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# New York 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            | New York                                                                       |
| Grade            | 5 (Elementary)                                                                 |
| Subject          | English Language Arts / Reading                                                |
| Course category  | Core                                                                           |
| Standards family | English Language Arts / Literacy                                               |
| Framework        | New York State Next Generation English Language Arts Learning Standards (2017) |
| Issuing agency   | New York State Education Department                                            |
| 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 -&gt; 5L4 Vocabulary Acquisition and Use</b> — Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p><b>Using Context Clues -&gt; 5L4a Vocabulary Acquisition and Use</b> — Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</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.                                   |

| Support area           | This week's plan                                                                                                                                                                                       |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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: 5L4, 5L4a

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| 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. Teach: context, word parts, a dictionary, or asking - four routes, and the standard says CHOOSING FLEXIBLY FROM A RANGE. 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: 5L4, 5L4a

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| 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: 5L4, 5L4a

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| 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: 5L4, 5L4a

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| 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: 5L4, 5L4a

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| 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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