

5th Grade ELA Instructional Map Cover Page

[Tennessee ELA Standards](#) includes glossary of “terms embedded in the ELA content standards”.

Focus Standards 2018-2019

1st Quarter

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **ACT*

5.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. **ACT*

5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. **ACT*

5.RL.CS.6 Describe how a narrator’s or speaker’s point of view influences how events are described. **ACT*

5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. **ACT*

2nd Quarter

5.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. **ACT*

5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge. **ACT*

5.FL.VA.7ai Use context as a clue to the meaning of a word or phrase. **ACT*

5.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. **ACT*

5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information. **ACT*

3rd Quarter

5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same topic or event. **ACT*

5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular text. **ACT*

5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **ACT*

4th Quarter

5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grade 4-5 text complexity band independently and proficiently.

5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grade 4-5 text complexity band independently and proficiently.

5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **ACT*

Grade 5 English Language Arts Blueprint

The blueprints reflect only operational assessment items.

Grade 5: Subpart 1-4				
		# of Items	# of Score Points	% of Test
Written Expression The writing prompt will always be in Subpart I and will be accompanied by 3-5 text-based selected-response items. The writing prompt will align to writing standard 5.W.TTP.1, 5.W.TTP.2, or 5.W.TTP.3. The expectations of each writing standard spiral through all four traits of the writing rubric. The Language and Convention traits draw additional criteria from the language standards.	Focus and Organization**	1	4	24-32
	Development**		4	
	Language (Standard 5.FL.VA.7c)		4	
	Conventions (Standards 5.FL.WC.4, 5.FL.SC.6)		4	
Reading Literature (Standards 5.RL.KID.1, 5.RL.KID.2, 5.RL.KID.3, 5.RL.CS.4, 5.RL.CS.5, 5.RL.CS.6, 5.RL.IKI.7, 5.RL.IKI.9, 5.FL.VA.7a, 5.FL.VA.7b, 5.FL.VA.7c)		23-40	30-45	68-76
Reading Informational Text (Standards 5.RI.KID.1, 5.RI.KID.2, 5.RI.KID.3, 5.RI.CS.4, 5.RI.CS.5, 5.RI.CS.6, 5.RI.IKI.7, 5.RI.IKI.8, 5.RI.IKI.9, 5.FL.VA.7a, 5.FL.VA.7b, 5.FL.VA.7c)				
Language and Conventions (Standards 5.FL.PWR.3, 5.FL.WC.4, 5.FL.SC.6)				
Total		28-48	50-68	100

** Focus & Organization and Development are not double-weighted for grade 5 in writing.

****This is the Blueprint from 2017-2018.**

Descriptions of TNReady Writing Tasks

Writing Type	Passages Used	Description of Tasks
Argument	<p>Literary: Stories, dramas, or poems called for by the grade-level reading standards</p>	<ul style="list-style-type: none"> Students read two literary passages that are related in a meaningful way (e.g., theme, plot). For argument, the task asks students to develop one or more claims about the passages and organize reasons and evidence in support of the claim(s). The reasons and evidence should be drawn from evidence within the passages.
	<p>Informational: History, science, or literary nonfiction texts called for by the grade-level reading standards One text may be an audio/visual presentation.</p>	<ul style="list-style-type: none"> Students read two to three informational passages that are related in a meaningful way (e.g., point of view, use of evidence). For argument, the task asks students to analyze the passages to develop one or more claims and provide reasons and evidence in support of the claim(s). The reasons, information, and evidence should be drawn from the passages.
Informative/ Explanatory	<p>Literary: Stories, dramas, or poems called for by the grade-level reading standards</p>	<ul style="list-style-type: none"> Students read two literary passages that are related in a meaningful way (e.g., theme, plot). The task asks students to examine a topic in the passages and clearly organize and convey ideas about the passages. The task may ask for comparison or integration of a topic or ideas. The ideas should be drawn from evidence within the passages.
	<p>Informational: History, science, or literary nonfiction texts called for by the grade-level reading standards One text may be an audio/visual presentation.</p>	<ul style="list-style-type: none"> Students read two to three informational passages that are related in a meaningful way (e.g., point of view, use of evidence). The task asks students to examine a topic in the passages and clearly organize and convey information from the passages. The task may ask for comparison or integration of information and will often simulate a short research task. The ideas and information should be drawn from evidence within the passages.
Narrative	<p>Literary: Story, drama, or poems aligned to the grade-level reading standards</p>	<ul style="list-style-type: none"> Students read one literary passage. The prompt asks students to develop an imagined experience or event using effective technique, descriptive details, and clear event sequences. The student's narrative should be based on characters and events in the passage.
(Fiction)	<p>Informational: History, science, or literary nonfiction texts aligned to the grade-level reading standards One text may be a visual presentation.</p>	<ul style="list-style-type: none"> Students read two to three informational passages. The task asks students to develop an imagined experience or event, based on the informational text using effective technique, descriptive details, and clear event sequences. The student's fictional narrative should be based on the information gleaned from the passage.

Standards Coding Key

FL – Foundational Literacy		RL – Reading Literature & RI – Reading Informational	
PWR	Phonics & Word Recognition	R	Reading
WC	Word Composition	CS	Craft & Structure
F	Fluency	IKI	Integration of Knowledge & Ideas
SC	Sentence Composition	RRTC	Range of Reading & Level of Text Complexity
VA	Vocabulary Acquisition		
SL – Speaking & Listening		W - Writing	
CC	Comprehension & Collaboration	TTP	Text Types & Protocol
PKI	Presentation of Knowledge & Ideas	WDW	Production & Distribution of Writing
		RBPK	Research to Build & Present Knowledge
		RW	Range of Writing

Novel Studies for 2018-2019

Semester 1	Semester 2
<p><i>The Lion, the Witch, and the Wardrobe</i> by C.S. Lewis (940 Lexile)</p> <ul style="list-style-type: none"> • Symbolism • Allegory • Theme • Figurative language • Point of view 	<p><i>The Watsons Go to Birmingham</i> by Christopher Paul Curtis (920 Lexile)</p> <ul style="list-style-type: none"> • Figurative language • Point of view • Social Studies Integrated information (Civil Rights) • Opinion

Daily Writing

Students should also be writing daily. Teachers should incorporate writing throughout their lessons. Some daily quick-write examples are as follows:

- Summarize informational text used in the classroom
- Summarize a chapter of their self-selected book
- A short writing from differing points of view
- A 5-W summary (who, what, where, when, why)
- Twitter writing – give the students a limited number of lines / words and they must write to a subject
- Give One – Get One: pose a question, students will number their paper 1-5, they will write 3 ideas or answers, then they must collaborate with other students to get 2 or more answers and they give 2 of theirs away.

Suggested Resources for Use Throughout the Year

ReadWorks.org

- This site contains many articles that are leveled by Lexile. Our guide references the Article of the Day multiple times. We recommend you take advantage of this resource.
- FREE

Commonlit.org

- Using this site, you can set each of your students up with an account and track their progress ... BY STANDARD!! How cool is that??!!
- FREE

studiesweekly.com

- This is a resource that comes with the USA Studies Weekly Social Studies subscription. This is a great classroom resource for non-fiction texts that supports both Social Studies and ELA.
- This is NOT free

Fifth Grade On-going ELA Standards

(a non-inclusive list of skills to be embedded in day-to-day instruction throughout the year)

Speaking and Listening Standards

- 5.SL.CC.1 Prepare for collaborative discussion on 5th grade level topics and texts; engage effectively with varied partners, building on others ideas and expressing their own ideas clearly.
- 5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
- 5.SL.CC.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Reading: Literature Standards

- 5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grade 4-5 text complexity band independently and proficiently.
- 5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **ACT*

Reading: Informational Text

- 5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grade 4-5 text complexity band independently and proficiently.

Reading: Foundational Literacy (Vocabulary Acquisition)

- 5.FL.VA.7ai Use context as a clue to the meaning of a word or phrase. **ACT*
- 5.FL.VA.7aia Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. **ACT*
- 5.FL.VA.7aiii Use the relationship between particular words to better understand each of the words. **ACT*
- 5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. **ACT*

Reading: Foundational Literacy (Fluency)

- 5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.
- 5.FL.F.5a Read grade-level texts with purpose and understanding.

5.FL.F.5b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

5.FL.F.5c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

Reading: Foundational Literacy (Sentence Composition)

5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and convention of standard English grammar and usage, including capitalization and punctuation, when writing. **ACT*

- **a** Explain the function of conjunctions, prepositions, and interjections in general and in particular sentences.
- **b** Form and use the perfect verb tenses.
- **c** Use verb tense to convey various times, sequences, states, and conditions.
- **d** Recognize and correct inappropriate shifts in verb tense.
- **e** Use correlative conjunctions.
- **f** Use punctuation to separate items in a series.
- **g** Use a comma to separate an introductory element from the rest of the sentence.
- **h** Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- **i** Use underlining, quotation marks, or italics to indicate titles of works.
- **j** Write multiple cohesive paragraphs on a topic.

Reading: Foundational Literacy (Word Composition)

5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly

5.FL.WC.4a Spell grade-appropriate words correctly, consulting references as needed.

5.FL.WC.4b Write legibly in manuscript and cursive.

Reading: Foundational Literacy (Phonics and Word Recognition)

5.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

Writing

5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3). **ACT*

5.W.RBPK.9 Draw evidence from literary or informational text to support analysis, reflection, and research, applying grade 5 standards for reading.

5.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

5th Grade Instructional Map 2018-2019

Fifth Grade Standards Quarter 1, Weeks 1-3 (weeks 1-3 of 36 weeks)

Cornerstone:

Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **ACT*

Learning Target

*I can quote evidence from a text to explain and draw inferences.

Cornerstone:

Determine central ideas or theme of a text and analyze their development; summarize the key supporting details and ideas.

5.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. **ACT*

Learning Targets

*I can use specific details to determine the theme of a text.

*I can summarize the text.

Cornerstone:

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (*e.g., a section, chapter, scene, or stanza*) relate to each other and the whole.

5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular text. **ACT*

Learning Targets

* I can explain how parts of a text fit together to provide structure for the text.

Cornerstone:

Demonstrate command of the conventions of standard English grammar and usage when speaking and convention of standard English grammar and usage, including capitalization and punctuation, when writing.

5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and convention of standard English grammar and usage, including capitalization and punctuation, when writing. **ACT*

<p>5.FL.SC.6f Use punctuation to separate items in a series. <i>*ACT</i></p> <p>5.FL.SC.6g Use a comma to separate an introductory element from the rest of the sentence. <i>*ACT</i></p> <p>5.FL.SC.6h Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). <i>*ACT</i></p> <p>5.FL.SC.6i Use underlining, quotation marks, or italics to indicate titles of works. <i>*ACT</i></p> <p>Learning Targets:</p> <ul style="list-style-type: none"> *I can use punctuation to separate items in a series. *I can use commas to separate an introductory element from the rest of the sentence. *I can use commas when setting off introductory words or phrases in a sentence. *I can use appropriate punctuation when writing titles of works. 		
<p>Reading Literature & Informational Text</p>	<p>Target Skills: Inferences, Text Evidence, Theme, Summarize</p> <p>Target Strategies: Analyze text</p>	<p>Suggested Resources:</p> <p>Articles from ReadWorks:</p> <ul style="list-style-type: none"> ▪ “Slavery, Civil War, and Reconstruction: The Underground Railroad” (Lexile 790) ▪ “Slavery in the North” (Lexile 1000) ▪ “Slavery, Civil War, and Reconstruction: Slavery in the Territories” (Lexile 730) ▪ Article of the Day sets <p>Books:</p> <ul style="list-style-type: none"> ▪ <i>Pink and Say</i> by Patricia Polacco (Lexile 660) ▪ <i>January’s Sparrow</i> by Patricia Polacco (Lexile 760) ▪ <i>Unspoken: A Story from the Underground Railroad</i> (wordless picture book) by Henry Cole (Lexile NP)
<p>Speaking and Listening Skill</p>	<p>Accountable Talk, Formal and informal language</p>	
<p>Language</p>	<p>Comma usage, Titles of works</p>	

Writing	<p>Mode: Text evidence, summarize</p> <p>Skill: Structure, sequence, word choice</p>	<p>Suggested Activities:</p> <ul style="list-style-type: none"> ▪ Choose pictures from Google images on the Civil War and have students write from the point of view of a person in the photo. ▪ Summarize a chapter of their current self-selected book ▪ Quick writes on informational text used in the classroom (for example: “According to the text, what does the author mean...” 		
Foundational Skills	<p>Decoding</p>	<p>Refer to the following resources that may be in your building:</p> <ul style="list-style-type: none"> ▪ 95% Vocabulary Surge ▪ Wordly Wise ▪ Journeys textbook ▪ Read Naturally <p>Suggested resources:</p> <ul style="list-style-type: none"> ▪ http://www.bcsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/17/Prefix_Suffix_Root_list_chart_R1.doc ▪ https://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/5405/affixes%20and%20roots%20by%20grade%20level.pdf 		
Student Outcomes		Vocabulary		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -use specific details to determine the theme of a text. -summarize the text. -use punctuation to separate items in a series. -use commas to separate an introductory element from the rest of the sentence. -use commas when setting off introductory words or phrases in a sentence. 		Reading	Grammar	Writing
		<ul style="list-style-type: none"> • Quote • Inference • Theme • Summarize • Punctuation • Point of view 	<ul style="list-style-type: none"> • Commas • Titles of works 	<ul style="list-style-type: none"> • Narrative • Structure • Sequence • Dialogue

<p>-use appropriate punctuation when writing titles of works. -describe how a narrator’s or speaker’s point of view affects a story.</p>	<ul style="list-style-type: none"> • Narrator 		
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<p>Fifth Grade Standards Quarter 1, Weeks 4-6 (weeks 4-6 of 36 weeks)</p>
<p>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
<p>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. <i>*ACT</i></p> <p>5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings. <i>*ACT</i></p> <p>Learning Targets</p> <ul style="list-style-type: none"> *I can determine the meaning of similes and metaphors as they are used in a text. *I can describe the impact of sound devices in a text. *I can determine the connotative meaning of words or phrases. * I can determine the technical meaning of words or phrases.
<p>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and convention of standard English grammar and usage, including capitalization and punctuation, when writing.</p>
<p>5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and convention of standard English grammar and usage, including capitalization and punctuation, when writing. <i>*ACT</i></p> <p>5.FL.SC.6a Explain the function of conjunctions, prepositions, and interjections in general and in particular sentences. <i>*ACT</i></p> <p>5.FL.SC.6b Form and use the perfect verb tenses. <i>*ACT</i></p> <p>5.FL.SC.6c Use verb tense to convey various times, sequences, states, and conditions. <i>*ACT</i></p> <p>5.FL.SC.6d Recognize and correct inappropriate shifts in verb tense. <i>*ACT</i></p>

Learning Targets:

- *I can use correct grammar and syntax in my writing.
- *I can understand when and where to use conjunctions, prepositions, and interjections.
- *I can form and use the perfect verb tenses.
- *I can use verb tense to convey various conditions.
- *I can recognize and correct inappropriate shifts in verb tense and aspect.

Cornerstone:

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. **ACT*

Learning Target

- * I can use specific details from a text to compare and contrast characters, settings, or events.

Cornerstone:

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.

Learning Target

- *I can analyze graphics or images and determine what they add to a text.

Cornerstone:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics. **ACT*

Learning Target

- *I can compare and contrast themes and topics in stories from the same genre.

<p>Cornerstone: Assess how point of view or purpose shapes the content and style of a text.</p>		
<p>5.RL.CS.6 Describe how a narrator’s or speaker’s point of view influences how events are described. <i>*ACT</i> 5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same topic or event. <i>*ACT</i></p> <p>Learning Targets: *I can describe how a narrator’s or speaker’s point of view affects a story. *I can compare and contrast different accounts of the same event or topic.</p>		
<p>Reading Literature & Informational Text</p>	<p>Target Skills: Compare & contrast, Figurative language</p> <p>Target Strategies: Analyze word choice, Evaluate media</p>	<p>Suggested Resources: Articles from ReadWorks:</p> <ul style="list-style-type: none"> ▪ “The Two Harriets: Heroines of Abolition” (Lexile 920) ▪ “Slavery, the Civil War and Reconstruction: The Generals of the Civil War” (Lexile 870) ▪ Article of the Day sets <p>Books:</p> <ul style="list-style-type: none"> ▪ <i>Nurse, Soldier, Spy: The Story of Sarah Edmonds, a Civil War Hero</i> by Marissa Moss (Lexile AD820) ▪ <i>Behind Rebel Lines: The Incredible True Story of Sarah Edmonds, A Civil War Hero</i> by Seymour Reit (Lexile 830)
<p>Speaking and Listening Skill</p>	<p>Accountable Talk</p>	
<p>Language</p>	<p>Conjunctions, Prepositions, Interjections, Verb tenses</p>	
<p>Writing</p>	<p>Mode: Informational</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ http://expositorywritingprompts.com/5th-grade-writing-prompts/

	<p>Skill: Compare / contrast</p>	<p>Suggested Activities:</p> <ul style="list-style-type: none"> ▪ Compare / Contrast Lee vs Grant ▪ Compare letters from soldiers on each side of the Civil War ▪ Explain the differing points of view of the citizens of the North versus the South 		
<p>Foundational Skills</p>	<p>Decoding</p>	<p>Refer to the following resources that may be in your building:</p> <ul style="list-style-type: none"> ▪ 95% Vocabulary Surge ▪ Wordly Wise ▪ Journeys textbook ▪ Read Naturally <p>Suggested resources:</p> <ul style="list-style-type: none"> ▪ http://www.bsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/17/Prefix_Suffix_Root_list_chart_R1.doc ▪ https://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/5405/affixes%20and%20roots%20by%20grade%20level.pdf 		
<p>Student Outcomes</p>		<p>Vocabulary</p>		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -determine the meaning of similes and metaphors as they are used in a text. -describe the impact of sound devices in a text. -use correct grammar and syntax in my writing. -understand when and where to use conjunctions, prepositions, and interjections. -form and use the perfect verb tenses. -use verb tense to convey various conditions. -recognize and correct inappropriate shifts in verb tense and aspect. 	<p>Reading</p> <ul style="list-style-type: none"> • Figurative language • Simile • Metaphor • Sound devices (i.e. alliteration, onomatopoeia) • Graphics • Compare • Contrast • Connotative 	<p>Grammar</p> <ul style="list-style-type: none"> • Conjunctions • Prepositions • Interjections • Verb Tense 	<p>Writing</p> <ul style="list-style-type: none"> • Compare / contrast 	

<p>-use specific details from a text to compare and contrast characters, settings, or events. -analyze graphics or images and determine what they add to a text. -compare and contrast themes and topics in stories from the same genre.</p>	<ul style="list-style-type: none"> • Technical 		
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<p>Fifth Grade Standards Quarter 1, Week 7-9 (weeks 7-9 of 36 weeks)</p>
<p>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>
<p>5.FL.VA.7aii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. <i>*ACT</i> 5.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <i>*ACT</i> 5.FL.VA.7bi Interpret figurative language, including similes and metaphors, in context. <i>*ACT</i> 5.FL.VA.7bii Recognize and explain the meaning of common idioms and proverbs. <i>*ACT</i> 5.FL.VA.7biii Use the relationship between particular words to better understand each of the words. <i>*ACT</i></p> <p>Learning Targets: *I can explain word relationships and nuances in a text. *I can interpret similes and metaphors. *I can identify and explain the meaning of common idioms and proverbs. *I can word relationships to better understand meaning. *I can use Greek and Latin affixes and roots to understand unfamiliar words.</p>
<p>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>
<p>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. <i>*ACT</i> 5.W.TTP.3a Orient the reader by establishing a situation, using a narrator, and/or introducing characters. <i>*ACT</i> 5.W.TTP.3b Organize an event sequence that unfolds naturally and logically. <i>*ACT</i></p>

- 5.W.TTP.3c** Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. **ACT*
- 5.W.TTP.3d** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **ACT*
- 5.W.TTP.3e** Provide a conclusion that follows from the narrated experiences or events. **ACT*
- 5.W.TTP.3f** Use precise words and phrases and use sensory details to convey experiences and events. **ACT*
- 5.W.TTP.3g** Apply language standards addressed in the Foundational Literacy standards. **ACT*

Learning Target

- *I can use a narrator, introduce characters, or create a situation to place a reader in the story.
- *I can organize an event sequence that unfolds naturally and logically.
- *I can use narrative techniques to enhance the events and characters in a story.
- *I can use transitional words, phrases, and clauses to help the events in a story flow
- *I can write a conclusion that completes a story.
- *I can use precise words and phrases to help readers better understand a story.
- *I can use correct grammar and syntax in my writing.

Cornerstone:

Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.

5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Learning Target

- *I can adapt my speech for different contexts and tasks.

Cornerstone:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page.) **ACT*

Learning Target

- *I can plan, revise, and edit my writing.

<p>Reading Literature & Informational Text</p>	<p>Target Skills: Figurative language, Analyze, Graphics</p> <p>Target Strategies: Summarize, Question, Infer/Predict</p>	<p>Suggested Resources: Articles from ReadWorks:</p> <ul style="list-style-type: none"> ▪ “The American Civil War” (Lexile 1140) ▪ “A Real Life Batman” (Lexile 790) ▪ “To the Moon and Back” (Lexile 950) ▪ Article of the Day sets
<p>Speaking and Listening Skill</p>	<p>Accountable Talk, Story Telling</p>	
<p>Language</p>	<p>Dialogue, grammar and syntax</p>	
<p>Writing</p>	<p>Mode: Narrative</p> <p>Skill: Dialogue, transitional words / phrases, sequencing</p>	<p>Suggested Activities:</p> <ul style="list-style-type: none"> ▪ Write a story as if you were a Civil War soldier and describe a day in the life of a soldier. Be sure to use figurative language and dialogue. ▪ You could alter the above using the life of a slave or a runaway slave.
<p>Foundational Skills</p>	<p>Decoding Word study: Greek and Latin affixes and roots</p>	<p>Refer to the following resources that may be in your building:</p> <ul style="list-style-type: none"> ▪ 95% Vocabulary Surge ▪ Wordly Wise ▪ Journeys textbook ▪ Read Naturally <p>Suggested resources:</p> <ul style="list-style-type: none"> ▪ http://www.bcsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/17/Prefix_Suffix_Root_list_chart_R1.doc ▪ https://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/5405/affixes%20and%20roots%20by%20grade%20level.pdf

Student Outcomes	Vocabulary		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -explain word relationships and nuances in a text. -interpret similes and metaphors. -identify and explain the meaning of common idioms and proverbs. -use Greek and Latin affixes and roots to understand unfamiliar words. -establish a situation, introduce characters and a narrator, and organize events in a story. -organize an event sequence that unfolds naturally and logically. -use narrative techniques to enhance the events and characters in a story. -use transitional words, phrases, and clauses to help the events in a story flow. -write a conclusion that completes a story. -use precise words and phrases to help readers better understand a story. -use correct grammar and syntax in my writing. -adapt my speech for different contexts and tasks. -plan, revise, and edit my writing. 	Reading	Grammar	Writing
	<ul style="list-style-type: none"> • Nuance • Idiom • Proverb 	<ul style="list-style-type: none"> • Affixes • Roots • Dialogue 	<ul style="list-style-type: none"> • Characters • Narrator • Introduction • Conclusion • Syntax • Transitional Words • Sequencing

Fifth Grade Standards Quarter 2, week 1-3 (weeks 10-12 of 36 weeks)
Cornerstone Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
5.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. <i>*ACT</i>
Learning Targets *I can determine the main idea and details of a text and how it is supported by details. *I can summarize text.
Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text. <i>*ACT</i>
Learning Target *I can explain the relationships between individuals, events, and ideas in a text.
Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge. <i>*ACT</i>
Learning Target *I can use information from two or more texts to write or talk about subjects.

<p>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>		
<p>5.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. <i>*ACT</i></p> <p>5.FL.VA.7ai Use context as a clue to the meaning of a word or phrase. <i>*ACT</i></p> <p>Learning Target *I can use context clues to understand an unfamiliar word or phrase.</p>		
<p>Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>		
<p>5.RI.CS.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. <i>*ACT</i></p> <p>Learning Target *I can compare and contrast the organizational structure of events, ideas, concepts and information in two or more texts.</p>		
<p>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>		
<p>5.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. <i>*ACT</i></p> <p>Learning Target *I can explain how an author uses reason and evidence to support particular points in a text.</p>		
<p>Reading Literature & Informational Text</p>	<p>Target Skills: Multi-meaning words, Determine text structure (i.e. chronological, compare/contrast, problem/solution, cause/effect)</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ http://www.k12reader.com/subject/reading-skills/inference/

	<p>Target Strategies: Clarify word meaning, Analyze text structure, Infer/predict</p>	<ul style="list-style-type: none"> ▪ http://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/inferences-worksheets/ <p>Articles from Commonlit.org</p>
Speaking and Listening Skill	Accountable Talk	
Language	**Refer to On-going Language Standards	
Writing	<p>Mode: Informative / explanatory</p> <p>Skill: Summarize</p>	<p>Suggested Activities:</p> <ul style="list-style-type: none"> ▪ Analyze the events that caused the Civil War and describe the impact upon the American nation. ▪ Using USA Studies Weekly, choose an article for the students to summarize and explain as if they were the teacher
Foundational Skills	Decoding	<p>Refer to the following resources that may be in your building:</p> <ul style="list-style-type: none"> ▪ 95% Vocabulary Surge ▪ Wordly Wise ▪ Journeys textbook ▪ Read Naturally <p>Suggested resources:</p> <ul style="list-style-type: none"> ▪ http://www.bcsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/17/Prefix_Suffix_Root_list_chart_R1.doc ▪ https://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/5405/affixes%20and%20roots%20by%20grade%20level.pdf

Student Outcomes	Vocabulary		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -determine the main idea and details of a text and how it is supported by details. -summarize text. -explain the relationships between individuals, events, and ideas in a text. -use information from two or more texts to write or talk about subjects. -use context clues to understand an unfamiliar word or phrase. -compare and contrast the organizational structure of events, ideas, concepts and information in two or more texts. -explain how an author uses reason and evidence to support particular points in a text. 	<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Compare / contrast • Chronology • Cause / effect • Problem / solution • Section • Chapter • Scene • Stanza • Text structure 	<p style="text-align: center;">Grammar</p> <ul style="list-style-type: none"> • Context (cause/effect relationships & comparison in text) 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Summarize

Fifth Grade Standards Quarter 2, weeks 4-6 (weeks 13-15 out of 36 weeks)

Cornerstone

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information. **ACT*

5.W.TTP.2a Introduce a topic by providing a general observation and focus. **ACT*

5.W.TTP.2b Group related information logically; include formatting features, illustrations, and multimedia when needed to provide clarity to the reader. **ACT*

5.W.TTP.2c Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **ACT*

5.W.TTP.2d Provide a conclusion related to the information or explanation presented. **ACT*

5.W.TTP.2e Link ideas within and across categories of information using words, phrases, and clauses. **ACT*

5.W.TTP.2f Use precise language and domain-specific vocabulary to inform about or explain the topic. **ACT*

5.W.TTP.2g Apply language standards addressed in the Foundational Literacy standards. **ACT*

<p>Learning Targets:</p> <ul style="list-style-type: none"> *I can introduce a topic in my writing. *I can group related information together to make my writing clear. *I can use specific information such as facts, definitions, details, and quotations to support a topic. *I can write a conclusion related to the topic. *I can use words, phrases, and clauses to link ideas throughout my writing. *I can use specific words related to the topic to support my writing. *I can use correct grammar and syntax in my writing. 		
<p>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and convention of standard English grammar and usage, including capitalization and punctuation, when writing.</p>		
<p>5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and convention of standard English grammar and usage, including capitalization and punctuation, when writing. <i>*ACT</i></p> <p>5.FL.SC.6e Use correlative conjunctions. <i>*ACT</i></p> <p>Learning Target</p> <p>*I can correctly use correlative conjunctions.</p>		
<p>Reading Literature & Informational Text</p>	<p>Target Skills: Topic development, Link ideas (i.e. words and phrases), Main Idea / Details</p> <p>Target Strategies: Use quotes, Use conjunctions, Analyze text</p>	<p>Articles from Commonlit.org</p> <ul style="list-style-type: none"> ▪ “Assassination of the President” (Lexile 1130) ▪ “Reconstruction” (Lexile 1030) <p>Book</p> <ul style="list-style-type: none"> ▪ <i>Lincoln Tells a Joke: How Laughter Saved the President</i> by Kathleen Krull & Paul Brewer (Lexile 860)
<p>Speaking and Listening Skill</p>		

Language	Correlative conjunctions **Refer to On-going Language Standards							
Writing	<p>Mode: Informative / Explanatory</p> <p>Skill: Analytical essay, Comparing texts</p>	<p>Suggested Activities:</p> <ul style="list-style-type: none"> ▪ Based upon your knowledge of President Lincoln, explain the sectional differences of opinion after his assassination. You can also include how his assassination affected the Reconstruction Period. (This could be a culminating lesson that includes all of the standards in weeks 4-6). ▪ Compare the experiences between a Northern soldier and a Southern soldier. (https://www.civilwar.org/learn/articles/life-civil-war-soldier-camp) 						
Foundational Skills	Decoding	<p>Refer to the following resources that may be in your building:</p> <ul style="list-style-type: none"> ▪ 95% Vocabulary Surge ▪ Wordly Wise ▪ Journeys textbook ▪ Read Naturally <p>Suggested resources:</p> <ul style="list-style-type: none"> ▪ http://www.bcsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/17/Prefix_Suffix_Root_list_chart_R1.doc ▪ https://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/5405/affixes%20and%20roots%20by%20grade%20level.pdf 						
Student Outcomes		Vocabulary						
<p>Students will be able to:</p> <ul style="list-style-type: none"> -introduce a topic in my writing. -group related information together to make my writing clear. 		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 33%;">Reading</td> <td style="text-align: center; width: 33%;">Grammar</td> <td style="text-align: center; width: 33%;">Writing Explanatory</td> </tr> <tr> <td></td> <td> <ul style="list-style-type: none"> • Correlative conjunction </td> <td> <ul style="list-style-type: none"> • Formatting • Logically </td> </tr> </table>	Reading	Grammar	Writing Explanatory		<ul style="list-style-type: none"> • Correlative conjunction 	<ul style="list-style-type: none"> • Formatting • Logically
Reading	Grammar	Writing Explanatory						
	<ul style="list-style-type: none"> • Correlative conjunction 	<ul style="list-style-type: none"> • Formatting • Logically 						

<p>-use specific information such as facts, definitions, details, and quotations to support a topic. - use specific information such as facts, definitions, details, and quotations to support a topic. -write a conclusion related to the topic -use words, phrases, and clauses to link ideas throughout my writing. -use specific words related to the topic to support my writing. -use correct grammar and syntax in my writing. -correctly use correlative conjunctions.</p>			<ul style="list-style-type: none"> • Develop • details • Quotations • Precise language • Concluding statement
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<p>Fifth Grade Standards Quarter 2, weeks 7-9 (weeks 16-18 out of 36 weeks)</p>	
<p>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	
<p>5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. <i>*ACT</i></p> <p>Learning Targets *I can type a complete product in one sitting. *I can use technology to collaborate with others. *I can use technology to create, publish, and show my writing.</p>	
<p>Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.</p>	
<p>5.W. RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigation or different aspects of a topic.</p> <p>Learning Targets *I can research different aspects of a topic using several sources.</p>	

<p>Reading Literature & Informational Text</p>	<p>Target Skills: Produce & publish writing</p> <p>Target Strategies: Use technology for research and publishing</p>	<p>Article of the Day sets from ReadWorks or articles from Commonlit.org</p>
<p>Speaking and Listening Skill</p>	<p>Accountable Talk</p>	
<p>Language</p>	<p>**Refer to On-going Language Standards</p>	
<p>Writing</p>	<p>Mode: Any</p> <p>Skill: Use of computer (i.e. research and typing)</p>	<p>Suggested Activity: Assign Civil War Battles (or any other Social Studies topic – refer to the Social Studies Curriculum Map) to students and have them analyze, research, and publish using either PowerPoint, Word, or Prezi.</p>
<p>Foundational Skills</p>	<p>Decoding</p>	<p>Refer to the following resources that may be in your building:</p> <ul style="list-style-type: none"> ▪ 95% Vocabulary Surge ▪ Wordly Wise ▪ Journeys textbook ▪ Read Naturally <p>Suggested resources:</p> <ul style="list-style-type: none"> ▪ http://www.bcsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/17/Prefix_Suffix_Root_list_chart_R1.doc ▪ https://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/5405/affixes%20and%20roots%20by%20grade%20level.pdf

Student Outcomes	Vocabulary		
Students will be able to: -can use technology to create, publish, and show my writing. -type a complete product in one sitting.	Reading <ul style="list-style-type: none"> • Integrate 	Grammar <ul style="list-style-type: none"> • Emphasis on ongoing standards. 	Writing <ul style="list-style-type: none"> • Produce • Publish • Interact • Collaborate

Fifth Grade Standards Quarter 3, Weeks 1-3 (weeks 19-21 out of 36 weeks)
Cornerstone:
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<p>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <i>*ACT</i></p> <p>5.W.TTP.1a Introduce a topic or text. <i>*ACT</i></p> <p>5.W.TTP.1b Develop an opinion through logically ordered reasons that are supported by facts and details. <i>*ACT</i></p> <p>5.W.TTP.1c Create an organizational structure in which ideas are logically grouped to support the writers purpose. <i>*ACT</i></p> <p>5.W.TTP.1d Provide a concluding statement or section related to the opinion presented. <i>*ACT</i></p> <p>5.W.TTP.1e Link opinion and reasons using words, phrases, and clauses. <i>*ACT</i></p> <p>5.W.TTP.1f Apply language standards addressed in the Foundational Literacy standards. <i>*ACT</i></p>
<p>Learning Targets:</p> <ul style="list-style-type: none"> *I can introduce a topic *I can use logically ordered reasons supported by facts and details to develop my opinion. *I can group ideas in an organized way to support the purpose of my writing. *I can write a conclusion related to an opinion. *I can use words, phrases, and clauses to link ideas to my opinion *I can use correct grammar and syntax in my writing.

<p>Cornerstone: Assess how point of view or purpose shapes the content and style of a text.</p>		
<p>5.RL.CS.6 Describe how a narrator’s or speaker’s point of view influences how events are described. <i>*ACT</i> 5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same topic or event. <i>*ACT</i></p> <p>Learning Targets: *I can describe how a narrator’s or speaker’s point of view affects a story. *I can compare and contrast different accounts of the same event or topic.</p>		
<p>Reading Literature & Informational Text</p>	<p>Target Skills: Point of view</p> <p>Target Strategies: Analyze different points of view</p>	<p>Suggested Resources: Articles from ReadWorks:</p> <ul style="list-style-type: none"> ▪ “Westward Expansion: Eerie Canal” (Lexile 790) ▪ “Immigration” (Lexile 900) ▪ “Immigration: The Statue of Liberty” (Lexile 850) ▪ “Immigration: Immigrant Housing” (Lexile 770) <p>Book:</p> <ul style="list-style-type: none"> ▪ <i>The Foul, Filthy, American Frontier</i> by Heather E. Schwartz
<p>Speaking and Listening Skill</p>	<p>Accountable Talk</p>	
<p>Language</p>	<p>**Refer to On-going Language Standards</p>	
<p>Writing</p>	<p>Mode: Opinion/Argumentative</p> <p>Skill: Linking logically ordered reasons supported by facts</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ▪ https://allwritewithme.files.wordpress.com/2013/12/opinion-5-w-title.pdf <p>Suggested Activities:</p> <ul style="list-style-type: none"> ▪ Write to: “Do you think that early immigration benefitted the United States’ development?”

Foundational Skills	Decoding	<ul style="list-style-type: none"> ▪ Choose a side, you are either a Native American or a Westward Settler, why do you have rights to the land in the West? <p>Refer to the following resources that may be in your building:</p> <ul style="list-style-type: none"> ▪ 95% Vocabulary Surge ▪ Wordly Wise ▪ Journeys textbook ▪ Read Naturally <p>Suggested resources:</p> <ul style="list-style-type: none"> ▪ http://www.bpsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/17/Prefix_Suffix_Root_list_chart_R1.doc ▪ https://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/5405/affixes%20and%20roots%20by%20grade%20level.pdf 		
Student Outcomes		Vocabulary		
<p>Students will be able to:</p> <ul style="list-style-type: none"> - introduce a topic. -use logically ordered reasons supported by facts and details to develop my opinion. -group ideas in an organized way to support the purpose of my writing. -write a conclusion related to an opinion. -use words, phrases, and clauses to link ideas to my opinion. -use correct grammar and syntax in my writing. -compare and contrast different accounts of the same event or topic. 		<p>Reading</p> <ul style="list-style-type: none"> • Point of view 	<p>Grammar</p> <ul style="list-style-type: none"> • Syntax 	<p>Writing</p> <ul style="list-style-type: none"> • Opinion • Concluding statement

Fifth Grade Standards Quarter 3, Weeks 4-6 (weeks 22-24 out of 36 weeks)		
Cornerstone:		
Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.		
Learning Targets		
*I can use information from multiple print and digital sources to locate and answer to a question or solve a problem.		
Cornerstone:		
Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.		
5.W. RBPk.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		
Learning Targets		
*I can gather and summarize information and provide sources.		
Cornerstone:		
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
5.SL.PKI.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		
Learning Targets		
*I can use multimedia and visuals to support the main idea and themes in a presentation.		
Reading Literature & Informational Text	Target Skills: Multimedia research	Article of the Day sets from ReadWorks or articles from Commonlit.org.
	Target Strategies: Research, Summarize	
Speaking and Listening	Accountable Talk, Presentation of project	

Skill			
Language	**Refer to On-going Language Standards		
Writing	Mode:	Suggested Activity: Choose a propaganda poster from either WWI or WWII and have the students write how this might influence the audience it was intended for during this time.	
Foundational Skills	Decoding	<p>Refer to the following resources that may be in your building:</p> <ul style="list-style-type: none"> ▪ 95% Vocabulary Surge ▪ Wordly Wise ▪ Journeys textbook ▪ Read Naturally <p>Suggested resources:</p> <ul style="list-style-type: none"> ▪ http://www.bcsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/17/Prefix_Suffix_Root_list_chart_R1.doc ▪ https://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/5405/affixes%20and%20roots%20by%20grade%20level.pdf 	
Student Outcomes		Vocabulary	
<p>Students will be able to:</p> <ul style="list-style-type: none"> -use multimedia and visuals to support the main idea and themes in a presentation. -gather and summarize information and provide sources. -use information from multiple print and digital sources to locate and answer to a question or solve a problem. 		<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Sources • Multimedia components 	<p style="text-align: center;">Grammar</p>
			<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Multimedia • Digital • Presentation • Plagiarism • Paraphrase

Fifth Grade Standards Quarter 3, Weeks 7-9 (weeks 25-27 out of 36 weeks)
Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular text. <i>*ACT</i>
Learning Targets *I can explain how parts of a text fit together to provide structure for the text.
Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. <i>*ACT</i>
5.W.TTP.3a Orient the reader by establishing a situation, using a narrator, and/or introducing characters. <i>*ACT</i>
5.W.TTP.3b Organize an event sequence that unfolds naturally and logically. <i>*ACT</i>
5.W.TTP.3c Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. <i>*ACT</i>
5.W.TTP.3d Use a variety of transitional words, phrases, and clauses to manage the sequence of events. <i>*ACT</i>
5.W.TTP.3e Provide a conclusion that follows from the narrated experiences or events. <i>*ACT</i>
5.W.TTP.3f Use precise words and phrases and use sensory details to convey experiences and events. <i>*ACT</i>
5.W.TTP.3g Apply language standards addressed in the Foundational Literacy standards. <i>*ACT</i>
Learning Target *I can use a narrator, introduce characters, or create a situation to place a reader in the story. *I can organize an event sequence that unfolds naturally and logically. *I can use narrative techniques to enhance the events and characters in a story. *I can use transitional words, phrases, and clauses to help the events in a story flow *I can write a conclusion that completes a story. *I can use precise words and phrases to help readers better understand a story. *I can use correct grammar and syntax in my writing.

<p>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and convention of standard English grammar and usage, including capitalization and punctuation, when writing.</p>		
<p>5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and convention of standard English grammar and usage, including capitalization and punctuation, when writing. <i>*ACT</i></p> <p>5.FL.SC.6f Use punctuation to separate items in a series. <i>*ACT</i></p> <p>5.FL.SC.6g Use a comma to separate an introductory element from the rest of the sentence <i>*ACT</i></p> <p>Learning Target *I can use punctuation to separate items in a series. *I can use commas to separate an introductory element from the rest of the sentence.</p>		
<p>Reading Literature & Informational Text</p>	<p>Target Skills: Text structure</p> <p>Target Strategies: Analyze how portions of a text relate to the whole</p>	<p>Suggested Resources: Commonlit.org</p> <ul style="list-style-type: none"> ▪ “A Holocaust Survivor, Spared from Gas Chamber by Twist of Fate” (Lexile 1080) ▪ “Who Was Anne Frank?” (Lexile 1320) <p>Books:</p> <ul style="list-style-type: none"> ▪ <i>Elly: My True Story of the Holocaust</i> by Elly Gross (Lexile 730) ▪ <i>The Hidden Girl: A True Story of the Holocaust</i> by Lola Rein Kaufman (Lexile 750) ▪ <i>The Boy in the Striped Pajamas</i> by John Boyne (Lexile 1000)
<p>Speaking and Listening Skill</p>		
<p>Language</p>	<p>Items in a series, introductory elements</p> <p>**Refer to On-going Language Standards</p>	
<p>Writing</p>	<p>Mode: Narrative</p>	<p>Suggested Activities:</p> <ul style="list-style-type: none"> ▪ Quick Write – “What Am I?”

	<p>Skill: Dialogue, transitional words / phrases, sequencing</p>	<ul style="list-style-type: none"> ○ Students will choose an inanimate object and write a scenario that the object may have experienced during World War I or II. (For example: horse in battle, shoe of a Holocaust victim, the bomb that hit Hiroshima). The students need to end their writing with the question, “What Am I?” ▪ Students will write as if they were a Holocaust survivor. They need to explain how they survived during that time and be descriptive about their experienced. (stayed hidden or was in a concentration camp). The students need to use appropriate dialogue. 		
<p>Foundational Skills</p>	<p>Decoding</p>	<p>Refer to the following resources that may be in your building:</p> <ul style="list-style-type: none"> ▪ 95% Vocabulary Surge ▪ Wordly Wise ▪ Journeys textbook ▪ Read Naturally <p>Suggested resources:</p> <ul style="list-style-type: none"> ▪ http://www.bcsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/17/Prefix_Suffix_Root_list_chart_R1.doc ▪ https://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/5405/affixes%20and%20roots%20by%20grade%20level.pdf 		
<p>Student Outcomes</p>		<p>Vocabulary</p>		
<p>Students will be able to: -use punctuation to separate items in a series. -use commas to separate an introductory element from the rest of the sentence.</p>	<p>Reading</p>	<p>Grammar</p>	<p>Writing</p>	

<p>-use commas when setting off introductory words or phrases in a sentence. -use appropriate punctuation when writing titles of works. -write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences; using standard conventions of English grammar and syntax</p>			
<p>Fifth Grade Standards Quarter 4, Weeks 1-3 (weeks 28-30 out of 36 weeks) ***SPRING BREAK FALLS ON WEEK 2***</p>			
<p>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and convention of standard English grammar and usage, including capitalization and punctuation, when writing.</p>			
<p>5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and convention of standard English grammar and usage, including capitalization and punctuation, when writing. <i>*ACT</i> 5.FL.SC.6a Explain the function of conjunctions, prepositions, and interjections in general and in particular sentences. <i>*ACT</i> 5.FL.SC.6b Form and use the perfect verb tenses. <i>*ACT</i> 5.FL.SC.6c Use verb tense to convey various times, sequences, states, and conditions. <i>*ACT</i> 5.FL.SC.6d Recognize and correct inappropriate shifts in verb tense. <i>*ACT</i> Learning Targets: *I can use correct grammar and syntax in my writing. *I can understand when and where to use conjunctions, prepositions, and interjections *I can form and use the perfect verb tenses *I can use verb tense to convey various conditions *I can recognize and correct inappropriate shifts in verb tense and aspect.</p>			
<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>			
<p>5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information. <i>*ACT</i> 5.W.TTP.2a Introduce a topic by providing a general observation and focus. <i>*ACT</i></p>			

- 5.W.TTP.2b** Group related information logically; include formatting features, illustrations, and multimedia when needed to provide clarity to the reader. **ACT*
- 5.W.TTP.2c** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **ACT*
- 5.W.TTP.2d** Provide a conclusion related to the information or explanation presented. **ACT*
- 5.W.TTP.2e** Link ideas within and across categories of information using words, phrases, and clauses. **ACT*
- 5.W.TTP.2f** Use precise language and domain-specific vocabulary to inform about or explain the topic. **ACT*
- 5.W.TTP.2g** Apply language standards addressed in the Foundational Literacy standards. **ACT*

Learning Targets:

- *I can introduce a topic in my writing.
- *I can group related information together to make my writing clear.
- *I can use specific information such as facts, definitions, details, and quotations to support a topic.
- *I can write a conclusion related to the topic.
- *I can use words, phrases, and clauses to link ideas throughout my writing.
- *I can use specific words related to the topic to support my writing.
- *I can use correct grammar and syntax in my writing.

Reading Literature & Informational Text	<p>Target Skills:</p> <p>Target Strategies:</p>	<p>Suggested Resources:</p> <p>Books:</p> <ul style="list-style-type: none"> ▪ <i>Little Rock Girl, 1957</i> by Shelley Tougas (Lexile 1010) – use a portion of this book as a read-aloud ▪ <i>Freedom on the Menu: the Greensboro Sit-ins</i> by Carol Weatherford (Lexile AD660)
Speaking and Listening Skill		
Language	<p>Conjunctions, prepositions, interjections, verb tenses</p> <p>**Refer to On-going Language Standards</p>	
Writing	<p>Mode:</p> <p>Informative / Explanatory</p>	<p>Suggested Activities:</p>

		<ul style="list-style-type: none"> ▪ Explain how the Civil Rights Movement changed America in the 1960's. ▪ Using the articles in this link, explain Martin Luther King, Jr's importance in his role during the Civil Rights Movement. http://www.k12reader.com/civil-rights-martin-luther-king-jr-worksheets/ ▪ How did Civil Rights evolve for the African Americans from pre-Civil War to post-Civil Rights? 		
<p>Foundational Skills</p>	<p>Decoding</p>	<p>Refer to the following resources that may be in your building:</p> <ul style="list-style-type: none"> ▪ 95% Vocabulary Surge ▪ Wordly Wise ▪ Journeys textbook ▪ Read Naturally <p>Suggested resources:</p> <ul style="list-style-type: none"> ▪ http://www.bcsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/17/Prefix_Suffix_Root_list_chart_R1.doc ▪ https://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/5405/affixes%20and%20roots%20by%20grade%20level.pdf 		
<p>Student Outcomes</p>		<p>Vocabulary</p>		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -understand when and where to use conjunctions, prepositions, and interjections. -can form and use the perfect verb tenses. -can use verb tense to convey various conditions. -recognize and correct inappropriate shifts in verb tense and aspect. - write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the 	<p>Reading</p>	<p>Grammar</p>	<p>Writing</p>	

effective selection, organization, and analysis of content; using standard conventions of English grammar and syntax			
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Fifth Grade Standards Quarter 4, Weeks 4-6 (weeks 31-33 out of 36 weeks)		
Cornerstone:		
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
<p>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <i>*ACT</i></p> <p>5.W.TTP.1a Introduce a topic or text. <i>*ACT</i></p> <p>5.W.TTP.1b Develop an opinion through logically ordered reasons that are supported by facts and details. <i>*ACT</i></p> <p>5.W.TTP.1c Create an organizational structure in which ideas are logically grouped to support the writers purpose. <i>*ACT</i></p> <p>5.W.TTP.1d Provide a concluding statement or section related to the opinion presented. <i>*ACT</i></p> <p>5.W.TTP.1e Link opinion and reasons using words, phrases, and clauses. <i>*ACT</i></p> <p>5.W.TTP.1f Apply language standards addressed in the Foundational Literacy standards. <i>*ACT</i></p> <p>Learning Targets:</p> <ul style="list-style-type: none"> *I can introduce a topic *I can use logically ordered reasons supported by facts and details to develop my opinion. *I can group ideas in an organized way to support the purpose of my writing. *I can write a conclusion related to an opinion. *I can use words, phrases, and clauses to link ideas to my opinion *I can use correct grammar and syntax in my writing. 		
Reading Literature & Informational Text	<p>Target Skills:</p> <p>Target Strategies:</p>	<p>Suggested Resources:</p> <p>Book:</p> <ul style="list-style-type: none"> ▪ <i>Through my Eyes: Ruby Bridges</i> by Ruby Bridges (Lexile 860)
Speaking and Listening Skill		
Language	**Refer to On-going Language Standards	

Writing	Mode: Opinion	Suggested Activities: <ul style="list-style-type: none"> ▪ “In your opinion, what was one of the most important events during the Civil Rights Movement. Be sure to explain your viewpoint.” 		
Foundational Skills	Decoding	Refer to the following resources that may be in your building: <ul style="list-style-type: none"> ▪ 95% Vocabulary Surge ▪ Wordly Wise ▪ Journeys textbook ▪ Read Naturally Suggested resources: <ul style="list-style-type: none"> ▪ http://www.bcsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/17/Prefix_Suffix_Root_list_chart_R1.doc ▪ https://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/5405/affixes%20and%20roots%20by%20grade%20level.pdf 		
Student Outcomes		Vocabulary		
Students will be able to: - write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence; using standard conventions of English grammar and syntax.		Reading	Grammar	Writing

Fifth Grade Standards Quarter 4, Weeks 7-9 (weeks 34-36 out of 36 weeks)		
Cornerstone: Conduct as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.		
<p>5.W. RBP.7 Conduct short research projects that use multiple sources to build knowledge through investigation or different aspects of a topic.</p> <p>Learning Targets *I can research different aspects of a topic using several sources.</p>		
Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to tasks, purpose, and audience.		
<p>5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.</p> <p>Learning Targets *I can report on a topic or text, or present an opinion in a clear and logically organized way that includes necessary details and facts.</p>		
Reading Literature & Informational Text	<p>Target Skills: Research project</p> <p>Target Strategies: Investigate, Report</p>	Article of the Day sets from ReadWorks
Speaking and Listening Skill	Presentation, Accountable Talk	
Language		

Writing	Mode: Research project (opinion)	Suggested Activity: “Choose a Science or Social Studies topic you found most interesting and create a visual display to teach the class about the topic (PowerPoint, poster, Prezi, or a model).”		
Foundational Skills	Decoding	<p>Refer to the following resources that may be in your building:</p> <ul style="list-style-type: none"> ▪ 95% Vocabulary Surge ▪ Wordly Wise ▪ Journeys textbook ▪ Read Naturally <p>Suggested resources:</p> <ul style="list-style-type: none"> ▪ http://www.bcsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/17/Prefix_Suffix_Root_list_chart_R1.doc ▪ https://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/5405/affixes%20and%20roots%20by%20grade%20level.pdf 		
Student Outcomes		Vocabulary		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -research different aspects of a topic using several sources. -report on a topic or text, or present an opinion in a clear and logically organized way that includes necessary details and facts. 		Reading	Grammar	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Research