

Wilson County Schools



Fifth Grade Curriculum Framework

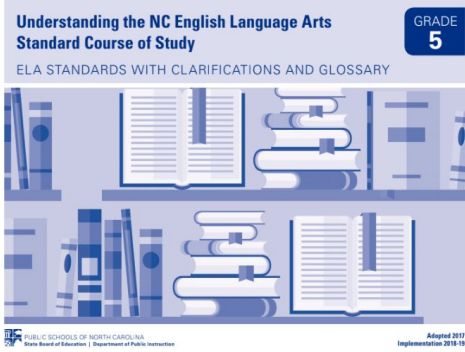
English Language Arts

2018-2019



Scan code to view 5th Grade progressions and resources!

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District Expectations		
90 Minute Reading Block	All K-5 teachers	<u>90 Minute Reading Block Example</u> <u>Planning for 90 minute Literacy Block</u> <u>Guided Reading Plan Templates</u>
Writing Plan for all Content Areas	All K-5 teachers	<u>WCS Writing Plan</u>
Learning Focused		<u>Lesson Plan Template</u> <u>Lesson Plan w/ Examples</u> <u>LF Online</u>
Balanced Literacy	All K-5 teachers	<u>Balanced Literacy (see WCS BL Framework)</u>
90 Minute Math Block (Guided Math)	All K-5 teachers	<u>Quick overview of Guided Math</u>
Student Portfolios	All K-5 teachers	<u>K-3 Portfolio Cover</u> <u>4-5 Portfolio Cover</u>
<u>5th Grade - Understanding the NC ELA Standard Course of Study</u>	5th Grade teachers	



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Readiness - First 20 Days		
Prepare environment for Balanced Literacy (see WCS BL Framework)	Design schedule and set-up classroom Sample Daily Schedule	
Teach Behavior Expectations	Teach routines, rules and procedures	Teacher models and students role-play
Teach expectations for whole group, small group, centers (Reading & Math)	Teach routines, rules and procedures	Teacher models and students role-play
Teach expectations for writer's workshop	Teach routines, rules and procedures	Teacher models and students role-play

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
BOLD Standards are priority standards for the quarter. Review all tested standards as needed. Standard link will take you to resources.			
Priority - RL.1 , RL.2 , RL.4 , RI.1 , RI.2 , RI.4 , W.3 , SL.1 , Supporting - RL.3 , RI.5 , RI.3 , W.6, L.1-6 Text Complexity - RL.10 , RI.10	Priority - RL.1 , RL.2 , RL.3 , RL.6 , RI.1 , RI.2 , RI.3 , RI.6 , RI.8 , W.2 , SL.2 , SL.4 Supporting - RL.4 , RL.5 , RI.4 , RI.5 , RL.9 , RI.9 , W.5, W.6, SL.1 , L.1-6 Text Complexity - RL.10 , RI.10	Priority - RL.5 , RL.7 , RL.9 , RI.5 , RI.7 , RI.9 , W.1 , SL.3 , SL.5 Supporting - All others, W.4 Text Complexity - RL.10 , RI.10	Priority - Review standards as needed. Text Complexity - RL.10 , RI.10
Reading Foundational Skills should be taught across all quarters until mastered. Language Standards are supporting standards during writing workshop.			

BLUE - link to more information.

RED - Assessment alignment and standards information

GREEN - Additional information

PURPLE - Scaffolded standard - progresses across quarters



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1st Quarter	
READING LITERATURE	
Strand & Cluster	Standards
Reading Literature:	Reading Literature should be the major focus during the 1st NWs. Teachers may use informational texts as optional resources. During the 3rd and 4th NWs teachers/students will read both literature and informational texts during read alouds, guided reading and independent reading. Students should understand literary story elements such as characters, setting, sequence (B, M, E), problem, solution, etc. Students should understand literary text is linear.
Key Ideas and Details	<p>RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <hr/> <p>RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RL.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
Craft & Structure	<p>RL.5.4 - Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.</p> <p>RL.5.5 - Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.</p> <hr/> <p>RL.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>



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Integration of Knowledge and Ideas	
<p>Level of Text Complexity</p> <p>Lexile 750-850</p>	<p>RL.5.10 - By the end of grade 5, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <hr/> <p>RI.5.10 - By the end of grade 5, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level Independent Sustained Reading Guide</p>
WRITING	
Writing:	<p>Use quality fiction as read alouds and as mentor texts for writing. Expect students to use the same craft and structure authors use.</p> <p>Narrative Mentor Texts, Informational Mentor Texts, Persuasive Mentor Texts</p>
<p>Text Types and Purposes</p> <p>Link for narrative writing lessons.</p> <p>Narrative Task - October 8-12, 2018</p>	<p>W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. c. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.



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Production and Distribution of Writing	<p>Media Specialists can help address these standards through collaborative research/writing projects.</p> <p>W.5.6 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
SPEAKING & LISTENING	
Speaking & Listening: Comprehension and Collaboration	<p>SL.5.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Presentation of Knowledge and Ideas	<p>SL.5.4 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.</p>
LANGUAGE	
<p>Language: Conventions of Standard English</p> <p>Language Continuum Guide</p>	<p>L.5.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p> <ul style="list-style-type: none"> a. Subject/Verb Agreement <ul style="list-style-type: none"> ○ Continue to ensure subject/verb agreement b. Nouns <ul style="list-style-type: none"> ○ Continue to use regular and irregular plural nouns c. Verbs <ul style="list-style-type: none"> ○ Use modal auxiliaries (such as may or must) ○ Form and use the perfect verb tenses ○ Convey sense of various times, sequences, states, and conditions



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	<ul style="list-style-type: none"> d. Adjectives <ul style="list-style-type: none"> ○ Form and use comparative and superlative adjectives and accurately choose which to use - adjective or adverb e. Conjunctions <ul style="list-style-type: none"> ○ Continue to use coordinating and subordinating conjunctions f. Adverbs <ul style="list-style-type: none"> ○ Form and use comparative and superlative adverbs g. Sentences <ul style="list-style-type: none"> ○ Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences ○ Produce, expand, and rearrange simple, compound, and complex sentences h. Prepositions <ul style="list-style-type: none"> ○ Form and use prepositional phrases i. Pronouns <ul style="list-style-type: none"> ○ Ensure pronoun-antecedent agreement j. Determiners - n/a k. Commonly Confused Words <ul style="list-style-type: none"> ○ Correctly use frequently confused words (such as to, two, too) l. Interjections <ul style="list-style-type: none"> ○ Continue to use interjections m. Phrases and Clauses <ul style="list-style-type: none"> ○ Explain the function of phrases and clauses
<p>Language: Conventions of Standard English</p> <p><u>Language Continuum Guide</u></p>	<p>L.5.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p> <ul style="list-style-type: none"> a. Capitalization <ul style="list-style-type: none"> ○ Continue to use correct capitalization b. Punctuation <ul style="list-style-type: none"> ○ Continue to use commas in dialogue ○ Continue to use quotation marks in dialogue ○ Use a comma before a coordinating conjunction in a compound sentence ○ Use commas and quotations to mark direct speech and quotations from a text ○ Use underlining, quotation marks, or italics to indicate titles of works c. Spelling



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	<ul style="list-style-type: none"> ○ Continue to use conventional spelling for high frequency words and other studied words ○ Continue to use conventional spelling for adding suffixes to base words ○ Continue to use spelling patterns and generalizations when writing words ○ Spell grade-appropriate words correctly <p>d. References</p> <ul style="list-style-type: none"> ○ Continue to consult reference materials as needed to check and correct spellings
Language: Knowledge of Language	<p>L.5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English used in stories, dramas, or poems.
Language: Vocabulary Acquisition and Use	<p>L.5.4 - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.5.5 - Demonstrate understanding of figurative language and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. <p>L.5.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>
READING FOUNDATIONAL SKILLS	
Foundational Skills: Print Concepts	Refer back to K-1 standards at-risk students
Foundational Skills: Handwriting	RF.5.2 - Create readable documents through legible handwriting (cursive).
Foundational Skills: Phonological Awareness	Refer back to K-1 standards at-risk students
Foundational Skills:	RF.5.4 - Know and apply grade-level phonics and word analysis skills in decoding words.



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Phonics and Word Recognition	<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>See WCS Phonemic Awareness and Phonics Scope & Sequence</p>
Foundational Skills: Fluency Lexile 750-850	<p>RF.5.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p>



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2nd Quarter

READING INFORMATION

Strand & Cluster	Standards
Reading Information:	Reading Informational texts should be the major focus during the 2nd NWs. Teachers may use fiction texts as optional resources. During the 3rd and 4th NWs teachers/students will read both literature and informational texts during read alouds, guided reading and independent reading. Students should be exposed to both text features and text structures. Students should understand informational text is nonlinear and can be read based on the information the reader is seeking.
Key Ideas and Details	<p>RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <hr/> <p>RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
Craft & Structure	<p>RL.5.4 - Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.</p> <p>RL.5.5 - Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6 - Describe how a narrator's or speaker's point of view influences how events are described.</p> <hr/> <p>RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI.5.5 - Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p>



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	<p>RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
<p>Integration of Knowledge and Ideas</p>	<p>RL.5.9 - Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> <hr/> <p>RI.5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p>Level of Text Complexity</p> <p>Lexile 800-900</p>	<p>RL.5.10 - By the end of grade 5, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <hr/> <p>RI.5.10 - By the end of grade 5, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for Levels A-Z, Reading Behaviors Checklist by Level Independent Sustained Reading Guide</p>
WRITING	
<p>Writing:</p>	<p>Narrative Mentor Texts, Informational Mentor Texts, Persuasive Mentor Texts</p>
<p>Text Types and Purposes</p> <p>Link for Information Writing Lessons</p> <p>Informative Task - February 1-28, 2019</p>	<p>W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. d. Link ideas within and across categories of information using words, phrases, and clauses. e. Use precise language and domain-specific vocabulary to inform about or explain the topic.



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	<p>f. Provide a concluding statement or section related to the information or explanation presented.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p>
Production and Distribution of Writing	<p>Media Specialists can help address these standards through collaborative research/writing projects.</p> <p>W.5.5 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.6 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
SPEAKING & LISTENING	
Speaking & Listening: Comprehension and Collaboration	<p>SL.5.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>SL.5.2 - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
Presentation of Knowledge and Ideas	SL.5.4 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.
LANGUAGE	
Language: Conventions of Standard English	<p>L.5.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p> <ol style="list-style-type: none"> a. Subject/Verb Agreement <ul style="list-style-type: none"> o Continue to ensure subject/verb agreement



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<p><u>Language Continuum Guide</u></p>	<ul style="list-style-type: none"> b. Nouns <ul style="list-style-type: none"> ○ Continue to use regular and irregular plural nouns c. Verbs <ul style="list-style-type: none"> ○ Form and use the perfect verb tenses ○ Recognize and correct inappropriate shifts in verb tense d. Adjectives <ul style="list-style-type: none"> ○ Form and use comparative and superlative adjectives and accurately choose which to use - adjective or adverb ○ Order adjectives within sentences according to conventional patterns e. Conjunctions <ul style="list-style-type: none"> ○ Continue to use coordinating and subordinating conjunctions f. Adverbs <ul style="list-style-type: none"> ○ Form and use comparative and superlative adverbs ○ Use relative adverbs g. Sentences <ul style="list-style-type: none"> ○ Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences ○ Produce, expand, and rearrange simple, compound, and complex sentences h. Prepositions - n/a i. Pronouns <ul style="list-style-type: none"> ○ Ensure pronoun-antecedent agreement ○ Use relative pronouns j. Determiners - n/a k. Commonly Confused Words <ul style="list-style-type: none"> ○ Correctly use frequently confused words (such as to, two, too) l. Interjections <ul style="list-style-type: none"> ○ Continue to use interjections m. Phrases and Clauses <ul style="list-style-type: none"> ○ Explain the function of phrases and clauses
<p>Language: Conventions of Standard English</p>	<p>L.5.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p> <ul style="list-style-type: none"> e. Capitalization <ul style="list-style-type: none"> ○ Continue to use correct capitalization



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<p><u>Language Continuum Guide</u></p>	<p>f. Punctuation</p> <ul style="list-style-type: none"> ○ Continue to use commas in dialogue ○ Continue to use quotation marks in dialogue ○ Use a comma to separate an introductory element from the rest of a sentence ○ Use a comma to set off the words yes and no <p>g. Spelling</p> <ul style="list-style-type: none"> ○ Continue to use conventional spelling for high frequency words and other studied words ○ Continue to use conventional spelling for adding suffixes to base words ○ Continue to use spelling patterns and generalizations when writing words ○ Spell grade-appropriate words correctly <p>h. References</p> <ul style="list-style-type: none"> ○ Continue to consult reference materials as needed to check and correct spellings
<p>Language: Knowledge of Language</p>	<p>L.5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. d. Compare and contrast the varieties of English used in stories, dramas, or poems.
<p>Language: Vocabulary Acquisition and Use</p>	<p>L.5.4 - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.5.5 - Demonstrate understanding of figurative language and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. <p>L.5.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>
<p>READING FOUNDATIONAL SKILLS</p>	
<p>Foundational Skills: Print Concepts</p>	<p>Refer back to K-1 standards at-risk students</p>
<p>Foundational Skills:</p>	<p>RF.5.2 - Create readable documents through legible handwriting (cursive).</p>



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Handwriting	
Foundational Skills: Phonological Awareness	Refer back to K-1 standards at-risk students
Foundational Skills: Phonics and Word Recognition See WCS Phonemic Awareness and Phonics Scope & Sequence	RF.5.4 - Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. See WCS Phonemic Awareness and Phonics Scope & Sequence
Foundational Skills: Fluency Lexile 800-900	RF.5.5 - Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans



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3rd Quarter

READING LITERATURE & INFORMATION

Strand & Cluster	Standards
Key Ideas and Details	<p>RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <hr/> <p>RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
Craft & Structure	<p>RL.5.4 - Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone. RL.5.5 - Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem. RL.5.6 - Describe how a narrator's or speaker's point of view influences how events are described.</p> <hr/> <p>RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. RI.5.5 - Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
Integration of Knowledge and Ideas	<p>RL.5.7 - Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. RL.5.9 - Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> <hr/>



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	<p>RI.5.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p>Level of Text Complexity</p> <p>Lexile 900-1000</p>	<p>RL.5.10 - By the end of grade 5, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <hr/> <p>RI.5.10 - By the end of grade 5, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p> <p>Reading Behaviors by LEVELS. Reading Descriptors for for Levels A-Z. Reading Behaviors Checklist by Level Independent Sustained Reading Guide</p>
WRITING	
<p>Writing:</p>	<p>Narrative Mentor Texts, Informational Mentor Texts, Persuasive Mentor Texts</p>
<p>Text Types and Purposes</p> <p>Opinion Lessons</p> <p>Opinion Task - April 29-May 3, 2019</p>	<p>W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. c. Provide logically ordered reasons that are supported by facts and details. d. Link opinion and reasons using words, phrases, and clauses. e. Provide a concluding statement or section related to the opinion presented. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.



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<p>Production and Distribution of Writing</p>	<p>Media Specialists can help address these standards through collaborative research/writing projects.</p> <p>W.5.4 - With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</p> <p>W.5.5 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.6 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p>SPEAKING & LISTENING</p>	
<p>Speaking & Listening: Comprehension and Collaboration</p>	<p>SL.5.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>SL.5.3 - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
<p>Presentation of Knowledge and Ideas</p>	<p>SL.5.5 - Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>LANGUAGE</p>	
<p>Language: Conventions of Standard English</p>	<p>L.5.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p> <ol style="list-style-type: none"> a. Subject/Verb Agreement <ul style="list-style-type: none"> o Continue to ensure subject/verb agreement b. Nouns <ul style="list-style-type: none"> o Continue to use regular and irregular plural nouns c. Verbs



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<p><u>Language Continuum Guide</u></p>	<ul style="list-style-type: none"> ○ Convey sense of various times, sequences, states, and conditions ○ Recognize and correct inappropriate shifts in verb tense d. Adjectives <ul style="list-style-type: none"> ○ Form and use comparative and superlative adjectives and accurately choose which to use - adjective or adverb ○ Order adjectives within sentences according to conventional patterns e. Conjunctions <ul style="list-style-type: none"> ○ Continue to use coordinating and subordinating conjunctions ○ Use correlative conjunctions (such as either/or) f. Adverbs <ul style="list-style-type: none"> ○ Form and use comparative and superlative adverbs ○ Use relative adverbs g. Sentences <ul style="list-style-type: none"> ○ Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences ○ Produce, expand, and rearrange simple, compound, and complex sentences h. Prepositions <ul style="list-style-type: none"> ○ Form and use prepositional phrases i. Pronouns <ul style="list-style-type: none"> ○ Use relative pronouns j. Determiners - n/a k. Commonly Confused Words <ul style="list-style-type: none"> ○ Correctly use frequently confused words (such as to, two, too) l. Interjections <ul style="list-style-type: none"> ○ Continue to use interjections m. Phrases and Clauses <ul style="list-style-type: none"> ○ Explain the function of phrases and clauses ○ Recognize independent and dependent phrases and clauses
<p>Language: Conventions of Standard English</p>	<p>L.5.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p> <ul style="list-style-type: none"> i. Capitalization <ul style="list-style-type: none"> ○ Continue to use correct capitalization j. Punctuation



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<p><u>Language Continuum Guide</u></p>	<ul style="list-style-type: none"> ○ Continue to use commas in dialogue ○ Continue to use quotation marks in dialogue ○ Use a comma to set off a tag question from the rest of the sentence ○ Use a comma to indicate a direct address k. Spelling <ul style="list-style-type: none"> ○ Continue to use conventional spelling for high frequency words and other studied words ○ Continue to use conventional spelling for adding suffixes to base words ○ Continue to use spelling patterns and generalizations when writing words ○ Spell grade-appropriate words correctly l. References <ul style="list-style-type: none"> ○ Continue to consult reference materials as needed to check and correct spellings
<p>Language: Knowledge of Language</p>	<p>L.5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> e. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. f. Compare and contrast the varieties of English used in stories, dramas, or poems.
<p>Language: Vocabulary Acquisition and Use</p>	<p>L.5.4 - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.5.5 - Demonstrate understanding of figurative language and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. <p>L.5.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>
READING FOUNDATIONAL SKILLS	
<p>Foundational Skills: Print Concepts</p>	<p>Refer back to K-1 standards at-risk students</p>
<p>Foundational Skills: Handwriting</p>	<p>Continue to practice handwriting with students who need intervention.</p>



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<p>Foundational Skills: Phonological Awareness</p>	<p>Refer back to K-1 standards at-risk students</p>
<p>Foundational Skills: Phonics and Word Recognition</p>	<p>RF.5.4 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>See WCS Phonemic Awareness and Phonics Scope & Sequence</p>
<p>Foundational Skills: Fluency</p> <p>Lexile 900-1050</p>	<p>RF.5.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p>



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4th Quarter	
READING LITERATURE & INFORMATION	
Strand & Cluster	Standards
Reading:	
Key Ideas and Details	Review RL/RI Standards 1-3
Craft & Structure	Review RL/RI Standards 4-6
Integration of Knowledge and Ideas	Review RL/RI Standards 7-9
Level of Text Complexity Lexile 950-1100	<p>RL.5.10 - By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>RI.5.10 - By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</p> <p>Independent Sustained Reading Guide</p>
WRITING	
Writing:	Narrative Mentor Texts , Informational Mentor Texts , Persuasive Mentor Texts
Text Types and Purposes	Review Narrative, Information, and Opinion



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Production and Distribution of Writing	<p style="background-color: #00FF00; padding: 2px;">Media Specialists can help address these standards through collaborative research/writing projects.</p> <p>Review Standards 4-6</p>
SPEAKING & LISTENING	
Speaking & Listening: Comprehension and Collaboration	Review Standards 1-3
Presentation of Knowledge and Ideas	Review Standards 4-5
LANGUAGE	
Language: Conventions of Standard English Language Continuum Guide	Review Standard L.1
Language: Conventions of Standard English Language Continuum Guide	Review Standard L.2
Language: Vocabulary Acquisition and Use	Review Standards 3-6
READING FOUNDATIONAL SKILLS	



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Foundational Skills: Print Concepts	Refer back to K-1 standards at-risk students
Foundational Skills: Handwriting	Continue to practice handwriting with students who need intervention.
Foundational Skills: Phonological Awareness	Refer back to K-1 standards at-risk students
Foundational Skills: Phonics and Word Recognition	<p>RF.5.4 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>See WCS Phonemic Awareness and Phonics Scope & Sequence</p>
Foundational Skills: Fluency Lexile 950-1100	<p>RF.5.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p>

