

GRADE 5 Journeys Weekly Pacing Guides

WEEK 16

Essential Question: *In what ways can illustrations enhance a reader’s experience?*

| Name of Resource | Titles/Topics | Page Numbers | Completed (Date) |
|------------------------------|---|--------------|------------------|
| Student Textbook | Anchor Text: “Lunch Money” | 478-495 | |
| | Informational Text: “Zap! Pow! A History of the Comics” | 498-501 | |
| Reader’s Notebook (workbook) | Spelling: Words with <i>-ed</i> or <i>-ing</i> / Grammar: Adjectives / Narrative Writing (Using Informal Language) / Vocabulary: Word Origins / Independent Reading | 217-228 | |
| Writing Handbook | Friendly Letter | 44-45 | |
| Additional Resources | Close Reader (workbook) | 68-71 | |
| | Leveled Readers: Grade 5, Lesson 16 | | |
| | Write-in Reader (Tier 2 Support workbook) | 152-161B | |
| Target Vocabulary | record, mental, launch, assuming, episodes, developed, feature, incredibly, villains, thumbed | | |
| Weekly Test | VOCABULARY: Target Vocabulary, Word Origins | Lesson 16 | |
| | COMPREHENSION: Author’s Purpose, Voice, Visual Elements, Anchor Text | | |
| | DECODING: Word Parts and Inflectional Endings | | |
| | GRAMMAR: Adjectives | | |

GRADE 5 Journeys Weekly Pacing Guides

WEEK 17

Essential Question: *What role does imagination play in the invention process?*

| Name of Resource | Titles/Topics | Page Numbers | Completed (Date) |
|------------------------------|--|--------------|------------------|
| Student Textbook | Anchor Text: “Best Shorts” | 506-527 | |
| | Informational Text: “From Dreams to Reality” | 530-533 | |
| Reader’s Notebook (workbook) | Spelling: More Words with <i>-ed</i> or <i>-ing</i> / Grammar: Adverbs / Narrative Writing (Using Concrete Words and Sensory Details) / Vocabulary Strategies: Reference Materials / Independent Reading | 229-240 | |
| Writing Handbook | Character Description | 46-47 | |
| Additional Resources | Close Reader (workbook) | 72-75 | |
| | Leveled Readers: Grade 5, Lesson 17 | | |
| | Write-in Reader (Tier 2 Support workbook) | 162-171B | |
| Target Vocabulary | impressed, admitted, produced, destination, original, concentrate, collected, rumor, suspense, compliment | | |
| Weekly Test | VOCABULARY: Target Vocabulary, Reference Materials | Lesson 17 | |
| | COMPREHENSION: Story Structure, Literary Devices, Point of View, Anchor Text | | |
| | DECODING: Recognizing Common Word Parts | | |
| | GRAMMAR: Kinds of Sentences | | |

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WEEK 18

Essential Question: *What do facts and opinions contribute to a story?*

| Name of Resource | Titles/Topics | Page Numbers | Completed (Date) |
|---------------------------------|--|--------------|------------------|
| Student Textbook | Anchor Text: “The Dog Newspaper” | 538-553 | |
| | Poetry: “Poetry About Poetry” | 556-559 | |
| Reader’s Notebook (workbook) | Spelling: Changing Final <i>y</i> to <i>i</i> / Grammar: Prepositions and Prepositional Phrases / Narrative Writing (Adding Concrete Words and Sensory Details) / Vocabulary Strategies: Homophones and Homographs / Independent Reading | 241-252 | |
| Writing Handbook | Autobiography | 48-49 | |
| Additional Resources | Close Reader (workbook) | 76-77 | |
| | Leveled Readers: Grade 5, Lesson 18 | | |
| | Write-in Reader (Tier 2 Support workbook) | 172-181B | |
| Target Vocabulary | career, publication, household, edition, required, formula, background, insights, uneventful, destruction | | |
| Weekly Test | VOCABULARY: Target Vocabulary, Homophones and Homographs | Lesson 18 | |
| | COMPREHENSION: Fact and Opinion, Main Ideas and Details, Narrative Pacing, Anchor Text | | |
| | DECODING: Recognizing Suffixes | | |
| | GRAMMAR: Prepositions and Prepositional Phrases | | |

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WEEK 19

Essential Question: *Why is it important to be aware of your community's needs?*

| Name of Resource | Titles/Topics | Page Numbers | Completed (Date) |
|------------------------------|--|--------------|------------------|
| Student Textbook | Anchor Text: “Darnell Rock Reporting” | 564-583 | |
| | Persuasive Text: “Volunteer!” | 586-598 | |
| Reader’s Notebook (workbook) | Spelling: Suffixes <i>-ful, -ly, -ness, less, -ment</i> / Grammar: More Kinds of Pronouns / Narrative Writing (Adding Thoughts and Feelings) / Vocabulary Strategies: Greek and Latin Suffixes <i>-ist, -ism, -able, -ible</i> / Independent Reading | 253-264 | |
| Writing Handbook | Personal Narrative: Prewriting | 50-51 | |
| Additional Resources | Close Reader (workbook) | 78-81 | |
| | Leveled Readers: Grade 5, Lesson 19 | | |
| | Write-in Reader (Tier 2 Support workbook) | 182-191B | |
| Target Vocabulary | issue, deteriorating, dependent, exception, granted, effective, urge, violations, ordinance, minimum | | |
| Weekly Test | VOCABULARY: Target Vocabulary, Greek and Latin Suffixes <i>-ist, -ism, -able, -ible</i> | Lesson 19 | |
| | COMPREHENSION: Author’s Purpose, Dialogue, Characterization, Anchor Text | | |
| | DECODING: More Common Suffixes | | |
| | GRAMMAR: More Kinds of Pronouns | | |

GRADE 5 Journeys Weekly Pacing Guides

WEEK 20

Essential Question: *What can a person learn by building a relationship with an animal?*

| Name of Resource | Titles/Topics | Page Numbers | Completed (Date) |
|------------------------------|---|--|------------------|
| Student Textbook | Anchor Text: “The Black Stallion” | 594-615 | |
| | Informational Text: “Horse Power” | 618-621 | |
| Reader’s Notebook (workbook) | Spelling: Words from Other Languages / Grammar: Writing Titles / Narrative Writing (Strengthening Voice) / Vocabulary Strategies: Figurative Language / Independent Reading | 265-276 | |
| Writing Handbook | Personal Narrative: Drafting/Revising | 52-53 | |
| Additional Resources | Close Reader (workbook) | 82-85 | |
| | Leveled Readers: Grade 5, Lesson 20 | | |
| | Write-in Reader (Tier 2 Support workbook) | 192-201B | |
| Target Vocabulary | piercing, descended, quivered, savage, delicacy, fitful, heave, diminishing, rhythmic, marveling | | |
| Weekly Test | VOCABULARY: Target Vocabulary, Figurative Language | Lesson 20 | |
| | COMPREHENSION: Story Structure, Characterization, Theme, Anchor Text | | |
| | DECODING: Stress in Three-Syllable Words | | |
| | GRAMMAR: Proper Mechanics and Writing Titles | | |
| Benchmark Test | Grade 5, Unit 4 TEST Unit 4 Performance Task | Take in Illuminate (teacher provides code and login) | |

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WEEK 21

Essential Question: *What does it mean to have good instincts?*

| Name of Resource | Titles/Topics | Page Numbers | Completed (Date) |
|------------------------------|--|--------------|------------------|
| Student Textbook | Anchor Text: “Tucket’s Travels” | 630-651 | |
| | Technical Text: “Wild Weather” | 654-659 | |
| Reader’s Notebook (workbook) | Spelling: Final /n/ or /ən/, /chər/, /zhər/ Grammar: The Verbs <i>be</i> and <i>have</i> / Opinion Writing (Writing with Feeling and Personality) / Vocabulary Strategies: Shades of Meaning / Independent Reading | 301-72 | |
| Writing Handbook | Editorial | 54-55 | |
| Additional Resources | Close Reader (workbook) | 88-95 | |
| | Leveled Readers: Grade 5, Lesson 21 | | |
| | Write-in Reader (Tier 2 Support workbook) | 202-211B | |
| Target Vocabulary | undoubtedly, salvation, shuffled, stunted, evident, pace, seep, vain, mirages, factor | | |
| Weekly Test | VOCABULARY: Target Vocabulary, Shades of Meaning | Lesson 21 | |
| | COMPREHENSION: Sequence of Events, Figurative Language, Author’s Word Choice, Anchor Text | | |
| | DECODING: Common Final Syllables | | |
| | GRAMMAR: The Verbs <i>be</i> and <i>have</i> | | |

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WEEK 22

Essential Question: *How can traditions influence a person's thoughts and feelings?*

| Name of Resource | Titles/Topics | Page Numbers | Completed (Date) |
|------------------------------|--|--------------|------------------|
| Student Textbook | Anchor Text: "The Birchbark House" | 664-681 | |
| | Informational Text: "Four Seasons of Food" | 684-687 | |
| Reader's Notebook (workbook) | Spelling: Final /ĭj/, /ĭv/, /ĭs/ Grammar: Perfect Tenses / Opinion Writing (Presenting Evidence in a Logical Order) / Vocabulary Strategies: Reference Materials / Independent Reading | 313-324 | |
| Writing Handbook | Response to Literature | 56-57 | |
| Additional Resources | Close Reader (workbook) | 96-99 | |
| | Leveled Readers: Grade 5, Lesson 22 | | |
| | Write-in Reader (Tier 2 Support workbook) | 212-221B | |
| Target Vocabulary | reasoned, margins, envy upright, bared, spared, nerve, banish, astonished, deserted | | |
| Weekly Test | VOCABULARY: Target Vocabulary, Reference Materials | Lesson 22 | |
| | COMPREHENSION: Theme, Visual Elements, Author's Word Choice, Anchor Text | | |
| | DECODING: More Final Syllables | | |
| | GRAMMAR: Perfect Tenses | | |

GRADE 5 Journeys Weekly Pacing Guides

WEEK 23

Essential Question: *What kinds of lessons were learned by people who lived in the old west?*

| Name of Resource | Titles/Topics | Page Numbers | Completed (Date) |
|------------------------------|---|--------------|------------------|
| Student Textbook | Anchor Text: “Vaqueros: America’s First Cowboys” | 692-709 | |
| | Poetry: “Rhyme on the Range” | 712-715 | |
| Reader’s Notebook (workbook) | Spelling: Unstressed Syllables / Grammar: Easily Confused Verbs / Opinion Writing (Using Supporting Details) / Vocabulary Strategies: Adages and Proverbs / Independent Reading | 325-336 | |
| Writing Handbook | Persuasive Argument | 58-59 | |
| Additional Resources | Close Reader (workbook) | 100-103 | |
| | Leveled Readers: Grade 5, Lesson 23 | | |
| | Write-in Reader (Tier 2 Support workbook) | 222-231B | |
| Target Vocabulary | extending, dominated, residents, flourished, acquainted, prospered, hostile, acknowledged, sprawling, decline | | |
| Weekly Test | VOCABULARY: Target Vocabulary, Adages and Proverbs | Lesson 23 | |
| | COMPREHENSION: Text and Graphic Features, Main Ideas and Details, Adages, Anchor Text | | |
| | DECODING: Unstressed Syllables | | |
| | GRAMMAR: Easily Confused Verbs | | |

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WEEK 24

Essential Question: *Why would a pioneer traveler record events in a journal?*

| Name of Resource | Titles/Topics | Page Numbers | Completed (Date) |
|------------------------------|--|--------------|------------------|
| Student Textbook | Anchor Text: “Rachel’ Journal” | 720-737 | |
| | Informational Text: “Westward to Freedom” | 740-743 | |
| Reader’s Notebook (workbook) | Spelling: Prefixes <i>in-</i> , <i>un-</i> , <i>dis-</i> , and <i>mis-</i> / Grammar: Making Comparisons / Opinion Writing (Main Idea and Supporting Details) / Vocabulary Strategies: Using Context / Independent Reading | 337-348 | |
| Writing Handbook | Response Essay: Prewriting | 60-61 | |
| Additional Resources | Close Reader (workbook) | 104-107 | |
| | Leveled Readers: Grade 5, Lesson 24 | | |
| | Write-in Reader (Tier 2 Support Workbook) | 232-241B | |
| Target Vocabulary | rustling, balked, lectured, disadvantage, quaking, beacon, mishap, surged, torment, fared | | |
| Weekly Test | VOCABULARY: Target Vocabulary, Using Context | Lesson 24 | |
| | COMPREHENSION: Cause and Effect, Figurative Language, Point of View, Anchor Text | | |
| | DECODING: Simple Prefixes | | |
| | GRAMMAR: Making Comparisons | | |

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WEEK 25

Essential Question: *How did explorers help American become the country it is today?*

| Name of Resource | Titles/Topics | Page Numbers | Completed (Date) |
|------------------------------|--|---|------------------|
| Student Textbook | Anchor Text: “Lewis and Clark” | 748-765 | |
| | Play: “A Surprise Reunion” | 768-771 | |
| Reader’s Notebook (workbook) | Spelling: Suffix <i>-ion</i> / Grammar: Contractions / Opinion Writing (Using Descriptive Language) / Vocabulary Strategies: Analogies / Independent Reading | 349-360 | |
| Writing Handbook | Response Essay: Drafting/Revising | 62-63 | |
| Additional Resources | Close Reader (workbook) | 108-111 | |
| | Leveled Readers: Grade 5, Lesson 25 | | |
| | Write-in Reader (Tier 2 Support Workbook) | 242-251B | |
| Target Vocabulary | expedition, barrier, despite, fulfilled, range, techniques, resumed, edible, tributaries, trek | | |
| Weekly Test | VOCABULARY: Target Vocabulary, Analogies | Lesson 25 | |
| | COMPREHENSION: Main Ideas and Details, Primary Sources, Explain Historical Events, Anchor Text | | |
| | DECODING: Consonant Alternations | | |
| | GRAMMAR: Contractions | | |
| Benchmark Test | Grade 5, Unit 5 TEST Unit 5 Performance Task | Assigned online in Think Central by teacher | |

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WEEK 26

Essential Question: *What can people learn by reading about how different animals adapt and survive?*

| Name of Resource | Titles/Topics | Page Numbers | Completed (Date) |
|------------------------------|--|--------------|------------------|
| Reading Adventure Magazine | Anchor Text: “Animals on the Move” | 4-13 | |
| | Paired Text: “Skywoman’s Rescue” | 4-5 | |
| | Poetry: “The Whale,” “Wild Geese” | 14-15 | |
| | Activity Central: “Animal Match,” “Wild Similes” | 16-17 | |
| | Your Turn (writing): “Wild Traveler” | 18-19 | |
| Reader’s Notebook (workbook) | Spelling: Words Parts: <i>com-</i> , <i>con-</i> , <i>pre-</i> <i>pro-</i> / Grammar: Possessive Nouns / Writing (Word Choice) / Independent Reading | 361-371 | |
| Writing Handbook | Definition Paragraph | 64-65 | |
| Additional Resources | Close Reader (workbook) | 114-117 | |
| | Leveled Readers: Grade 5, Lesson 26 | | |
| | Write-in Reader (Tier 2 Support Workbook) | 252-261B | |
| Target Vocabulary | disturbing, struggled, primitive, brandishing, gradually, scanned, identical, routine, gorgeous, sweeping | | |
| Weekly Test | VOCABULARY: Target Vocabulary, Multiple-Meaning Words | Lesson 26 | |
| | COMPREHENSION: Text and Graphic Features, Anchor Text | | |
| | DECODING: Prefixes and Word Roots | | |
| | GRAMMAR: Possessive Nouns | | |

GRADE 5 Journeys Weekly Pacing Guides

WEEK 27

Essential Question: *What lessons can we learn from other cultures?*

| Name of Resource | Titles/Topics | Page Numbers | Completed (Date) |
|------------------------------|--|----------------|------------------|
| Reading Adventure Magazine | Anchor Text: “Mysteries at Cliff Palace” | 20-27 | |
| | Paired Text: “Cave of the Crystals” Poetry: “Places and Names: A Traveler’s Guide,” “Los Libros/Books” | 28-29 30-31 | |
| | Activity Central: “Character Match,” “Sensing the Cave” | 32-33 | |
| | Your Turn (writing): “Bon Voyage!” | 34-35 | |
| Reader’s Notebook (workbook) | Spelling: Suffixes: <i>-ant, -ent, -able, -ible, -ism, -ist</i> / Grammar: Abbreviations / Informative Writing (Voice) / Independent Reading | 372-382 | |
| Writing Handbook | Journal Entry | 66-67 | |
| Additional Resources | Close Reader (workbook) | 118-121 | |
| | Leveled Readers: Grade 5, Lesson 27 | | |
| | Write-in Reader (Tier 2 Support Workbook) | 262-271B | |
| Target Vocabulary | Dwarfed, procedure, transferred enthusiastic, adapted, conserving, critical, realization, available, resemble | | |
| Weekly Test | VOCABULARY: Target Vocabulary, Suffixes <i>-ness, -less, -ment</i> | Lesson 27 | |
| | COMPREHENSION: Theme, Anchor Text | | |
| | DECODING: More Familiar Suffixes | | |
| | GRAMMAR: Abbreviations | | |

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WEEK 28

Essential Question: *How does the study of fossils relate to our everyday lives?*

| Name of Resource | Titles/Topics | Page Numbers | Completed (Date) |
|------------------------------------|--|--------------|------------------|
| Reading Adventure Magazine | Anchor Text: “Fossils” | 36-41 | |
| | Paired Text: “Trapped in Tar!” | 42-43 | |
| | Poetry: “Journey of the Woolly Mammoth,” “Fossils” | 44-45 | |
| | Activity Central: “Double Meanings,” “Prove It!” | 46-47 | |
| | Your Turn (writing): “Your Opinion Counts!” | 48-49 | |
| Reader’s Notebook (workbook) | Spelling: Greek Word Parts / Grammar: Commas in Sentences / Informative Writing (Ideas) / Independent Reading | 383-393 | |
| Writing Handbook | Summary | 68-69 | |
| Additional Resources | Close Reader (workbook) | 122-`129 | |
| | Leveled Readers: Grade 5, Lesson 28 | | |
| | Write-in Reader (Tier 2 Support Workbook) | 272-281B | |
| Target Vocabulary | viewpoint, surveyed, advantages, previously, legendary, retreat, persuade, aspects, rural, organize | | |
| Weekly Test | VOCABULARY: Target Vocabulary, Idioms | Lesson 28 | |
| | COMPREHENSION: Fact and Opinion, Anchor Text | | |
| | DECODING: Greek Word Roots | | |
| | GRAMMAR: Commas in Sentences | | |

GRADE 5 Journeys Weekly Pacing Guides

WEEK 29

Essential Question: *Why are people fascinated by nature?*

| Name of Resource | Titles/Topics | Page Numbers | Completed (Date) |
|------------------------------|---|----------------|------------------|
| Reading Adventure Magazine | Anchor Text: “The Case of the Missing Deer” | 52-57 | |
| | Paired Text: “Fossil Fish Found!” Poetry: “Encounter,” “Deep in the Forest” | 50-51 58-59 | |
| | Activity Central: “You Choose the Ending,” “Who Did It?” | 60-61 | |
| | Your Turn (writing): “Writing to Remember” | 62-63 | |
| Reader’s Notebook (workbook) | Spelling: Latin Word Parts / Grammar: More Commas / Informative Writing (Organization) / Independent Reading | 394 - 404 | |
| Writing Handbook | Informational Essay: Prewriting | 70-71 | |
| Additional Resources | Close Reader (workbook) | 130-135 | |
| | Leveled Readers: Grade 5, Lesson 29 | | |
| | Write-in Reader (Tier 2 Support Workbook) | 282-291B | |
| Target Vocabulary | record, incredibly, destination, suspense, required, insights, dependent, effective, diminishing, marveling | | |
| Weekly Test | VOCABULARY: Target Vocabulary, Greek and Latin Roots | Lesson 29 | |
| | COMPREHENSION: Conclusions and Generalizations, Anchor Text | | |
| | DECODING: Latin Word Roots | | |
| | GRAMMAR: More Commas | | |

GRADE 5 Journeys Weekly Pacing Guides

WEEK 30

Essential Question: *What traits help make a person good at solving problems?*

| Name of Resource | Titles/Topics | Page Numbers | Completed (Date) |
|------------------------------|---|---|------------------|
| Reading Adventure Magazine | Anchor Text: “Get Lost! The Puzzle of Mazes” | 66-73 | |
| | Paired Text: “Journey to Cuzco: The Origin of the Inca” | 64-65 | |
| | Poetry: “The Best Paths,” “Compass” Activity Central: “Memory Maze,” “Amaze Yourself!” | 74-75 76-77 | |
| | Your Turn (writing): “A Writer’s Treasure Map” | 78-79 | |
| Reader’s Notebook (workbook) | Spelling: Words from Other Languages / Grammar: Other Punctuation / Informative Writing (Ideas) / Independent Reading | 405-415 | |
| Writing Handbook | Informational Essay: Drafting/Revising | 72-73 | |
| Additional Resources | Close Reader (workbook) | 136-143 | |
| | Leveled Readers: Grade 5, Lesson 30 | | |
| | Write-in Reader (Tier 2 Support Workbook) | 292-301B | |
| Target Vocabulary | undoubtedly, pace, reasoned, nerve, underestimated, extending, residents, balked, techniques, barrier | | |
| Weekly Test | VOCABULARY: Target Vocabulary, Word Origins | Lesson 30 | |
| | COMPREHENSION: Main Ideas and Details, Anchor Text | | |
| | DECODING: Identifying VCV, VCCV, and VCCCV Syllable Patterns | | |
| | GRAMMAR: Other Punctuation | | |
| Benchmark Test | Grade 5, Unit 6 TEST Unit 6 Performance Task | Assigned online in Think Central by teacher | |

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