

Monday 10/27/2025

Language Arts

Q2W3D1

- Explain how relevant details support the central idea of a text.
- Distinguish between important and unimportant information to build knowledge about voting rights.

Read article: "Fighting for the Vote"

Determine central idea and relevant details for text

Writing: Body paragraph 3 on Brazil essay

Centers:

ixl - H.3 & EE.1

Daily writing prompt

spelling/vocab/grammar

180 days of reading

iready

cursive practice - lower case m & n

Spelling Words:

1. accountable
2. appointment
3. maintained
4. blueprint
5. seedling
6. typhoon
7. jeering
8. discreet
9. unseated

- 10. featuring
- 11. committee
- 12. unsustainable

Standards

ELA.5.R.2.2 Explain how relevant details support the central idea(s), implied or explicit.

Social Studies

Explorers

Article 4 - Exploration: then and now

I wonder activity

Standards

SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

SS.5.A.3.1 Describe technological developments that shaped European exploration.

SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.

Tuesday 10/28/2025

Language Arts

Q2W3D2

•Explain how a **chronological** text structure contributes to the overall meaning of the text.

reread "Fighting for the Vote"

Determine text structure by finding context clues explain how the text structure helps students understand the text

Writing: Conclusion

Centers:

ixl - H.3 & EE.1

Daily writing prompt

spelling/vocab/grammar

180 days of reading

iready

cursive practice - lower case m & n

Spelling Words:

1. accountable

2. appointment

3. maintained

4. blueprint

5. seedling

6. typhoon

7. jeering

8. discreet

9. unseated

10. featuring

11. committee

12. unsustainable

Standards

ELA.5.R.2.1 Explain how text structures and/or features contribute to the overall meaning of texts.

Social Studies

Explorers

Mapping it out &
Trade, Taxes, and Scarcity

Standards

SS.5.A.3.1 Describe technological developments that shaped European exploration.

SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.

Wednesday 10/29/2025

Language Arts

Q2W3D3

- Track the development of an argument.
- Identify how the author uses claim, evidence, and reasons to support an argument.

Students will identify the author's purpose for writing the article, determine the author's claim in the article and find evidence to support the claim.

Centers:

ixl - H.3 & EE.1

Daily writing prompt

spelling/vocab/grammar

180 days of reading

iready

cursive practice - lower case m & n

Spelling Words:

1. accountable
2. appointment
3. maintained
4. blueprint
5. seedling
6. typhoon
7. jeering
8. discreet
9. unseated
10. featuring
11. committee
12. unsustainable

Standards

ELA.5.R.2.4 Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.
Social Studies
Explorers
Week 11 Assessment

Thursday 10/30/2025

Language Arts

Q2W3D4

- Compare and contrast primary and secondary sources on the same topic.
- Explain how relevant details support the central ideas of a text.

Discussion: difference between primary and secondary sources

Students will determine if "Fighting for the Vote" and "Voting Rights Act Address" are Primary or Secondary and find similarities and differences in the two.

Writing: Editing essay - citing text evidence and adding elaboration

Centers:

ixl - H.3 & EE.1

Daily writing prompt

spelling/vocab/grammar

180 days of reading

iready

cursive practice - lower case m & n

Spelling Words:

1. accountable
2. appointment
3. maintained
4. blueprint
5. seedling
6. typhoon
7. jeering
8. discreet
9. unseated
10. featuring

- 11. committee
- 12. unsustainable

Standards

ELA.5.R.3.3 Compare and contrast primary and secondary sources related to the same topic.

Social Studies

Consequences of Contact

Article: "Effects of European Exploration"

Activity: Venn Diagram comparing people of the Americas and people of Europe

Standards

SS.5.A.1.1 Use primary and secondary sources to understand history.

SS.5.A.3.1 Describe technological developments that shaped European exploration.

SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.

SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.

SS.5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies.

SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

SS.5.E.1.3 Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

SS.5.G.2.1 Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.

Friday 10/31/2025

Language Arts

Q2W3D5

Spelling Test
Weekly Language Test
Benchmark U3W2

Centers:

ixl - H.3 & EE.1
Daily writing prompt
spelling/vocab/grammar
180 days of reading
iready
cursive practice - lower case m & n

Spelling Words:

1. accountable
2. appointment
3. maintained
4. blueprint
5. seedling
6. typhoon
7. jeering
8. discreet
9. unseated
10. featuring
11. committee
12. unsustainable

Social Studies

Consequences of Contact

Article: "the Columbian Exchange"

Activity: Grocery List and Dinner Menu

Standards

SS.5.A.1.1 Use primary and secondary sources to understand history.

SS.5.A.3.1 Describe technological developments that shaped European exploration.

SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.

SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.

SS.5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies.

SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

SS.5.E.1.3 Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

SS.5.G.2.1 Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.