

Monday 09/15/2025

Eck Plans

Language Arts

Q1W6D1

**Esperanza Rising- Chapter 1 - Las Uvas**

I can use context clues to determine the meaning of words and phrases and identify key details to understand the setting and characters.

Written response after chapter reading - see assignment in Teams

Centers:

- ixl
- daily writing prompts
- 180 days of reading
- spelling
- grammar
- cursive - lower case b & h

Spelling words:

1. margin
2. depart
3. support
4. important
5. upstairs
6. adore
7. square
8. partial
9. court
10. source
11. absorb
12. corporation

**Standards**

**ELA.5.V.1.3** Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

**ELA.5.R.1.1** Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.

Social Studies
Geography
Summative Test

Tuesday 09/16/2025

Eck Plans

Language Arts

Q1W6D2

**Esperanza Rising- Chapter 2 - Las Papayas**

I can describe how Esperanza's point of view shapes the description of events.

I can explain how Esperanza's point of view affects the way we learn about Papa's death.

Centers:

- ixl
- daily writing prompts
- 180 days of reading
- spelling
- grammar
- cursive - lower case b & h

Spelling words:

1. margin
2. depart
3. support
4. important
5. upstairs
6. adore
7. square
8. partial
9. court
10. source
11. absorb
12. corporation

**Standards**

**ELA.5.R.1.3** Describe how an author develops a character's perspective in a literary text.

**ELA.5.R.1.4** Explain how figurative language and other poetic elements work together in a poem.

Social Studies

**Life in North American Before European Contact**

Ancient Civilizations in the Americas - Studies Weekly, Article 1

**Standards**

**SS.5.A.2.1** Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).

**SS.5.A.2.2** Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).

**SS.5.A.2.3** Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.

Wednesday 09/17/2025

Eck Plans

Language Arts

Q1W6D3

**Esperanza Rising- Chapter 3 - Los Higos**

I can summarize the chapter and explain how characters respond to challenges.

Write a summary of chapter - see assignment in Teams

Centers:

- ixl
- daily writing prompts
- 180 days of reading
- spelling
- grammar
- cursive - lower case b & h

Spelling words:

1. margin
2. depart
3. support
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11. absorb
12. corporation

**Standards**

**ELA.5.R.1.2** Explain the development of stated or implied theme(s) throughout a literary text.

**ELA.5.R.3.2.a** Include plot and theme for a literary text.

Social Studies

Life in North American Before European Contact

Articles: Aztec, Maya, Mound Builders, Ancestral Pueblo, and Inuit

Students will work in small groups on one of the article to create a presentation to share with the class to teach about their assigned section.

Standards

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

SS.5.A.2.1 Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).

Thursday 09/18/2025

Eck Plans

Language Arts

Q1W6D4

**Esperanza Rising- Chapter 4 - Las Guayabas**

I can write an opinion paragraph explaining whether Esperanza was brave during the escape.

Students will write an opinion paragraph supporting their opinion with evidence from the text. See assignment in Teams

Centers:

- ixl
- daily writing prompts
- 180 days of reading
- spelling
- grammar
- cursive - lower case b & h

Spelling words:

1. margin
2. depart
3. support
4. important
5. upstairs
6. adore
7. square
8. partial
9. court
10. source
11. absorb
12. corporation

**Standards**

**ELA.5.V.1.3** Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

**ELA.5.C.1.4** Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.

Social Studies

**Life in North American Before European Contact**

Articles: Aztec, Maya, Mound Builders, Ancestral Pueblo, and Inuit

Students will work in small groups on one of the article to create a presentation to share with the class to teach about their assigned section.

**Standards**

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

**SS.5.A.2.1** Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).



Friday 09/19/2025

Eck Plans

Language Arts

**Q1W6D5**

Spelling Test

Weekly Language Quiz

**Esperanza Rising- Chapter 5 - Los Melones**

I can compare Esperanza's expectations with the reality of arriving in the U.S.

Students will describe characters point of view. See assignment in Teams

Centers:

- ixl
- daily writing prompts
- 180 days of reading
- spelling
- grammar
- cursive - lower case b & h

Spelling words:

1. margin
2. depart
3. support
4. important
5. upstairs
6. adore
7. square
8. partial
9. court
10. source
11. absorb
12. corporation

**Standards**

**ELA.5.R.1.3** Describe how an author develops a character's perspective in a literary text.

**ELA.5.R.1.1** Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.

Social Studies

**Life in North America Before European Contact**

Presentation of projects

Students will take notes on others projects

Students will compare and contrast two of the civilizations they have learned about.