		Curriculum Pacing Guide 2015 -2016 Subject: Reading		
Week of:	SOL#	Unit	Bloom's Level	Objective
8/11/15	5.4 a, b, f 5.5 g. h	Theme 1 - textbook Use of: Accelerated Reader Imagine Learning	Analysis	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. F) Develop vocabulary be listening to and reading a variety of texts. The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry. G) Identify main idea. H) Summarize supporting details from text.
8/17/15	5.4 a, b, f 5.5 a, b, c, d, f, g, h, i, l, m	Theme 1 - textbook Use of: Accelerated Reader Imagine Learning	Synthesis	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. F) Develop vocabulary be listening to and reading a variety of texts. The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.

				A) Describe the relationship between text and previously read materials. B) Describe character development. C) Describe the development of plot and explain the resolution of conflict (s). F) Identify and ask questions that clarify various points of view. G) Identify main idea. H) Summarize supporting details from text. I) Draw conclusions and make inferences from, text. L) Use reading strategies throughout the reading process to monitor comprehension. M) Read with fluency and accuracy.
8/24/15	5.4 a, b, c, f, g 5.5 a, b, c, f, g, h, i, j, k, l, m	Theme 1 - textbook Use of: Accelerated Reader Imagine Learning	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials. B) Describe character development.

				C) Describe the development of plot and explain the resolution of conflict (s). E) Describe how an author's choice of vocabulary contributes to the author's style. F) Identify and ask questions that clarify various points of view. G) Identify main idea. H) Summarize supporting details from text. I) Draw conclusions and make inferences from, text. J) Identify cause and effect relationships. K) Make, confirm or revise predictions. L) Use reading strategies throughout the reading process to monitor comprehension. M) Read with fluency and accuracy.
8/31/15	5.4 a, b, c, e, f, g 5.5 a, b, c, f, g, h, i, j, k, l, m	Theme 1 - textbook Use of: Accelerated Reader Imagine Learning	Analysis	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas.

				The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials. B) Describe character development. C) Describe the development of plot and explain the resolution of conflict (s). E) Describe how an author's choice of vocabulary contributes to the author's style. F) Identify and ask questions that clarify various points of view. G) Identify main idea. H) Summarize supporting details from text. I) Draw conclusions and make inferences from, text. J) Identify cause and effect relationships. K) Make, confirm or revise predictions. L) Use reading strategies throughout the reading process to monitor comprehension. M) Read with fluency and accuracy.
9/7/15	5.4 a, b, c, f, g 5.5 a, b, c, f, g, h, i, j, k, l, m	Theme 1 - textbook Use of: Accelerated Reader Imagine Learning	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. E) Use dictionary, glossary, thesaurus, and other word-reference materials.

				F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials. B) Describe character development. C) Describe the development of plot and explain the resolution of conflict (s). E) Describe how an author's choice of vocabulary contributes to the author's style. F) Identify and ask questions that clarify various points of view. G) Identify main idea. H) Summarize supporting details from text. I) Draw conclusions and make inferences from, text. J) Identify cause and effect relationships. K) Make, confirm or revise predictions. L) Use reading strategies throughout the reading process to monitor comprehension.
				comprehension. M) Read with fluency and accuracy.
9/14/15	5.4 a, b, c, f, g 5.5 a, b, c, f, g, h, i, j, k, l, m	Theme 1 - textbook Use of: Accelerated Reader Imagine Learning	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate

	meanings and differentiate among multiple meaning words.
	C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
	E) Use dictionary, glossary, thesaurus, and other word-reference materials.
	F) Develop vocabulary be listening to and reading a variety of texts.
	G) Study word meanings across content areas.
	The student will read and demonstrate comprehension of fictional texts,
	narrative nonfiction and poetry. A) Describe the relationship between
	text and previously read materials. B) Describe character development.
	C) Describe the development of plot and explain the resolution of conflict
	(s).E) Describe how an author's choice of
	vocabulary contributes to the author's style.
	F) Identify and ask questions that clarify various points of view.
	G) Identify main idea.H) Summarize supporting details from
	text. I) Draw conclusions and make
	inferences from, text. J) Identify cause and effect
	relationships. K) Make, confirm or revise predictions.
	L) Use reading strategies throughout the reading process to monitor
	comprehension. M) Read with fluency and accuracy.

9/21/15	5.4 a, b, c, f, g	Theme 2 - textbook Use of:	Analysis	The student will expand vocabulary
	5.6 a, b, c, d, e, f, g, h,			when reading.
	i, j, k, l, m	Accelerated Reader		A) Use context to clarify meaning of
		Imagine Learning		unfamiliar words and phrases.
				B) Use context and sentence structure to
				determine meanings and differentiate
				meanings and differentiate among
				multiple meaning words.
				C) Use knowledge of roots, affixes,
				synonyms, antonyms, and homophones. E) Use dictionary, glossary, thesaurus,
				and other word-reference materials.
				F) Develop vocabulary be listening to
				and reading a variety of texts.
				G) Study word meanings across content
				areas.
				dicus.
				The student will read and demonstrate
				comprehension of nonfiction texts.
				A) Use text organizers.
				B) Use prior knowledge and build
				additional background knowledge as
				context for new learning.
				C) Skim materials to develop a general
				overview of content and to locate
				specific information.
				D) Identify the main idea of nonfiction
				texts.
				E) Summarize supporting details of in
				nonfiction texts.
				F) Identify structural patterns found in
				nonfiction.
				G) Locate information to support
				opinions, predictions and conclusions.
				H) Identify cause and effect
				relationships following transition words
				signaling the pattern.
				I) Differentiate between fact and
				opinion.

				 J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
9/28/15	5.4 a, b, c, f, g 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Theme 2 - textbook Use of: Accelerated Reader Imagine Learning	Synthesis	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate comprehension of nonfiction texts. A) Use text organizers. B) Use prior knowledge and build additional background knowledge as context for new learning. C) Skim materials to develop a general overview of content and to locate specific information. D) Identify the main idea of nonfiction texts. E) Summarize supporting details of in nonfiction texts.

				F) Identify structural patterns found in nonfiction. G) Locate information to support opinions, predictions and conclusions. H) Identify cause and effect relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
10/5/15	5.4 a, b, c, e, f, g 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Theme 2 - textbook Use of: Accelerated Reader Imagine Learning	Synthesis	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate comprehension of nonfiction texts. A) Use text organizers.

				B) Use prior knowledge and build additional background knowledge as context for new learning. C) Skim materials to develop a general overview of content and to locate specific information. D) Identify the main idea of nonfiction texts. E) Summarize supporting details of in nonfiction texts. F) Identify structural patterns found in nonfiction. G) Locate information to support opinions, predictions and conclusions. H) Identify cause and effect relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
10/12/15 End of first nine weeks 10/3/15	5.4 a, b, c, e, f, g 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Theme 2 - textbook Use of: Accelerated Reader Imagine Learning	Synthesis	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.

M) Read with fluency.

10/19/15	5.4 a, b, c, e, f, g	Theme 2 - textbook	The student will expand vocabulary
	5.5 a, b, c, f, g, h, i, j,	Use of:	when reading.
	k, l, m	Accelerated Reader	A) Use context to clarify meaning of
	, ,	Interactive Achievement	unfamiliar words and phrases.
		Imagine Learning	B) Use context and sentence structure to
			determine meanings and differentiate
			meanings and differentiate among
			multiple meaning words.
			C) Use knowledge of roots, affixes,
			synonyms, antonyms, and homophones.
			E) Use dictionary, glossary, thesaurus,
			and other word-reference materials.
			F) Develop vocabulary be listening to
			and reading a variety of texts.
			G) Study word meanings across content
			areas.
			The student will read and demonstrate
			comprehension of fictional texts,
			narrative nonfiction and poetry.
			A) Describe the relationship between
			text and previously read materials.
			B) Describe character development.
			C) Describe the development of plot
			and explain the resolution of conflict
			(s).
			E) Describe how an author's choice of
			vocabulary contributes to the author's
			style.
			F) Identify and ask questions that
			clarify various points of view.
			G) Identify main idea.
			H) Summarize supporting details from
			text.
			Draw conclusions and make
			inferences from, text.
			J) Identify cause and effect
			relationships.
			K) Make, confirm or revise predictions.
			ix) waxe, commin or revise predictions.

				L) Use reading strategies throughout the reading process to monitor comprehension.M) Read with fluency and accuracy.
10/26/15	5.4 a, b, c, e, f, g 5.5 a, b, c, f, g, h, i, j, k, l, m 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Theme 2 - textbook Use of: Accelerated Reader Interactive Achievement Imagine Learning	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials. B) Describe character development. C) Describe the development of plot and explain the resolution of conflict (s). E) Describe how an author's choice of vocabulary contributes to the author's style. F) Identify and ask questions that clarify various points of view. G) Identify main idea. H) Summarize supporting details from text.

	I) Draw conclusions and make
	inferences from, text.
	J) Identify cause and effect
	relationships.
	K) Make, confirm or revise predictions.
	L) Use reading strategies throughout
	the reading process to monitor
	comprehension.
	M) Read with fluency and accuracy.
	(171) Read with flucincy and accuracy.
	The student will read and demonstrate
	comprehension of nonfiction texts.
	A) Use text organizers.
	B) Use prior knowledge and build
	additional background knowledge as
	context for new learning.
	C) Skim materials to develop a general
	overview of content and to locate
	specific information.
	D) Identify the main idea of nonfiction
	texts. E) Summarize supporting details of in
	nonfiction texts.
	F) Identify structural patterns found in
	nonfiction.
	G) Locate information to support
	opinions, predictions and conclusions.
	H) Identify cause and effect
	relationships following transition words
	signaling the pattern.
	I) Differentiate between fact and
	opinion.
	J) Identify, compare and contrast
	relationships.
	K) Identify new information gained
	from reading.
	L) Use reading strategies throughout
	the reading process to m monitor
	comprehension.
	M) Read with fluency.

11/0/15	7.4 1 1 0	TTI 2 4 1 1	A 1 .	771 . 1 . 11
11/2/15	5.4 a, b, c, d, e, f, g 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Theme 3 - textbook Use of: Interactive Achievement Accelerated Reader Imagine Learning	Analysis	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language. E) Use dictionary, glossary, thesaurus,
				and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate comprehension of penfiction texts.
				comprehension of nonfiction texts. A) Use text organizers. B) Use prior knowledge and build additional background knowledge as context for new learning. C) Skim materials to develop a general overview of content and to locate specific information. D) Identify the main idea of nonfiction
				texts. E) Summarize supporting details of in nonfiction texts. F) Identify structural patterns found in nonfiction. G) Locate information to support opinions, predictions and conclusions.
				H) Identify cause and effect relationships following transition words signaling the pattern.

				 I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
11/9/15	5.4 a, b, c, d, e, f, g 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Theme 3 - textbook Use of: Interactive Achievement Accelerated Reader Imagine Learning	Analysis	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language. E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas.
				The student will read and demonstrate comprehension of nonfiction texts. A) Use text organizers. B) Use prior knowledge and build additional background knowledge as context for new learning.

				C) Skim materials to develop a general overview of content and to locate specific information. D) Identify the main idea of nonfiction texts. E) Summarize supporting details of in nonfiction texts. F) Identify structural patterns found in nonfiction. G) Locate information to support opinions, predictions and conclusions. H) Identify cause and effect relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
11/16/15	5.4 a, b, c, d, e, f, g 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Theme 3 - textbook Use of: Interactive Achievement Accelerated Reader Imagine Learning	Analysis	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language.

				E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate comprehension of nonfiction texts. A) Use text organizers. B) Use prior knowledge and build additional background knowledge as context for new learning. C) Skim materials to develop a general overview of content and to locate specific information. D) Identify the main idea of nonfiction
				texts. E) Summarize supporting details of in nonfiction texts. F) Identify structural patterns found in nonfiction. G) Locate information to support opinions, predictions and conclusions. H) Identify cause and effect
				relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained
				from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
11/23/15	5.4 a, b, c, d, e, f, g	Theme 3 - textbook Use of:	Evaluation	The student will expand vocabulary when reading.

5.6 a, b, c, d, e, f, g, h,	Interactive Achievement	A) Use context to clarify meaning of
i, j, k, l, m	Accelerated Reader	unfamiliar words and phrases.
1, J, K, 1, 111		B) Use context and sentence structure to
	Imagine Learning	
		determine meanings and differentiate
		meanings and differentiate among
		multiple meaning words.
		C) Use knowledge of roots, affixes,
		synonyms, antonyms, and homophones.
		D) Identify an author's use of figurative
		language.
		E) Use dictionary, glossary, thesaurus,
		and other word-reference materials.
		F) Develop vocabulary be listening to
		and reading a variety of texts.
		G) Study word meanings across content
		areas.
		The student will read and demonstrate
		comprehension of nonfiction texts.
		A) Use text organizers.
		B) Use prior knowledge and build
		additional background knowledge as
		context for new learning.
		C) Skim materials to develop a general
		overview of content and to locate
		specific information.
		D) Identify the main idea of nonfiction
		texts.
		E) Summarize supporting details of in
		nonfiction texts.
		F) Identify structural patterns found in
		nonfiction.
		G) Locate information to support
		opinions, predictions and conclusions.
		H) Identify cause and effect
		relationships following transition words
		signaling the pattern.
		I) Differentiate between fact and
		opinion.
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				 J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
11/30/15	/155.4 a, b, c, e, f, g 5.5 a, b, c, f, g, h, i, j, k, l, m	Theme 4 - textbook Use of: Interactive Achievement Accelerated Reader Imagine Learning	Analysis	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials. B) Describe character development. C) Describe the development of plot and explain the resolution of conflict (s). E) Describe how an author's choice of vocabulary contributes to the author's style. F) Identify and ask questions that clarify various points of view.

				G) Identify main idea. H) Summarize supporting details from text. I) Draw conclusions and make inferences from, text. J) Identify cause and effect relationships. K) Make, confirm or revise predictions. L) Use reading strategies throughout the reading process to monitor comprehension. M) Read with fluency and accuracy.
12/7/15	5.4 a, b, c, d, e, f, g 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Theme 4 - textbook Use of: Interactive Achievement Accelerated Reader Imagine Learning	Analysis	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language. E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas.
				The student will read and demonstrate comprehension of nonfiction texts. A) Use text organizers. B) Use prior knowledge and build additional background knowledge as context for new learning.

				C) Skim materials to develop a general overview of content and to locate specific information. D) Identify the main idea of nonfiction texts. E) Summarize supporting details of in nonfiction texts. F) Identify structural patterns found in nonfiction. G) Locate information to support opinions, predictions and conclusions. H) Identify cause and effect relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
12/14/15 End of 2 nd nine weeks: 12/18/15 Winter Break for students: 12/21/15 – 1/4/16	5.4 a, b, c, d, e, f, g 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Theme 4 - textbook Use of: Interactive Achievement Accelerated Reader Imagine Learning	Analysis	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language. E) Use dictionary, glossary, thesaurus, and other word-reference materials.

1/4/16	5.4 a, b, c, e, f, g	Theme 4 - textbook	Evaluation	F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate comprehension of nonfiction texts. A) Use text organizers. B) Use prior knowledge and build additional background knowledge as context for new learning. C) Skim materials to develop a general overview of content and to locate specific information. D) Identify the main idea of nonfiction texts. E) Summarize supporting details of in nonfiction texts. F) Identify structural patterns found in nonfiction. G) Locate information to support opinions, predictions and conclusions. H) Identify cause and effect relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
1/4/10	5.5 a, b, c, f, g, h, i, j, k, l, m	Use of: Interactive Achievement Accelerated Reader	Evaluation	when reading. A) Use context to clarify meaning of unfamiliar words and phrases.

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5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Imagine Learning		B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas.
			The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials. B) Describe character development. C) Describe the development of plot and explain the resolution of conflict (s). E) Describe how an author's choice of vocabulary contributes to the author's style. F) Identify and ask questions that clarify various points of view. G) Identify main idea. H) Summarize supporting details from text. I) Draw conclusions and make inferences from, text. J) Identify cause and effect relationships. K) Make, confirm or revise predictions. L) Use reading strategies throughout the reading process to monitor
			comprehension. M) Read with fluency and accuracy.

				The student will read and demonstrate comprehension of nonfiction texts. A) Use text organizers. B) Use prior knowledge and build additional background knowledge as context for new learning. C) Skim materials to develop a general overview of content and to locate specific information. D) Identify the main idea of nonfiction texts. E) Summarize supporting details of in nonfiction texts. F) Identify structural patterns found in nonfiction. G) Locate information to support opinions, predictions and conclusions. H) Identify cause and effect relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
1/11/16	5.4 a, b, c, e, f, g 5.5 a, b, c, f, g, h, i, j, k, l, m 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Theme 4 - textbook Use of: Interactive Achievement Accelerated Reader Imagine Learning	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.

C) Use knowledge of roots, affixes, synonyms, antopyms, and homophones. D) Identify an author's use of figurative language. E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate comprehension of nonfiction texts. A) Use text organizers. B) Use prior knowledge and build additional background knowledge as context for new learning. C) Skim materials to develop a general overview of content and to locate specific information. D) Identify the main idea of nonfiction texts. F) Summarize supporting details of in nonfiction texts. F) Summarize supporting details of in nonfiction. G) Locate information to support opinions, predictions and conclusions. H) Identify cause and effect relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies thoughout	 	 	
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4			L) Use reading strategies throughout
ine reading process to m monitor			the reading process to m monitor
comprehension.			

				M) Read with fluency.
1/18/16	5.4 a, b, c, e, f, g 5.5 a, b, c, f, g, h, i, j, k, l, m 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Theme 4 - textbook Use of: Interactive Achievement Accelerated Reader Imagine Learning	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials. B) Describe character development. C) Describe the development of plot and explain the resolution of conflict (s). E) Describe how an author's choice of vocabulary contributes to the author's
				style. F) Identify and ask questions that clarify various points of view. G) Identify main idea. H) Summarize supporting details from text.
				I) Draw conclusions and make inferences from, text.J) Identify cause and effect relationships.

1/25/16	5.4 a, b, c, d, e ,f ,g	Shades of Gray novel	Synthesis	K) Make, confirm or revise predictions. L) Use reading strategies throughout the reading process to monitor comprehension. M) Read with fluency and accuracy. The student will read and demonstrate comprehension of nonfiction texts. A) Use text organizers. B) Use prior knowledge and build additional background knowledge as context for new learning. C) Skim materials to develop a general overview of content and to locate specific information. D) Identify the main idea of nonfiction texts. E) Summarize supporting details of in nonfiction texts. F) Identify structural patterns found in nonfiction. G) Locate information to support opinions, predictions and conclusions. H) Identify cause and effect relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
1/23/10	5.5 a, b, c, e, f, g, h, i, j, k, l, m	Use of: Interactive Achievement	5 juniosis	when reading.

	A) Use context to clarify meaning of
Accelerated Reader Imagine Learning	unfamiliar words and phrases.
Imagine Denning	B) Use context and sentence structure to
	determine meanings and differentiate
	meanings and differentiate among
	multiple meaning words.
	C) Use knowledge of roots, affixes,
	synonyms, antonyms, and homophones.
	D) Identify an author's use of figurative
	language
	E) Use dictionary, glossary, thesaurus,
	and other word-reference materials.
	F) Develop vocabulary be listening to
	and reading a variety of texts.
	G) Study word meanings across content
	areas.
	The student will read and demonstrate
	comprehension of fictional texts,
	narrative nonfiction and poetry.
	A) Describe the relationship between
	text and previously read materials.
	B) Describe character development.
	C) Describe the development of plot
	and explain the resolution of conflict
	(s).
	E) Describe how an author's choice of
	vocabulary contributes to the author's
	style.
	F) Identify and ask questions that
	clarify various points of view.
	G) Identify main idea.
	H) Summarize supporting details from
	text.
	I) Draw conclusions and make
	inferences from, text.
	J) Identify cause and effect
	relationships.
	K) Make, confirm or revise predictions.

				L) Use reading strategies throughout the reading process to monitor comprehension.M) Read with fluency and accuracy.
2/1/16	5.4 a, b, c, d, e, f, g 5.5 a, b, c, e, f, g, h, i, j, k, l, m	Shades of Gray novel Use of: Interactive Achievement Accelerated Reader Imagine Learning	Synthesis	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials. B) Describe character development. C) Describe the development of plot and explain the resolution of conflict (s). E) Describe how an author's choice of vocabulary contributes to the author's style. F) Identify and ask questions that clarify various points of view. G) Identify main idea.

				 H) Summarize supporting details from text. I) Draw conclusions and make inferences from, text. J) Identify cause and effect relationships. K) Make, confirm or revise predictions. L) Use reading strategies throughout the reading process to monitor comprehension. M) Read with fluency and accuracy.
2/8/16	5.4 a, b, c, d, e, f, g 5.5 a, b, c, e, f, g, h, i, j, k, l, m	Shades of Gray novel Use of: Interactive Achievement Accelerated Reader Imagine Learning	Synthesis	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials. B) Describe character development. C) Describe the development of plot and explain the resolution of conflict (s).

				E) Describe how an author's choice of vocabulary contributes to the author's style. F) Identify and ask questions that clarify various points of view. G) Identify main idea. H) Summarize supporting details from text. I) Draw conclusions and make inferences from, text. J) Identify cause and effect relationships. K) Make, confirm or revise predictions. L) Use reading strategies throughout the reading process to monitor comprehension. M) Read with fluency and accuracy.
2/15/16	5.4 a, b, c, d, e, f, g 5.5 a, b, c, e, f, g, h, i, j, k, l, m	Use of: Shades of Gray Blast Off! book Interactive Achievement Accelerated Reader Imagine Learning	Synthesis	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.

				A) Describe the relationship between text and previously read materials. B) Describe character development. C) Describe the development of plot and explain the resolution of conflict (s). E) Describe how an author's choice of vocabulary contributes to the author's style. F) Identify and ask questions that clarify various points of view. G) Identify main idea. H) Summarize supporting details from text. I) Draw conclusions and make inferences from, text. J) Identify cause and effect relationships. K) Make, confirm or revise predictions. L) Use reading strategies throughout the reading process to monitor comprehension. M) Read with fluency and accuracy.
2/22/16	5.4 a, b, c, d, e, f, g, 5.5 a, b, c, d, e, f, g, h, i, j, k, l, m 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Theme 5 - textbook Use of: Blast Off! book Interactive Achievement Accelerated Reader	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts.

		G) Study word meanings across content
		areas.
		The student will read and demonstrate
		comprehension of fictional texts,
		narrative nonfiction and poetry.
		A) Describe the relationship between
		text and previously read materials.
		B) Describe character development.
		C) Describe the development of plot
		and explain the resolution of conflict
		(s).
		E) Describe how an author's choice of
		vocabulary contributes to the author's
		style.
		F) Identify and ask questions that
		clarify various points of view.
		G) Identify main idea.
		H) Summarize supporting details from
		text.
		I) Draw conclusions and make
		inferences from, text.
		J) Identify cause and effect
		relationships.
		K) Make, confirm or revise predictions.
		L) Use reading strategies throughout
		the reading process to monitor
		comprehension.
		M) Read with fluency and accuracy.
		The student will read and demonstrate
		comprehension of nonfiction texts.
		A) Use text organizers.
		B) Use prior knowledge and build
		additional background knowledge as
		context for new learning.
		C) Skim materials to develop a general
		overview of content and to locate
		specific information.
<u> </u>		

				D) Identify the main idea of nonfiction texts. E) Summarize supporting details of in nonfiction texts. F) Identify structural patterns found in nonfiction. G) Locate information to support opinions, predictions and conclusions. H) Identify cause and effect relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
2/29/16	5.4 a, b, c, d, e, f, g, 5.5 a, b, c, d, e, f, g, h, i, j, k, l, m 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Theme 5 - textbook Use of: Blast Off! book Interactive Achievement Accelerated Reader Imagine Learning	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas.

The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials. B) Describe character development. C) Describe the development of plot and explain the resolution of conflict (s). E) Describe how an author's choice of vocabulary contributes to the author's style. F) Identify and ask questions that clarify various points of view. G) Identify main idea. H) Summarize supporting details from text. 1) Draw conclusions and make inferences from, text. J) Identify cause and effect relationships. K) Make, confirm or revise predictions. L) Use reading strategies throughout the reading process to monitor comprehension. M) Read with fluency and accuracy.	The student will read and demonstrate
comprehension of nonfiction texts. A) Use text organizers. B) Use prior knowledge and build additional background knowledge as context for new learning. C) Skim materials to develop a general overview of content and to locate specific information.	comprehension of fictional texts, narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials. B) Describe character development. C) Describe the development of plot and explain the resolution of conflict (s). E) Describe how an author's choice of vocabulary contributes to the author's style. F) Identify and ask questions that clarify various points of view. G) Identify main idea. H) Summarize supporting details from text. I) Draw conclusions and make inferences from, text. J) Identify cause and effect relationships. K) Make, confirm or revise predictions. L) Use reading strategies throughout the reading process to monitor comprehension. M) Read with fluency and accuracy. The student will read and demonstrate comprehension of nonfiction texts. A) Use text organizers. B) Use prior knowledge and build additional background knowledge as context for new learning. C) Skim materials to develop a general overview of content and to locate

				 E) Summarize supporting details of in nonfiction texts. F) Identify structural patterns found in nonfiction. G) Locate information to support opinions, predictions and conclusions. H) Identify cause and effect relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
3/7/16 End of 3 rd nine weeks: 3/11/16	5.4 a, b, c, d, e, f, g, 5.5 a, b, c, d, e, f, g, h, i, j, k, l, m 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Theme 5 - textbook Use of: Blast Off! book Interactive Achievement Accelerated Reader Imagine Learning	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas.

			The student will read and demonstrate
			comprehension of fictional texts,
			narrative nonfiction and poetry.
			A) Describe the relationship between
			text and previously read materials.
			B) Describe character development.
			C) Describe the development of plot
			and explain the resolution of conflict
			(s).
			E) Describe how an author's choice of
			vocabulary contributes to the author's
			-
			style. F) Identify and ask questions that
			clarify various points of view.
			G) Identify main idea.
			H) Summarize supporting details from
			text.
			I) Draw conclusions and make
			inferences from, text.
			J) Identify cause and effect
			relationships.
			K) Make, confirm or revise predictions.
			L) Use reading strategies throughout
			the reading process to monitor
			comprehension.
			M) Read with fluency and accuracy.
			The student will read and demonstrate
			comprehension of nonfiction texts.
			A) Use text organizers.
			B) Use prior knowledge and build
			additional background knowledge as
			context for new learning.
			C) Skim materials to develop a general
			overview of content and to locate
			specific information.
			D) Identify the main idea of nonfiction
			texts.
			E) Summarize supporting details of in
			nonfiction texts.
<u> </u>	l	1	

				F) Identify structural patterns found in nonfiction. G) Locate information to support opinions, predictions and conclusions. H) Identify cause and effect relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
3/14/16	5.4 a, b, c, d, e, f, g, 5.5 a, b, c, d, e, f, g, h, i, j, k, l, m 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Theme 6 - textbook Use of: Blast Off! book Interactive Achievement Accelerated Reader Imagine Learning	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas.

			The student will read and demonstrate
			comprehension of fictional texts,
			narrative nonfiction and poetry.
			A) Describe the relationship between
			text and previously read materials.
			B) Describe character development.
			C) Describe the development of plot
			and explain the resolution of conflict
			(s).
			E) Describe how an author's choice of
			vocabulary contributes to the author's
			-
			style. F) Identify and ask questions that
			clarify various points of view.
			G) Identify main idea.
			H) Summarize supporting details from
			text.
			I) Draw conclusions and make
			inferences from, text.
			J) Identify cause and effect
			relationships.
			K) Make, confirm or revise predictions.
			L) Use reading strategies throughout
			the reading process to monitor
			comprehension.
			M) Read with fluency and accuracy.
			The student will read and demonstrate
			comprehension of nonfiction texts.
			A) Use text organizers.
			B) Use prior knowledge and build
			additional background knowledge as
			context for new learning.
			C) Skim materials to develop a general
			overview of content and to locate
			specific information.
			D) Identify the main idea of nonfiction
			texts.
			E) Summarize supporting details of in
			nonfiction texts.
<u> </u>	l	1	

				F) Identify structural patterns found in nonfiction. G) Locate information to support opinions, predictions and conclusions. H) Identify cause and effect relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
3/21/16 Spring Break: 3/24/16 – 3/28/16	5.4 a, b, c, d, e, f, g, 5.5 a, b, c, d, e, f, g, h, i, j, k, l, m 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Theme 6 - textbook Use of: Blast Off! book Interactive Achievement Accelerated Reader Imagine Learning	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.

A) Describe the relationship between
11) Describe the relationship between
text and previously read materials.
B) Describe character development.
C) Describe the development of plot
and explain the resolution of conflict
(s).
E) Describe how an author's choice of
vocabulary contributes to the author's
style.
F) Identify and ask questions that
clarify various points of view.
G) Identify main idea.
H) Summarize supporting details from
text.
I) Draw conclusions and make
inferences from, text.
J) Identify cause and effect
relationships.
K) Make, confirm or revise predictions.
L) Use reading strategies throughout
the reading process to monitor comprehension.
M) Read with fluency and accuracy.
The student will read and demonstrate
comprehension of nonfiction texts.
A) Use text organizers.
B) Use prior knowledge and build
additional background knowledge as
context for new learning.
C) Skim materials to develop a general
overview of content and to locate
specific information.
D) Identify the main idea of nonfiction
texts.
E) Summarize supporting details of in
nonfiction texts.
F) Identify structural patterns found in
nonfiction.

				G) Locate information to support opinions, predictions and conclusions. H) Identify cause and effect relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
3/28/16	5.4 a, b, c, d, e, f, g, 5.5 a, b, c, d, e, f, g, h, i, j, k, l, m 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Theme 6 - textbook Use of: Blast Off! book Interactive Achievement Accelerated Reader Imagine Learning	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials.

	B) Describe character development.
	C) Describe the development of plot
	and explain the resolution of conflict
	(s).
	E) Describe how an author's choice of
	vocabulary contributes to the author's
	style.
	F) Identify and ask questions that
	clarify various points of view.
	G) Identify main idea.
	H) Summarize supporting details from
	text. I) Draw conclusions and make
	/
	inferences from, text.
	J) Identify cause and effect
	relationships.
	K) Make, confirm or revise predictions.
	L) Use reading strategies throughout
	the reading process to monitor
	comprehension.
	M) Read with fluency and accuracy.
	The student will read and demonstrate
	comprehension of nonfiction texts.
	A) Use text organizers.
	B) Use prior knowledge and build
	additional background knowledge as
	context for new learning.
	C) Skim materials to develop a general
	overview of content and to locate
	specific information.
	D) Identify the main idea of nonfiction
	texts.
	E) Summarize supporting details of in
	nonfiction texts.
	F) Identify structural patterns found in nonfiction.
	G) Locate information to support
	opinions, predictions and conclusions.

				 H) Identify cause and effect relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
4/4/16	5.4 a, b, c, d, e, f, g, 5.5 a, b, c, d, e, f, g, h, i, j, k, l, m 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Use of: Blast Off! book Interactive Achievement Accelerated Reader Released SOL test items Imagine Learning	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate
				comprehension of fictional texts, narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials. B) Describe character development.

	T	C) Describe the development of plot
		and explain the resolution of conflict
		(s).
		E) Describe how an author's choice of
		vocabulary contributes to the author's
		style. F) Identify and ask questions that
		clarify various points of view.
		G) Identify main idea.
		H) Summarize supporting details from
		text.
		I) Draw conclusions and make
		inferences from, text.
		J) Identify cause and effect
		relationships.
		K) Make, confirm or revise predictions.
		L) Use reading strategies throughout
		the reading process to monitor
		comprehension.
		M) Read with fluency and accuracy.
		,
		The student will read and demonstrate
		comprehension of nonfiction texts.
		A) Use text organizers.
		B) Use prior knowledge and build
		additional background knowledge as
		context for new learning.
		C) Skim materials to develop a general
		overview of content and to locate
		specific information.
		D) Identify the main idea of nonfiction
		texts.
		E) Summarize supporting details of in
		nonfiction texts.
		F) Identify structural patterns found in
		nonfiction.
		G) Locate information to support
		opinions, predictions and conclusions.

				H) Identify cause and effect relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
4/11/16	5.4 a, b, c, d, e, f, g, 5.5 a, b, c, d, e, f, g, h, i, j, k, l, m 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Use of: Blast Off! book Interactive Achievement Accelerated Reader Released SOL test items Imagine Learning	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate
				comprehension of fictional texts, narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials. B) Describe character development.

	T	C) Describe the development of plot
		and explain the resolution of conflict
		(s).
		E) Describe how an author's choice of
		vocabulary contributes to the author's
		style. F) Identify and ask questions that
		clarify various points of view.
		G) Identify main idea.
		H) Summarize supporting details from
		text.
		I) Draw conclusions and make
		inferences from, text.
		J) Identify cause and effect
		relationships.
		K) Make, confirm or revise predictions.
		L) Use reading strategies throughout
		the reading process to monitor
		comprehension.
		M) Read with fluency and accuracy.
		,
		The student will read and demonstrate
		comprehension of nonfiction texts.
		A) Use text organizers.
		B) Use prior knowledge and build
		additional background knowledge as
		context for new learning.
		C) Skim materials to develop a general
		overview of content and to locate
		specific information.
		D) Identify the main idea of nonfiction
		texts.
		E) Summarize supporting details of in
		nonfiction texts.
		F) Identify structural patterns found in
		nonfiction.
		G) Locate information to support
		opinions, predictions and conclusions.

				 H) Identify cause and effect relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
4/18/16	5.4 a, b, c, d, e, f, g, 5.5 a, b, c, d, e, f, g, h, i, j, k, l, m 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Use of: Blast Off! book Interactive Achievement Accelerated Reader Released SOL test items Imagine Learning	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas.
				The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials. B) Describe character development.

<u> </u>	<u> </u>	C) Describe the development of plot
		and explain the resolution of conflict
		(s).
		E) Describe how an author's choice of
		vocabulary contributes to the author's
		style.
		F) Identify and ask questions that
		clarify various points of view.
		G) Identify main idea.
		H) Summarize supporting details from
		text.
		I) Draw conclusions and make
		inferences from, text.
		J) Identify cause and effect
		relationships.
		K) Make, confirm or revise predictions.
		L) Use reading strategies throughout
		the reading process to monitor
		comprehension.
		M) Read with fluency and accuracy.
		,
		The student will read and demonstrate
		comprehension of nonfiction texts.
		A) Use text organizers.
		B) Use prior knowledge and build
		additional background knowledge as
		context for new learning.
		C) Skim materials to develop a general
		overview of content and to locate
		specific information.
		D) Identify the main idea of nonfiction
		texts.
		E) Summarize supporting details of in
		nonfiction texts.
		F) Identify structural patterns found in
		nonfiction.
		G) Locate information to support
		opinions, predictions and conclusions.

				H) Identify cause and effect relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
4/29/16	5.4 a, b, c, d, e, f, g, 5.5 a, b, c, d, e, f, g, h, i, j, k, l, m 5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Use of: Blast Off! book Interactive Achievement Accelerated Reader Imagine Learning	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas.
				The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials. B) Describe character development.

<u> </u>	<u> </u>	C) Describe the development of plot
		and explain the resolution of conflict
		(s).
		E) Describe how an author's choice of
		vocabulary contributes to the author's
		style.
		F) Identify and ask questions that
		clarify various points of view.
		G) Identify main idea.
		H) Summarize supporting details from
		text.
		I) Draw conclusions and make
		inferences from, text.
		J) Identify cause and effect
		relationships.
		K) Make, confirm or revise predictions.
		L) Use reading strategies throughout
		the reading process to monitor
		comprehension.
		M) Read with fluency and accuracy.
		,
		The student will read and demonstrate
		comprehension of nonfiction texts.
		A) Use text organizers.
		B) Use prior knowledge and build
		additional background knowledge as
		context for new learning.
		C) Skim materials to develop a general
		overview of content and to locate
		specific information.
		D) Identify the main idea of nonfiction
		texts.
		E) Summarize supporting details of in
		nonfiction texts.
		F) Identify structural patterns found in
		nonfiction.
		G) Locate information to support
		opinions, predictions and conclusions.

				H) Identify cause and effect relationships following transition words signaling the pattern. I) Differentiate between fact and opinion. J) Identify, compare and contrast relationships. K) Identify new information gained from reading. L) Use reading strategies throughout the reading process to m monitor comprehension. M) Read with fluency.
5/2/16	5.4 a, b, c, d, e, f, g 5.5 a, b, c, d, e, f, g, h, i, j, k, l, m	Use of: Blast Off! book Interactive Achievement Accelerated Reader Imagine Learning	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.
				narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials. B) Describe character development.

				C) Describe the development of plot and explain the resolution of conflict (s). E) Describe how an author's choice of vocabulary contributes to the author's style. F) Identify and ask questions that clarify various points of view. G) Identify main idea. H) Summarize supporting details from text. I) Draw conclusions and make inferences from, text. J) Identify cause and effect relationships. K) Make, confirm or revise predictions. L) Use reading strategies throughout the reading process to monitor comprehension. M) Read with fluency and accuracy.
5/9/16 The SOL is usually done by now for reading. That is why I am beginning a novel. It the SOL has not yet been given, I will continue to review for it and begin the novel after the test with any time remaining in the school year and/or help my teammates prepare for their SOL if they have not yet been given. ③	5.4 a, b, c, d, e, f, g 5.5 a, b, c, d, e, f, g, h, i, j, k, l, m	Summer of the Swans novel	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas.

				The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials. B) Describe character development. C) Describe the development of plot and explain the resolution of conflict (s). E) Describe how an author's choice of vocabulary contributes to the author's style. F) Identify and ask questions that clarify various points of view. G) Identify main idea. H) Summarize supporting details from text. I) Draw conclusions and make inferences from, text. J) Identify cause and effect relationships. K) Make, confirm or revise predictions. L) Use reading strategies throughout the reading process to monitor comprehension. M) Read with fluency and accuracy.
5/16/16	5.4 a, b, c, d, e, f, g 5.5 a, b, c, d, e, f, g, h, i, j, k, l, m	Summer of the Swans novel	Evaluation	The student will expand vocabulary when reading. A) Use context to clarify meaning of unfamiliar words and phrases. B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words. C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. D) Identify an author's use of figurative language

End of school year activities	5/23/16		E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary be listening to and reading a variety of texts. G) Study word meanings across content areas. The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry. A) Describe the relationship between text and previously read materials. B) Describe character development. C) Describe the development of plot and explain the resolution of conflict (s). E) Describe how an author's choice of vocabulary contributes to the author's style. F) Identify and ask questions that clarify various points of view. G) Identify main idea. H) Summarize supporting details from text. I) Draw conclusions and make inferences from, text. J) Identify cause and effect relationships. K) Make, confirm or revise predictions. L) Use reading strategies throughout the reading process to monitor comprehension. M) Read with fluency and accuracy.