

<b>Curriculum Pacing Guide 2015 -2016 Subject: Reading</b>				
<b>Week of:</b>	<b>SOL #</b>	<b>Unit</b>	<b>Bloom's Level</b>	<b>Objective</b>
8/11/15	5.4 a, b, f 5.5 g, h	Theme 1 - textbook Use of: Accelerated Reader Imagine Learning	Analysis	<p>The student will expand vocabulary when reading.</p> <p>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 by listening to and reading a variety of texts.</p> <p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.</p> <p>G) Identify main idea. H) Summarize supporting details from text.</p>
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	<p>The student will expand vocabulary when reading.</p> <p>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 by listening to and reading a variety of texts.</p> <p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.</p>

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

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

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

				<p>F) Develop vocabulary by listening to and reading a variety of texts.  G) Study word meanings across content areas.</p> <p>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.</p>
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	<p>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</p>

				<p>meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p> <p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.</p> <p>A) Describe the relationship between text and previously read materials.</p> <p>B) Describe character development.</p> <p>C) Describe the development of plot and explain the resolution of conflict (s).</p> <p>E) Describe how an author's choice of vocabulary contributes to the author's style.</p> <p>F) Identify and ask questions that clarify various points of view.</p> <p>G) Identify main idea.</p> <p>H) Summarize supporting details from text.</p> <p>I) Draw conclusions and make inferences from, text.</p> <p>J) Identify cause and effect relationships.</p> <p>K) Make, confirm or revise predictions.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency and accuracy.</p>
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9/21/15	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	Analysis	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>A) Use text organizers.</p> <p>B) Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>C) Skim materials to develop a general overview of content and to locate specific information.</p> <p>D) Identify the main idea of nonfiction texts.</p> <p>E) Summarize supporting details of in nonfiction texts.</p> <p>F) Identify structural patterns found in nonfiction.</p> <p>G) Locate information to support opinions, predictions and conclusions.</p> <p>H) Identify cause and effect relationships following transition words signaling the pattern.</p> <p>I) Differentiate between fact and opinion.</p>
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				<p>J) Identify, compare and contrast relationships.</p> <p>K) Identify new information gained from reading.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency.</p>
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	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>A) Use text organizers.</p> <p>B) Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>C) Skim materials to develop a general overview of content and to locate specific information.</p> <p>D) Identify the main idea of nonfiction texts.</p> <p>E) Summarize supporting details of in nonfiction texts.</p>

				<p>F) Identify structural patterns found in nonfiction.</p> <p>G) Locate information to support opinions, predictions and conclusions.</p> <p>H) Identify cause and effect relationships following transition words signaling the pattern.</p> <p>I) Differentiate between fact and opinion.</p> <p>J) Identify, compare and contrast relationships.</p> <p>K) Identify new information gained from reading.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency.</p>
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	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>A) Use text organizers.</p>

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

				<p>E) Use dictionary, glossary, thesaurus, and other word-reference materials. F) Develop vocabulary by listening to and reading a variety of texts. G) Study word meanings across content areas.</p> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>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 monitor comprehension. M) Read with fluency.</p>
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10/19/15	5.4 a, b, c, e, f, g 5.5 a, b, c, f, g, h, i, j, k, l, m	Theme 2 - textbook Use of: Accelerated Reader Interactive Achievement Imagine Learning		<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p> <p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.</p> <p>A) Describe the relationship between text and previously read materials.</p> <p>B) Describe character development.</p> <p>C) Describe the development of plot and explain the resolution of conflict (s).</p> <p>E) Describe how an author's choice of vocabulary contributes to the author's style.</p> <p>F) Identify and ask questions that clarify various points of view.</p> <p>G) Identify main idea.</p> <p>H) Summarize supporting details from text.</p> <p>I) Draw conclusions and make inferences from, text.</p> <p>J) Identify cause and effect relationships.</p> <p>K) Make, confirm or revise predictions.</p>
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				<p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency and accuracy.</p>
10/26/15	<p>5.4 a, b, c, e, f, g</p> <p>5.5 a, b, c, f, g, h, i, j, k, l, m</p> <p>5.6 a, b, c, d, e, f, g, h, i, j, k, l, m</p>	<p>Theme 2 - textbook</p> <p>Use of:</p> <p>Accelerated Reader</p> <p>Interactive Achievement</p> <p>Imagine Learning</p>	Evaluation	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p> <p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.</p> <p>A) Describe the relationship between text and previously read materials.</p> <p>B) Describe character development.</p> <p>C) Describe the development of plot and explain the resolution of conflict (s).</p> <p>E) Describe how an author's choice of vocabulary contributes to the author's style.</p> <p>F) Identify and ask questions that clarify various points of view.</p> <p>G) Identify main idea.</p> <p>H) Summarize supporting details from text.</p>

			<p>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.</p> <p>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.</p>
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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	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>D) Identify an author's use of figurative language.</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>A) Use text organizers.</p> <p>B) Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>C) Skim materials to develop a general overview of content and to locate specific information.</p> <p>D) Identify the main idea of nonfiction texts.</p> <p>E) Summarize supporting details of in nonfiction texts.</p> <p>F) Identify structural patterns found in nonfiction.</p> <p>G) Locate information to support opinions, predictions and conclusions.</p> <p>H) Identify cause and effect relationships following transition words signaling the pattern.</p>
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				<p>I) Differentiate between fact and opinion.</p> <p>J) Identify, compare and contrast relationships.</p> <p>K) Identify new information gained from reading.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency.</p>
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	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>D) Identify an author's use of figurative language.</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>A) Use text organizers.</p> <p>B) Use prior knowledge and build additional background knowledge as context for new learning.</p>

				<p>C) Skim materials to develop a general overview of content and to locate specific information.</p> <p>D) Identify the main idea of nonfiction texts.</p> <p>E) Summarize supporting details of in nonfiction texts.</p> <p>F) Identify structural patterns found in nonfiction.</p> <p>G) Locate information to support opinions, predictions and conclusions.</p> <p>H) Identify cause and effect relationships following transition words signaling the pattern.</p> <p>I) Differentiate between fact and opinion.</p> <p>J) Identify, compare and contrast relationships.</p> <p>K) Identify new information gained from reading.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency.</p>
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	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>D) Identify an author's use of figurative language.</p>

				<p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.  F) Develop vocabulary by listening to and reading a variety of texts.  G) Study word meanings across content areas.</p> <p>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 monitor comprehension.  M) Read with fluency.</p>
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, i, j, k, l, m	Interactive Achievement Accelerated Reader Imagine Learning	<p>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 by listening to and reading a variety of texts.  G) Study word meanings across content areas.</p> <p>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.</p>
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				<p>J) Identify, compare and contrast relationships.</p> <p>K) Identify new information gained from reading.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency.</p>
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	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p> <p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.</p> <p>A) Describe the relationship between text and previously read materials.</p> <p>B) Describe character development.</p> <p>C) Describe the development of plot and explain the resolution of conflict (s).</p> <p>E) Describe how an author's choice of vocabulary contributes to the author's style.</p> <p>F) Identify and ask questions that clarify various points of view.</p>

				<p>G) Identify main idea.</p> <p>H) Summarize supporting details from text.</p> <p>I) Draw conclusions and make inferences from, text.</p> <p>J) Identify cause and effect relationships.</p> <p>K) Make, confirm or revise predictions.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency and accuracy.</p>
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	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>D) Identify an author's use of figurative language.</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>A) Use text organizers.</p> <p>B) Use prior knowledge and build additional background knowledge as context for new learning.</p>

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

				<p>F) Develop vocabulary by listening to and reading a variety of texts.  G) Study word meanings across content areas.</p> <p>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 monitor comprehension.  M) Read with fluency.</p>
1/4/16	5.4 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	Evaluation	<p>The student will expand vocabulary when reading.  A) Use context to clarify meaning of unfamiliar words and phrases.</p>

	5.6 a, b, c, d, e, f, g, h, i, j, k, l, m	Imagine Learning	<p>B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p> <p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.</p> <p>A) Describe the relationship between text and previously read materials.</p> <p>B) Describe character development.</p> <p>C) Describe the development of plot and explain the resolution of conflict (s).</p> <p>E) Describe how an author's choice of vocabulary contributes to the author's style.</p> <p>F) Identify and ask questions that clarify various points of view.</p> <p>G) Identify main idea.</p> <p>H) Summarize supporting details from text.</p> <p>I) Draw conclusions and make inferences from, text.</p> <p>J) Identify cause and effect relationships.</p> <p>K) Make, confirm or revise predictions.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency and accuracy.</p>
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				<p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>A) Use text organizers.</p> <p>B) Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>C) Skim materials to develop a general overview of content and to locate specific information.</p> <p>D) Identify the main idea of nonfiction texts.</p> <p>E) Summarize supporting details of in nonfiction texts.</p> <p>F) Identify structural patterns found in nonfiction.</p> <p>G) Locate information to support opinions, predictions and conclusions.</p> <p>H) Identify cause and effect relationships following transition words signaling the pattern.</p> <p>I) Differentiate between fact and opinion.</p> <p>J) Identify, compare and contrast relationships.</p> <p>K) Identify new information gained from reading.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency.</p>
1/11/16	<p>5.4 a, b, c, e, f, g</p> <p>5.5 a, b, c, f, g, h, i, j, k, l, m</p> <p>5.6 a, b, c, d, e, f, g, h, i, j, k, l, m</p>	<p>Theme 4 - textbook</p> <p>Use of:</p> <p>Interactive Achievement Accelerated Reader</p> <p>Imagine Learning</p>	Evaluation	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.</p>

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

				<p>K) Make, confirm or revise predictions.  L) Use reading strategies throughout the reading process to monitor comprehension.  M) Read with fluency and accuracy.</p> <p>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.</p>
1/25/16	5.4 a, b, c, d, e ,f ,g 5.5 a, b, c, e, f, g, h, i, j, k, l, m	<u>Shades of Gray</u> novel Use of: Interactive Achievement	Synthesis	The student will expand vocabulary when reading.

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

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

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

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

				<p>G) Study word meanings across content areas.</p> <p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.</p> <p>A) Describe the relationship between text and previously read materials.</p> <p>B) Describe character development.</p> <p>C) Describe the development of plot and explain the resolution of conflict (s).</p> <p>E) Describe how an author's choice of vocabulary contributes to the author's style.</p> <p>F) Identify and ask questions that clarify various points of view.</p> <p>G) Identify main idea.</p> <p>H) Summarize supporting details from text.</p> <p>I) Draw conclusions and make inferences from, text.</p> <p>J) Identify cause and effect relationships.</p> <p>K) Make, confirm or revise predictions.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency and accuracy.</p> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>A) Use text organizers.</p> <p>B) Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>C) Skim materials to develop a general overview of content and to locate specific information.</p>
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				<p>D) Identify the main idea of nonfiction texts.</p> <p>E) Summarize supporting details of in nonfiction texts.</p> <p>F) Identify structural patterns found in nonfiction.</p> <p>G) Locate information to support opinions, predictions and conclusions.</p> <p>H) Identify cause and effect relationships following transition words signaling the pattern.</p> <p>I) Differentiate between fact and opinion.</p> <p>J) Identify, compare and contrast relationships.</p> <p>K) Identify new information gained from reading.</p> <p>L) Use reading strategies throughout the reading process to m monitor comprehension.</p> <p>M) Read with fluency.</p>
2/29/16	<p>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</p>	<p>Theme 5 - textbook Use of: <u>Blast Off!</u> book Interactive Achievement Accelerated Reader Imagine Learning</p>	Evaluation	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>D) Identify an author's use of figurative language</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary be listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p>

				<p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.</p> <ul style="list-style-type: none"><li>A) Describe the relationship between text and previously read materials.</li><li>B) Describe character development.</li><li>C) Describe the development of plot and explain the resolution of conflict (s).</li><li>E) Describe how an author's choice of vocabulary contributes to the author's style.</li><li>F) Identify and ask questions that clarify various points of view.</li><li>G) Identify main idea.</li><li>H) Summarize supporting details from text.</li><li>I) Draw conclusions and make inferences from, text.</li><li>J) Identify cause and effect relationships.</li><li>K) Make, confirm or revise predictions.</li><li>L) Use reading strategies throughout the reading process to monitor comprehension.</li><li>M) Read with fluency and accuracy.</li></ul> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"><li>A) Use text organizers.</li><li>B) Use prior knowledge and build additional background knowledge as context for new learning.</li><li>C) Skim materials to develop a general overview of content and to locate specific information.</li><li>D) Identify the main idea of nonfiction texts.</li></ul>
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				<p>E) Summarize supporting details of in nonfiction texts.</p> <p>F) Identify structural patterns found in nonfiction.</p> <p>G) Locate information to support opinions, predictions and conclusions.</p> <p>H) Identify cause and effect relationships following transition words signaling the pattern.</p> <p>I) Differentiate between fact and opinion.</p> <p>J) Identify, compare and contrast relationships.</p> <p>K) Identify new information gained from reading.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency.</p>
<p>3/7/16 End of 3<sup>rd</sup> nine weeks: 3/11/16</p>	<p>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</p>	<p>Theme 5 - textbook Use of: <u>Blast Off!</u> book Interactive Achievement Accelerated Reader Imagine Learning</p>	<p>Evaluation</p>	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>D) Identify an author's use of figurative language</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p>

			<p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.</p> <p>A) Describe the relationship between text and previously read materials.</p> <p>B) Describe character development.</p> <p>C) Describe the development of plot and explain the resolution of conflict (s).</p> <p>E) Describe how an author’s choice of vocabulary contributes to the author’s style.</p> <p>F) Identify and ask questions that clarify various points of view.</p> <p>G) Identify main idea.</p> <p>H) Summarize supporting details from text.</p> <p>I) Draw conclusions and make inferences from, text.</p> <p>J) Identify cause and effect relationships.</p> <p>K) Make, confirm or revise predictions.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency and accuracy.</p> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>A) Use text organizers.</p> <p>B) Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>C) Skim materials to develop a general overview of content and to locate specific information.</p> <p>D) Identify the main idea of nonfiction texts.</p> <p>E) Summarize supporting details of in nonfiction texts.</p>
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				<p>F) Identify structural patterns found in nonfiction.</p> <p>G) Locate information to support opinions, predictions and conclusions.</p> <p>H) Identify cause and effect relationships following transition words signaling the pattern.</p> <p>I) Differentiate between fact and opinion.</p> <p>J) Identify, compare and contrast relationships.</p> <p>K) Identify new information gained from reading.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency.</p>
3/14/16	<p>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</p>	<p>Theme 6 - textbook Use of: <u>Blast Off!</u> book Interactive Achievement Accelerated Reader Imagine Learning</p>	Evaluation	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>D) Identify an author's use of figurative language</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p>

			<p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.</p> <p>A) Describe the relationship between text and previously read materials.</p> <p>B) Describe character development.</p> <p>C) Describe the development of plot and explain the resolution of conflict (s).</p> <p>E) Describe how an author’s choice of vocabulary contributes to the author’s style.</p> <p>F) Identify and ask questions that clarify various points of view.</p> <p>G) Identify main idea.</p> <p>H) Summarize supporting details from text.</p> <p>I) Draw conclusions and make inferences from, text.</p> <p>J) Identify cause and effect relationships.</p> <p>K) Make, confirm or revise predictions.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency and accuracy.</p> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>A) Use text organizers.</p> <p>B) Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>C) Skim materials to develop a general overview of content and to locate specific information.</p> <p>D) Identify the main idea of nonfiction texts.</p> <p>E) Summarize supporting details of in nonfiction texts.</p>
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				<p>F) Identify structural patterns found in nonfiction.</p> <p>G) Locate information to support opinions, predictions and conclusions.</p> <p>H) Identify cause and effect relationships following transition words signaling the pattern.</p> <p>I) Differentiate between fact and opinion.</p> <p>J) Identify, compare and contrast relationships.</p> <p>K) Identify new information gained from reading.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency.</p>
<p>3/21/16 Spring Break: 3/24/16 – 3/28/16</p>	<p>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</p>	<p>Theme 6 - textbook Use of: <u>Blast Off!</u> book Interactive Achievement Accelerated Reader Imagine Learning</p>	<p>Evaluation</p>	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>D) Identify an author's use of figurative language</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p> <p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.</p>

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

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

				<p>C) Describe the development of plot and explain the resolution of conflict (s).</p> <p>E) Describe how an author's choice of vocabulary contributes to the author's style.</p> <p>F) Identify and ask questions that clarify various points of view.</p> <p>G) Identify main idea.</p> <p>H) Summarize supporting details from text.</p> <p>I) Draw conclusions and make inferences from, text.</p> <p>J) Identify cause and effect relationships.</p> <p>K) Make, confirm or revise predictions.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency and accuracy.</p> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>A) Use text organizers.</p> <p>B) Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>C) Skim materials to develop a general overview of content and to locate specific information.</p> <p>D) Identify the main idea of nonfiction texts.</p> <p>E) Summarize supporting details of in nonfiction texts.</p> <p>F) Identify structural patterns found in nonfiction.</p> <p>G) Locate information to support opinions, predictions and conclusions.</p>
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				<p>H) Identify cause and effect relationships following transition words signaling the pattern.</p> <p>I) Differentiate between fact and opinion.</p> <p>J) Identify, compare and contrast relationships.</p> <p>K) Identify new information gained from reading.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency.</p>
4/11/16	<p>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</p>	<p>Use of: <u>Blast Off!</u> book Interactive Achievement Accelerated Reader Released SOL test items Imagine Learning</p>	Evaluation	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>D) Identify an author's use of figurative language</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p> <p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.</p> <p>A) Describe the relationship between text and previously read materials.</p> <p>B) Describe character development.</p>

				<p>C) Describe the development of plot and explain the resolution of conflict (s).</p> <p>E) Describe how an author's choice of vocabulary contributes to the author's style.</p> <p>F) Identify and ask questions that clarify various points of view.</p> <p>G) Identify main idea.</p> <p>H) Summarize supporting details from text.</p> <p>I) Draw conclusions and make inferences from, text.</p> <p>J) Identify cause and effect relationships.</p> <p>K) Make, confirm or revise predictions.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency and accuracy.</p> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>A) Use text organizers.</p> <p>B) Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>C) Skim materials to develop a general overview of content and to locate specific information.</p> <p>D) Identify the main idea of nonfiction texts.</p> <p>E) Summarize supporting details of in nonfiction texts.</p> <p>F) Identify structural patterns found in nonfiction.</p> <p>G) Locate information to support opinions, predictions and conclusions.</p>
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				<p>H) Identify cause and effect relationships following transition words signaling the pattern.</p> <p>I) Differentiate between fact and opinion.</p> <p>J) Identify, compare and contrast relationships.</p> <p>K) Identify new information gained from reading.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency.</p>
4/18/16	<p>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</p>	<p>Use of: <u>Blast Off!</u> book Interactive Achievement Accelerated Reader Released SOL test items Imagine Learning</p>	Evaluation	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>D) Identify an author's use of figurative language</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p> <p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.</p> <p>A) Describe the relationship between text and previously read materials.</p> <p>B) Describe character development.</p>

				<p>C) Describe the development of plot and explain the resolution of conflict (s).</p> <p>E) Describe how an author's choice of vocabulary contributes to the author's style.</p> <p>F) Identify and ask questions that clarify various points of view.</p> <p>G) Identify main idea.</p> <p>H) Summarize supporting details from text.</p> <p>I) Draw conclusions and make inferences from, text.</p> <p>J) Identify cause and effect relationships.</p> <p>K) Make, confirm or revise predictions.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency and accuracy.</p> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>A) Use text organizers.</p> <p>B) Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>C) Skim materials to develop a general overview of content and to locate specific information.</p> <p>D) Identify the main idea of nonfiction texts.</p> <p>E) Summarize supporting details of in nonfiction texts.</p> <p>F) Identify structural patterns found in nonfiction.</p> <p>G) Locate information to support opinions, predictions and conclusions.</p>
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				<p>H) Identify cause and effect relationships following transition words signaling the pattern.</p> <p>I) Differentiate between fact and opinion.</p> <p>J) Identify, compare and contrast relationships.</p> <p>K) Identify new information gained from reading.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency.</p>
4/29/16	<p>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</p>	<p>Use of: <u>Blast Off!</u> book Interactive Achievement Accelerated Reader Imagine Learning</p>	Evaluation	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>D) Identify an author's use of figurative language</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p> <p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.</p> <p>A) Describe the relationship between text and previously read materials.</p> <p>B) Describe character development.</p>

				<p>C) Describe the development of plot and explain the resolution of conflict (s).</p> <p>E) Describe how an author's choice of vocabulary contributes to the author's style.</p> <p>F) Identify and ask questions that clarify various points of view.</p> <p>G) Identify main idea.</p> <p>H) Summarize supporting details from text.</p> <p>I) Draw conclusions and make inferences from, text.</p> <p>J) Identify cause and effect relationships.</p> <p>K) Make, confirm or revise predictions.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency and accuracy.</p> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>A) Use text organizers.</p> <p>B) Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>C) Skim materials to develop a general overview of content and to locate specific information.</p> <p>D) Identify the main idea of nonfiction texts.</p> <p>E) Summarize supporting details of in nonfiction texts.</p> <p>F) Identify structural patterns found in nonfiction.</p> <p>G) Locate information to support opinions, predictions and conclusions.</p>
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				<p>H) Identify cause and effect relationships following transition words signaling the pattern.</p> <p>I) Differentiate between fact and opinion.</p> <p>J) Identify, compare and contrast relationships.</p> <p>K) Identify new information gained from reading.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency.</p>
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: <u>Blast Off!</u> book Interactive Achievement Accelerated Reader Imagine Learning	Evaluation	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>D) Identify an author's use of figurative language</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p> <p>The student will read and demonstrate comprehension of fictional texts, narrative nonfiction and poetry.</p> <p>A) Describe the relationship between text and previously read materials.</p> <p>B) Describe character development.</p>

				<p>C) Describe the development of plot and explain the resolution of conflict (s).</p> <p>E) Describe how an author’s choice of vocabulary contributes to the author’s style.</p> <p>F) Identify and ask questions that clarify various points of view.</p> <p>G) Identify main idea.</p> <p>H) Summarize supporting details from text.</p> <p>I) Draw conclusions and make inferences from, text.</p> <p>J) Identify cause and effect relationships.</p> <p>K) Make, confirm or revise predictions.</p> <p>L) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>M) Read with fluency and accuracy.</p>
<p>5/9/16</p> <p><b>The SOL is usually done by now for reading. That is why I am beginning a novel. If 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. ☺</b></p>	<p>5.4 a, b, c, d, e, f, g</p> <p>5.5 a, b, c, d, e, f, g, h, i, j, k, l, m</p>	<p><u>Summer of the Swans</u> novel</p>	<p>Evaluation</p>	<p>The student will expand vocabulary when reading.</p> <p>A) Use context to clarify meaning of unfamiliar words and phrases.</p> <p>B) Use context and sentence structure to determine meanings and differentiate meanings and differentiate among multiple meaning words.</p> <p>C) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</p> <p>D) Identify an author’s use of figurative language</p> <p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.</p> <p>F) Develop vocabulary by listening to and reading a variety of texts.</p> <p>G) Study word meanings across content areas.</p>

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

				<p>E) Use dictionary, glossary, thesaurus, and other word-reference materials.  F) Develop vocabulary by listening to and reading a variety of texts.  G) Study word meanings across content areas.</p> <p>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.</p>
5/23/16				
End of school year activities				



