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# Nebraska 5 English Language Arts / Reading

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                                                |
|------------------|--------------------------------------------------------------------------------|
| State            | Nebraska                                                                       |
| Grade            | 5 (Elementary)                                                                 |
| Subject          | English Language Arts / Reading                                                |
| Course category  | Core                                                                           |
| Standards family | English Language Arts / Literacy                                               |
| Framework        | Nebraska's College and Career Ready Standards for English Language Arts (2021) |
| Issuing agency   | Nebraska Department of Education                                               |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units                      |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Strategies for Unknown Words

### Unit 3: Words Worth Knowing • Month 3 • Quarter 1 • Semester 1 • Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What do I do when I meet a word I do not know?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Standards          | <p><b>Strategies for Unknown Words</b> → <b>LA.5.V.1 Nebraska CCR-English Language Arts</b> — Acquire and use grade-level academic vocabulary appropriately. a. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases. b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words. c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.</p> <p><b>Using Context Clues</b> → <b>LA.5.V.1 Nebraska CCR-English Language Arts</b> — Acquire and use grade-level academic vocabulary appropriately. a. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases. b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words. c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.</p> |
| Learning target    | "I can choose a strategy to work out an unknown word."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

### Measurable objectives

- Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
- Students will use context clues to determine meanings of unfamiliar spoken or written words.

### Success criteria (student-friendly)

- "I name several strategies."
- "I choose one that suits the word."
- "I check my answer makes sense."

### Academic vocabulary

strategy, context clue, multiple-meaning, clarify, flexibly

### Materials and technology

- Texts chosen by the teacher
- Strategy cards
- Notebooks
- Dictionaries
- Chart paper

### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |
| Intervention / reteach  | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.                                                                    |
| Enrichment              | Extend into an open-ended centre or project connected to the essential question.                                                                                                                       |

### Assessment and evidence

A strategy chosen and applied to an unknown word.

### Family communication

Ask your child how they work out a new word.

## Day 41 — The Strategies We Have

Week 9, Day 1 • Unit 3 • Standards: LA.5.V.1

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Surveying strategies.                                  |
| Learning target   | "I can choose a strategy to work out an unknown word." |
| Vocabulary in use | strategy, context clue, multiple-meaning               |
| Local date        | _____                                                  |

### Learning sequence

Connect: word parts from Unit 1. Try: shared listing. Apply: pupils name them. Reflect: YEAR-LONG SKILL context clues (context clues) taught here where it belongs.

### Check for understanding

Student names several strategies for an unknown word.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Reading Around the Word

Week 9, Day 2 • Unit 3 • Standards: LA.5.V.1

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Context clues.                                         |
| Learning target   | "I can choose a strategy to work out an unknown word." |
| Vocabulary in use | strategy, context clue, multiple-meaning               |
| Local date        | _____                                                  |

### Learning sequence

Connect: strategies. Teach: the sentence before and after often defines the word without saying so. Try: shared practice. Apply: pupils use context. Reflect: TEACHER SUPPLIES ALL TEXTS.

### Check for understanding

Student infers a word's meaning from context.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Words With More Than One Meaning

Week 9, Day 3 · Unit 3 · Standards: LA.5.V.1

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Multiple-meaning words.                                |
| Learning target   | "I can choose a strategy to work out an unknown word." |
| Vocabulary in use | strategy, context clue, multiple-meaning               |
| Local date        | _____                                                  |

### Learning sequence

Connect: context. Teach: for a multiple-meaning word, context does not suggest the meaning - it SELECTS it. Try: shared practice. Apply: pupils select the right sense. Reflect: a genuinely different task from inferring an unknown word.

### Check for understanding

Student selects the correct sense of a multiple-meaning word.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Choosing the Right Strategy

### Week 9, Day 4 · Unit 3 · Standards: LA.5.V.1

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Flexibility.                                           |
| Learning target   | "I can choose a strategy to work out an unknown word." |
| Vocabulary in use | strategy, context clue, multiple-meaning               |
| Local date        | _____                                                  |

### Learning sequence

Connect: our strategies. Teach: a technical term needs a dictionary; a made-up word needs context; a long word needs its parts. Try: shared matching. Apply: pupils choose. Reflect: FLEXIBLY is the standard's word and the assessed skill.

### Check for understanding

Student chooses a strategy suited to a particular word.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.



## Day 45 — Checking It Makes Sense

Week 9, Day 5 • Unit 3 • Standards: LA.5.V.1

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Verification.                                          |
| Learning target   | "I can choose a strategy to work out an unknown word." |
| Vocabulary in use | strategy, context clue, multiple-meaning               |
| Local date        | _____                                                  |

### Learning sequence

Connect: choosing. Teach: putting the meaning back into the sentence to check. Try: shared checking. Apply: pupils verify. Reflect: the check that prevents a confident wrong answer.

### Check for understanding

Student checks an inferred meaning against the sentence.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
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## Source citation

Nebraska Department of Education. Nebraska's College and Career Ready Standards for English Language Arts (2021). Retrieved 2026-07-27 from <https://www.education.ne.gov/wp-content/uploads/2022/08/ELA-Standards-2021-8-25-22.pdf>