from multiple sources.		
<b>Speaking and Listening</b> See Present and Understand Standards			
<b>Language</b> Spell grade level words correctly; produce simple to complex sentences.		incorporated in writing	McGraw-Hill Grammar Instruction
		10 minutes	McGraw-Hill Spelling Instruction
<b>Writing</b> See Knowledge, Communication, and Product Standards		30-40 minutes	Use DSD Writing Planning Guide
Re-teaching / Small Group Instruction		30 minutes	

\*\* To begin, more instructional time might be needed to establish procedures and routines.

# McGraw-Hill Index to Teacher's Manual

To identify each resource regardless of unit, use the index below to quickly access instructional materials per standard.

The  indicates the accompanying digital instructional resources available through ConnectEd.McGraw-Hill.com.

DESK Standard	McGraw Hill Instruction	Week 1	Week 2	Week 3	Week 4	Week 5
	<b>Suggested Lesson Plan</b>	T6	T70	T134	T198	T262
<b>Phonics</b> Read grade-appropriate multisyllabic words in and out of context.	<b>Phonics / Word Study</b>	T26	T90	T154	T218	T282
<b>Fluency</b> Read grade-level text with sufficient fluency and accuracy to support comprehension.	<b>Fluency</b>  Leveled PDF Passages	T27	T91	T155	T219	T283
<b>Vocabulary</b> Use strategies to determine the meaning of words or phrases in grade level text.	<b>Vocabulary Strategy</b>  Lesson	T24	T88	T152	T216	T280
	<b>DSD Vocabulary Routine</b>  Key Vocabulary	T14	T78	T142	T206	T270
	<b>Build Vocabulary</b>	T38	T102	T166	T230	T294
<b>Comprehension</b>  <b>Understand</b> Summarize specific elements by citing textual evidence, including quotes.  <b>Analyze</b> Analyze how an author's decisions affect the overall meaning and presentation.  <b>Transfer</b> Compare/contrast texts within a genre or synthesize information from multiple sources.	<b>Unit Opener: The Big Idea</b>  Unit Opener Video	Xii				
	<b>Introduce the Concept</b>  Build Background Visual  Weekly Opener Visual	T10	T74	T138	T202	T266
	<b>Listening Comprehension</b>  Interactive Read Aloud	T12	T76	T140	T204	T268
	<b>Shared Read</b>  Digital Text	T16	T80	T144	T208	T272
	<b>Comprehension Strategy</b>  Lesson	T18	T82	T146	T210	T274
	<b>Comprehension Skill</b>  Lesson	T20	T84	T148	T212	T276
	<b>Genre</b>  Lesson	T22	T86	T150	T214	T278
	<b>Literature Anthology:</b> Main Selection  Digital Text	T25A	T89A	T153A	T217A	T281A
	<b>Literature Anthology:</b> Paired Text  Digital Text	T25_*	T89_*	T153_*	T217_*	T281_*
		* Page letter varies based on length of text				
	<b>Integrate Ideas</b>	T28	T92	T156	T220	T284
	<b>Speaking and Listening</b> See Presenting and Understanding Standards	<b>Your Turn</b> Integrated into instruction using <i>Your Turn</i> collaborate instruction.				
<b>Language</b> Spell grade level words correctly; produce simple to complex sentences.	<b>Grammar</b>	T34	T98	T162	T226	T290
	<b>Spelling</b>  Spelling Sorts Day 1 & 3	T36	T100	T164	T228	T292
<b>Writing</b> See Knowledge, Communication, and Product Standards	<b>Readers to Writers</b>	T30	T94	T158	T222	T286
	<b>Writing Every Day</b>	T32	T96	T160	T224	T288
	<i>Selectively choose writing instruction based on DSD Writing Instruction template.</i>					

**Determine the standards:**

1. Do they make sense for our students right now?
2. Where are students in relation to the standards and how much scaffolding is needed?

**Read all of the texts for the week while considering the standards and these questions:**

1. What is the student purpose for reading this text?
2. What is complex about this text for this grade level?
3. Which portions of this text warrant revisiting and for what purpose?
4. What vocabulary is necessary to increase comprehension?
5. What speaking, listening and writing opportunities will increase comprehension?

Week Essential Question:

Strategy:		Skill:		Genre:	
Day 1	Day 2	Day 3	Day 4	Day 5	
Read Aloud:	Shared Read RWW:	Anchor Text LA:	Paired Text LA:	Compare and Contrast Texts:	
Shared Read RWW:					

Plan daily comprehension questions, discussion opportunities, Stop-Think-Write strategies, and think-alouds.

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**Unit Big Idea:****Week's Essential Question:****This Week's Readings:****Choose one essential text type:**  Narrative  Opinion / Argumentation  Informative**DESK Standards:** Checklist items targeted for this week's writing:**Grammar Focus:**

**Informal Writing:** Use the week's texts (this might mean writing focused on one text or two or more) to focus on the Essential Question, genre of writing, and/or content of the texts. The week may involve one or more pieces of writing. Consider whether to use the district structures to help plan and organize teacher directed and/or student writing.

*Options:*

- *Writing lessons and models in MH\**
- *Other (teacher designed)*

\*Incorporate teacher modeled writing to scaffold instruction

**Ongoing Considerations:** Stop, Think and Write techniques to develop writing, reflect on readings and connect ongoing learning to Essential Questions (\*See 'Notes' page)

**WEEK 6** At the end of a unit, one consideration should always be: what type of writing might we do to solidify, integrate and represent learning? In other words, what can we do with this growing knowledge?

*Options:*

- *Research and Inquiry* projects listed for WEEK 6
- Longer projects suggested in McGraw-Hill *Genre Writing*
- Choose, revise and possibly publish a piece done during the unit (widen the focus to include more of the unit's learning)
- Other (teacher designed)

**Teacher Reflection**

- How much of our writing is focused on the essential text types; informative, narrative, opinion/argumentation?
- Do I have the right balance of informal and formal writing?
- How am I integrating grammar, mechanics and conventions (DESK Language standards) within real writing contexts?

**Notes for ‘2<sup>nd</sup>-6<sup>th</sup> Grade Writing Planning’**

**Informal vs. Formal Writing:** Informal writing denotes writing that does not go through all steps to publishing. It may still include some revision and editing (especially based on focus areas and what naturally occurs during rereading while composing). It is generally shared only within the classroom. Formal writing is writing taken through the entire writing process to publishing and sharing with a wider audience.

**Sharing:** Sharing is specifically indicated in McGraw-Hill week 6. It is important that sharing occurs for different purposes every day. Capitalize on students’ motivation to share whether it’s with a partner, group or the whole class, before, during and after shorter STW pieces or longer compositions.

**Balance in topic choice:** Even when writing is assigned, seek to include choices for your writers. For example, if the class assignment is to compose a compare and contrast piece of informative writing about regions of the Earth, could students choose which regions to write about? Further, allow time for students to work on writing of their own choosing.

**Student Writing:**

- Examine it. What are they doing well? (Celebrate these points on the document camera to push all your writers forward.) What are they struggling with? (Explicitly teach to these points using the DESK standards and resources as a guide.)
- Keep samples from year-to-year to have student models of examples and non-examples you can use in instruction.

**“Integrating grammar, mechanics and conventions within writing contexts:”** To best understand and apply these skills, they should be studied within writing contexts. For example, they can be examined in teacher writing, student writing, or found within texts. To encourage application within everyday writing, students should be reminded to use what they are learning and self- or peer-assess to check the week’s focus area(s). When completing more formalized writing, self- and teacher-assessment/conference are appropriate to produce the most polished piece possible.

\*The following chart may help you plan for STW techniques, cooperative learning, and discussion during the week:

Knowing what I want my students to write, what questions can I ask to support building that knowledge through the text(s)? How can the text(s) support their understanding of the Essential Question(s)?

Questions	Stop, Think & Write Techniques, Pair-Share, Discussion, etc.

### Grade 5 Language Arts

## Reading

**Read and comprehend, independently and proficiently, text of at least grade-level complexity.**

***Phonics and Word Recognition:* Read grade-appropriate multisyllabic words in and out of context.**

- Use combined knowledge of all letter-sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
  - For example: roots and affixes

***Fluency and Print Concepts:* Read grade-level text with sufficient fluency and accuracy to support comprehension.**

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
  - DIBELS NEXT **minimum** requirement: 130+ words read correctly and 99%+ accuracy by end of year on grade-level text (Students at 90<sup>th</sup> percentile read 194 cwpm.)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

***Vocabulary:* Use strategies to determine the meaning of words or phrases in grade-level text.**

- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
  - For example: *photograph, photosynthesis*
- Use context as a clue to the meaning of a word or phrase.
  - For example: cause/effect relationships and comparisons in text
- Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
  - For example: dictionaries, glossaries, thesauruses

### Grade 5 Language Arts

## Reading

**Vocabulary (cont.): Use strategies to determine the meaning of words or phrases in grade-level text.**

- Interpret figurative language, including similes and metaphors, in context.
- Use the relationship between particular words to better understand each of the words.
  - For example: synonyms, antonyms, homographs
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
  - For example: *however, although, nevertheless, similarly, moreover, in addition*

**Understand: Summarize specific elements by citing textual evidence, including quotes.**

#### Literature:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
  - For example: how characters interact
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

#### Informational:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

### Grade 5 Language Arts

## Reading

**Analyze:** Analyze how an author's decisions affect the overall meaning and presentation.

#### Literature:

- Describe how a narrator's or speaker's point of view influences how events are described.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
  - For example: graphic novel, multimedia presentation of fiction, folktale, myth, poem

#### Informational:

- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**Transfer:** Compare/contrast texts within a genre or synthesize information from multiple sources.

#### Literature:

- Compare and contrast stories in the same genre on their approaches to similar themes and topics.
  - For example: mysteries and adventure stories.
- Compare and contrast the varieties of English used in stories, dramas, or poems.
  - For example: dialects, registers

#### Informational:

- Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
  - For example: chronology, comparison, cause/effect, problem/solution
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Grade 5 Language Arts

## Writing and Language

**Write numerous pieces over short and extended time frames to communicate effectively in all subjects.**

- Write daily
  - Write many pieces over short time frames.
  - Write some pieces over extended time frames.

**Knowledge: Conduct short research projects using several sources.**

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences.
- Gather relevant information from print and digital sources.
- Summarize or paraphrase information in notes and finished work.
- Provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - For example: from literary texts, compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text (such as how characters interact).
  - For example: from informational texts, explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**Communication: With adult and peer guidance throughout the writing process, develop and organize writing that is appropriate to task, purpose and audience.**

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

With guidance and support from peers and adults:

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English used in stories, dramas, or poems.
  - For example: dialects, registers

### Grade 5 Language Arts

## Writing and Language

**Communication (cont.):** With adult and peer guidance throughout the writing process, develop and organize writing that is appropriate to task, purpose and audience.

With some guidance and support from adults:

- Use technology, including the Internet, to produce some writing.
- Use technology, including the Internet, to publish some writing.
- Use technology to interact and collaborate with others.
- Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**Product:** Organize writing logically into paragraphs or sections to write clearly about a topic.

#### **Opinion/ Argumentative:**

- Write opinion pieces on topics or texts.
- Support a point of view with reasons and information.
- Introduce a topic or text clearly.
- State an opinion.
- Create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses.
  - For example: *consequently, specifically*
- Provide a concluding statement or section related to the opinion presented.

#### **Informative/ Explanatory:**

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly.
- Provide a general observation and focus.
- Group related information logically.
- Include formatting, illustrations, and multimedia when useful to aiding comprehension.
  - For example: headings
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

### Grade 5 Language Arts

## Writing and Language

**Product (cont.): Organize writing logically into paragraphs or sections to write clearly about a topic.**

#### **Informative/ Explanatory (cont.):**

- Link ideas within and across categories of information using words, phrases, and clauses.
  - For example: *in contrast*, *especially*
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

#### **Narrative:**

- Write narratives to develop real experiences or events.
- Write narratives to develop imagined experiences or events.
- Use effective technique and descriptive details.
- Use clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters.
- Organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

**Language: Spell grade level words correctly; produce simple to complex sentences.**

#### **Penmanship:**

- Communicate thinking through the use of manuscript, cursive or keyboarding.

#### **Spelling:**

- Spell grade-appropriate words correctly, consulting references as needed.

### Grade 5 Language Arts

## Writing and Language

**Language (cont.): Spell grade level words correctly; produce simple to complex sentences.**

#### **Grammar:**

- Explain the function of conjunctions (*and*), prepositions (*in*), and interjections (*oh!*) in general and their function in particular sentences.
- Form and use the perfect verb tenses.
  - For example: *I had walked; I have walked; I will have walked*
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense\* .
- Use correlative conjunctions.
  - For example: *either/or, neither/nor*

#### **Capitalization/ Punctuation:**

- Use punctuation to separate items in a series\* .
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words yes and no.
  - For example: *Yes, thank you.*
- Use a comma to set off a tag question from the rest of the sentence.
  - For example: *It's true, isn't it?*
- Use a comma to indicate direct address.
  - For example: *Is that you, Steve?*
- Use underlining, quotation marks, or italics to indicate titles of works.

### Grade 5 Language Arts

## Speaking and Listening

***Understand: Contribute to/build understanding of texts and topics through assigned participation in conversations and drawing conclusions/summarizing oral presentations.***

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

***Present: Report on a topic or text or present an opinion by using formal English, adding multimedia components to enhance.***

- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
  - For example: graphics, sound
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.