



Planning Guides

Grade
5



Indiana Academic Standards for English/Language Arts

BUILD KNOWLEDGE & LANGUAGE

5.SL.2.4 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.RV.2.1 Select and apply context clues (e.g., *word, phrase, sentence, and paragraph clues*) and text features to determine the meanings of unknown words.

VOCABULARY

5.RV.1 Build and use accurately general academic and content-specific words and phrases.

5.RV.2.4 Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., *word origins, common Greek and Latin affixes and roots, parts of speech*).

READING WORKSHOP

5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RN.2.3 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.

FOUNDATIONAL SKILLS

5.RF.1 Apply foundational reading skills to demonstrate reading fluency and comprehension.

COMMUNICATION

5.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

5.SL.2.2 Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

5.SL.2.4 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

WRITING WORKSHOP

5.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

5.W.2.1 Write legibly in print or cursive, forming letters and words that can be read by others.

5.W.3.3 Write narrative compositions in a variety of forms.

LESSON 1

BUILD KNOWLEDGE & LANGUAGE

Module Launch, pp. T28–T29



- **Introduce the Topic:** Above, Below, and Beyond
- Big Idea Words: *expedition, incredible, progress, chronology*

READING WORKSHOP

A Few Who Dared



GENRE Mini-Biographies

Shared Reading: MINILESSON, pp. T30–T31

- Connect and Teach: Ideas and Support
- Apply to Text: *A Few Who Dared*
- Engage and Respond: Speaking and Listening

SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T32
- English Learner Support: Seek Information, p. T32
- Reinforce Ideas and Support, p. T33

Options for Independent and Collaborative Work

pp. T34–T35

FOUNDATIONAL SKILLS

Decoding, pp. T36–T37

- Final Stable Syllables *-ain, -ture, -sure*

Spelling, p. T38

- Words with Final /n/ or /ən/, /chər/, /zhər/

Fluency, p. T39

- Reading Rate

WRITING WORKSHOP

Informational Writing, Research Report, p. W102



- Introducing the Focal Text

Grammar: MINILESSON, p. W238

- Indefinite Pronouns

LESSON 2

VOCABULARY

Academic Vocabulary, pp. T40–T41

- Introduce Critical Vocabulary: *vast, ascend, principle, mariners, cosmic, forged*

READING WORKSHOP

Into the Unknown: Above and Below



GENRE Informational Text

Shared Reading: MINILESSON, pp. T42–T43

- Connect and Teach: Make and Confirm Predictions
- Apply to Text: *Into the Unknown: Above and Below*
- Engage and Respond: Speaking and Listening

SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T44
- English Learner Support: Seek Information, p. T44
- Reinforce Make and Confirm Predictions, p. T45

Options for Independent and Collaborative Work

pp. T46–T47

COMMUNICATION

Listening Comprehension, pp. T48–T51

- Teacher Read-Aloud: *Miss Mitchell's Eclipses*
- Teacher Read-Aloud: *Alexander Fleming Scientist*
- Focus on Fluency: Reading Rate
- Engage and Respond: Compare Selections

WRITING WORKSHOP

Informational Writing, Research Report, p. W103



- The Read

Grammar: MINILESSON, p. W239

- Possessive Pronouns

LESSON 3

VOCABULARY

Academic Vocabulary, p. T52

- Review Critical Vocabulary: *vast, ascend, principle, mariners, cosmic, forged*

Vocabulary Strategy, p. T53

- Context Clues

READING WORKSHOP

Into the Unknown: Above and Below



GENRE Informational Text

Shared Reading: MINILESSON, pp. T54–T55

- Connect and Teach: Text Structure (Sequence/Cause and Effect)
- Apply to Text: *Into the Unknown: Above and Below*
- Engage and Respond: Speaking and Listening

SMALL-GROUP INSTRUCTION

Options for Differentiation

- Guided Reading Groups, p. T56
- English Learner Support: Seek Information, p. T56
- Reinforce Text Structure (Sequence/Cause and Effect), p. T57

Options for Independent and Collaborative Work, pp. T58–T59

FOUNDATIONAL SKILLS

Decoding, pp. T60–T61

- Final Stable Syllables *-ain, -ture, -sure*

WRITING WORKSHOP

Informational Writing, Research Report, p. W104



- Vocabulary

Grammar: MINILESSON, p. W240

- Interrogative Pronouns

LESSON 4

VOCABULARY

Generative Vocabulary, p. T62

- Latin Roots *tract, chrono, gress*
- Spiral Review: Suffix *-able*, p. T63

READING WORKSHOP

Into the Unknown: Above and Below



GENRE Informational Text

Shared Reading: MINILESSON, pp. T64–T65

- Connect and Teach: Text and Graphic Features
- Apply to Text: *Into the Unknown: Above and Below*
- Engage and Respond: Writing

SMALL-GROUP INSTRUCTION

Options for Differentiation

- Guided Reading Groups, p. T66
- English Learner Support: Seek Information, p. T66
- Reinforce Text and Graphic Features, p. T67

Options for Independent and Collaborative Work, pp. T68–T69

COMMUNICATION

- Project Checkpoint: Brainstorm and Research, p. T25

WRITING WORKSHOP

Informational Writing, Research Report, p. W105



- Prewriting: Preparing to Write

Grammar: MINILESSON, p. W241

- Review Pronouns

LESSON 5

VOCABULARY

Academic Vocabulary, pp. T70–T71

- Vocabulary Spiral Review

READING WORKSHOP

Into the Unknown: Above and Below



GENRE Informational Text

Shared Reading: MINILESSON, pp. T72–T73

- Connect and Teach: Content-Area Words
- Apply to Text: *Into the Unknown: Above and Below*
- Engage and Respond: Speaking and Listening

SMALL-GROUP INSTRUCTION

Options for Differentiation

- Guided Reading Groups, p. T74
- English Learner Support: Seek Information, p. T74
- Reinforce Content-Area Words, p. T75

Options for Independent and Collaborative Work, pp. T76–T77

COMMUNICATION

Speaking and Listening, p. T78

- Use Formal and Informal Language

Make Connections, p. T79

- Synthesize Topic Knowledge

WRITING WORKSHOP

Informational Writing, Research Report, p. W106



- Prewriting II: Gathering Sources

Grammar: MINILESSON, p. W242

- Connect to Writing: Using Indefinite, Possessive, and Interrogative Pronouns



**Indiana Academic Standards
for English/Language Arts**

VOCABULARY

5.RV.3.2 Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.

READING WORKSHOP

5.RL.3.2 Describe how a narrator’s or speaker’s point of view influences how events are portrayed.

5.RL.4.1 Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.

5.RV.3.1 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., *similes*, *metaphors*, *hyperbole*, or *allusion*).

FOUNDATIONAL SKILLS

5.RF.4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).

5.RF.4.6 Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

COMMUNICATION

5.SL.2.5 Review the Key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

5.SL.3.2 Summarize a speaker’s points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

5.SL.4.1 Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

5.SL.4.2 Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.

WRITING WORKSHOP

5.W.2.2 Write by moving from left to right and top to bottom.

5.W.3.3 Write narrative compositions in a variety of forms.

5.W.4 Apply the writing process.

LESSON 6

VOCABULARY

Academic Vocabulary, pp. T88–T89

- Introduce Critical Vocabulary: *outskirts*, *precious*, *ransacked*, *authorities*, *ruthless*

READING WORKSHOP

Great Discoveries

GENRE Informational Text

Shared Reading: MINILESSON, pp. T90–T91

- Connect and Teach: Make and Confirm Predictions
- Apply to Text: *Great Discoveries*
- Engage and Respond: Speaking and Listening



SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T92
- English Learner Support: Solve Problems, p. T92
- Reinforce Make and Confirm Predictions, p. T93

Options for Independent and Collaborative Work, pp. T94–T95

FOUNDATIONAL SKILLS

Decoding, pp. T96–T97

- Unstressed Final Syllables

Spelling, p. T98

- Words with Final /ĭj/, /ĭv/, /ĭs/

Fluency, p. T99

- Accuracy and Self-Correction

WRITING WORKSHOP

Informational Writing, Research Report, p. W107

- Drafting I: Following the Research

Grammar: MINILESSON, p. W318

- Titles in Italics



LESSON 7

VOCABULARY

Academic Vocabulary, p. T100

- Review Critical Vocabulary: *outskirts*, *precious*, *ransacked*, *authorities*, *ruthless*

Vocabulary Strategy, p. T101

- Context Clues

READING WORKSHOP

Great Discoveries

GENRE Informational Text

Shared Reading: MINILESSON, pp. T102–T103

- Connect and Teach: Central Idea
- Apply to Text: *Great Discoveries*
- Engage and Respond: Writing



SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T104
- English Learner Support: Solve Problems, p. T104
- Reinforce Central Idea, p. T105

Options for Independent and Collaborative Work, pp. T106–T107

COMMUNICATION

- Project Checkpoint: Write and Create, p. T85

WRITING WORKSHOP

Informational Writing, Research Report, p. W108

- Drafting II: Incorporating the Research

Grammar: MINILESSON, p. W319

- Titles in Quotation Marks



LESSON 8

VOCABULARY

Academic Vocabulary, p. T108

- Introduce Critical Vocabulary: *ignited, hybrid, synthetic, exhaust, physics, institution*

READING WORKSHOP

SpaceShipOne

GENRE Autobiography



Shared Reading: MINILESSON, pp. T110–T111

- Connect and Teach: Make and Confirm Predictions
- Apply to Text: *SpaceShipOne*
- Engage and Respond: Speaking and Listening

SMALL-GROUP INSTRUCTION

Options for Differentiation

- Guided Reading Groups, p. T112
- English Learner Support: Solve Problems, p. T112
- Reinforce Make and Confirm Predictions, p. T113

Options for Independent and Collaborative Work, pp. T114–T115

FOUNDATIONAL SKILLS

Decoding, pp. T116–T117

- Unstressed Final Syllables

WRITING WORKSHOP

Informational Writing, Research Report, p. W109



- Drafting III: Finishing the Draft

Grammar: MINILESSON, pp. W320

- Capitalizing Titles

LESSON 9

VOCABULARY

Academic Vocabulary, p. T118

- Review Critical Vocabulary: *ignited, hybrid, synthetic, exhaust, physics, institution*

Vocabulary Strategy, p. T119

- Review Context Clues

READING WORKSHOP

SpaceShipOne

GENRE Autobiography



Shared Reading: MINILESSON, pp. T120–T121

- Connect and Teach: Author’s Craft
- Apply to Text: *SpaceShipOne*
- Engage and Respond: Writing

SMALL-GROUP INSTRUCTION

Options for Differentiation

- Guided Reading Groups, p. T122
- English Learner Support: Solve Problems, p. T122
- Reinforce Author’s Craft, p. T123

Options for Independent and Collaborative Work, pp. T124–T125

COMMUNICATION

- Project Checkpoint: Write and Create, p. T85

WRITING WORKSHOP

Informational Writing, Research Report, p. W110



- Revising I: Paraphrasing vs. Plagiarizing

Grammar: MINILESSON, pp. W321

- Review Proper Mechanics and Writing

LESSON 10

VOCABULARY

Generative Vocabulary, pp. T126–T127

- Prefixes *mega-, sub-*, Latin Roots *ped, dent*

Vocabulary Spiral Review, p. T127

- Roots *tract, chrono, gress*

READING WORKSHOP

SpaceShipOne

GENRE Autobiography



Shared Reading: MINILESSON, pp. T128–T129

- Connect and Teach: Theme
- Apply to Text: *SpaceShipOne*
- Engage and Respond: Writing

SMALL-GROUP INSTRUCTION

Options for Differentiation

- Guided Reading Groups, p. T130
- English Learner Support: Solve Problems, p. T130
- Reinforce Theme, p. T131

Options for Independent and Collaborative Work, pp. T132–T133

COMMUNICATION

Research and Media Literacy, p. T134

- Paraphrase

Make Connections, p. T135

- Synthesize Topic Knowledge

WRITING WORKSHOP

Informational Writing, Research Report, p. W111



- Revising II: Peer Conferencing

Grammar: MINILESSON, p. W322

- Connect to Writing: Using Titles Correctly



Indiana Academic Standards for English/Language Arts

VOCABULARY

5.RV.2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.

5.RV.3.2 Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.

READING WORKSHOP

5.RL.2.2 Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

5.RL.4.2 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

5.RN.3.3 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.

FOUNDATIONAL SKILLS

5.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

COMMUNICATION

5.SL.4.1 Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

5.SL.4.2 Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.

SYNTHESIZE AND CONNECT

5.RL.4.2 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

5.RN.2.3 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.

WRITING WORKSHOP

5.W.3.2 Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.

5.W.5 Conduct short research assignments and tasks on a topic.

5.W.6.1 Demonstrate command of English grammar and usage.

5.W.6.2c Spelling – Applying correct spelling patterns and generalizations in writing.

LESSON 11

VOCABULARY

Academic Vocabulary, pp. T144–T145

- Introduce Critical Vocabulary: *terrain, ailing, deploy, transition, expanse, transmitted, resembled, international*

READING WORKSHOP

The Mighty Mars Rovers

GENRE Informational Text/Narrative Nonfiction

Shared Reading: MINILESSON, pp. T146–T147

- Connect and Teach: Ask and Answer Questions
- Apply to Text: *The Mighty Mars Rovers*
- Engage and Respond: Speaking and Listening



SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T148
- English Learner Support: Recount Information, p. T148
- Reinforce Ask and Answer Questions, p. T149

Options for Independent and Collaborative Work, pp. T150–T151

FOUNDATIONAL SKILLS

Decoding, pp. T152–T153

- Unstressed Syllables

Spelling, p. T154

- Words with Unstressed Syllables

Fluency, p. T155

- Intonation

WRITING WORKSHOP

Informational Writing, Research Report, p. W112

- Editing I: Grammar, Usage, Mechanics

Grammar: MINILESSON, p. W263

- Verbs *Be, Have*



LESSON 12

VOCABULARY

Academic Vocabulary, pp. p. T156

- Review Critical Vocabulary: *terrain, ailing, deploy, transition, expanse, transmitted, resembled, international*

Vocabulary Strategy, p. T157

- Reference Materials

READING WORKSHOP

The Mighty Mars Rovers

GENRE Informational Text/Narrative Nonfiction

Shared Reading: MINILESSON, pp. T158–T159

- Connect and Teach: Literary Elements
- Apply to Text: *The Mighty Mars Rovers*
- Engage and Respond: Writing



SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T160
- English Learner Support: Recount Information, p. T160
- Reinforce Literary Elements, p. T161

Options for Independent and Collaborative Work, pp. T162–T163

COMMUNICATION

- Project Checkpoint: Practice and Present/Assess, p. T141

WRITING WORKSHOP

Informational Writing, Research Report, p. W113

- Editing II: Peer Editing

Grammar: MINILESSON, p. W264

- Verb Phrases with *Be* and *Have*



LESSON 13

VOCABULARY

Generative Vocabulary, pp. T164–T165

- Latin Root *terr*, Prefixes *pro-*, *anti-*

Spiral Review

- Prefixes *mega-*, *sub-*; Latin Roots *ped*, *dent*

READING WORKSHOP

The Mighty Mars Rovers

GENRE Informational Text/Narrative Nonfiction



Shared Reading: MINILESSON, pp. T166–T167

- Connect and Teach: Author’s Craft
- Apply to Text: *The Mighty Mars Rovers*
- Engage and Respond: Writing

SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T168
- English Learner Support: Recount Information, p. T168
- Reinforce Author’s Craft, p. T169

Options for Independent and Collaborative Work, pp. T170–T171

FOUNDATIONAL SKILLS

Decoding, pp. T172–T173

- Unstressed Syllables

WRITING WORKSHOP

Informational Writing, Research Report, p. W114



- Editing III: Developing a Bibliography

Grammar: MINILESSON, p. W265

- Consistent Verb Tenses

LESSON 14

VOCABULARY

Academic Vocabulary, pp. T174–T175

- Vocabulary Spiral Review

READING WORKSHOP

The Mighty Mars Rovers

GENRE Informational Text/Narrative Nonfiction



Shared Reading: MINILESSON, pp. T176–T177

- Connect and Teach: Text Structure
- Apply to Text: *The Mighty Mars Rovers*
- Engage and Respond: Writing

SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T178
- English Learner Support: Recount Information, p. T178
- Reinforce Text Structure, p. T179

Options for Independent and Collaborative Work, pp. T180–T181

COMMUNICATION

Speaking and Listening, p. T182

- Summarizing/Paraphrasing

Make Connections, p. T183

- Synthesize Topic Knowledge

WRITING WORKSHOP

Informational Writing, Research Report, p. W115



- Publishing

Grammar: MINILESSON, p. W266

- Review the Verbs *Be* and *Have*

LESSON 15

SYNTHESIZE AND CONNECT

Module Wrap-Up, p. T184–T185

- Synthesize Knowledge
- Make Connections

READING WORKSHOP

Performance Task, pp. T186–T187

- Write an Instructional Article

SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T188
- English Learner Support: Recount Information, p. T188

Options for Independent and Collaborative Work, p. 189

COMMUNICATION

Module Project, p. T190

- Present Explorer Profiles

WRITING WORKSHOP

Informational Writing, Research Report, p. W116



- Sharing

Grammar, p. W267

- Connect to Writing: Using the Verbs *Be* and *Have*



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