



Brookhaven School District
Pacing Guide 2019-20
Fifth Grade ELA

1 st NINE WEEKS				
Timeline	Concepts and Skills for the Time Period		Standards	Resources (textbooks, links, etc.)
1 st Nine Weeks 8/6/19-10/8/19 4.5 week test (9-6-19) 9 week testing: 10/2/19-10/8/19 Vocabulary, Context Clues, Citing Text-Based Evidence, Inferencing, Greek and Latin Affixes used throughout the year. Main Idea and Supporting Details Theme/Summarizing Story Elements Figurative Language Text Structure Synonyms/Antonyms/Homographs Point of View Compare and Contrast Themes and Topics Analyze Tone SL 5.3-5.4 Covered Thru Opinion Writing(timed 40 minutes) Conjunctions/Correlative Grammar Mechanics Fluency SL 5.1a-d; SL 5.2-5.4 will be covered during class discussions and read alouds.	(8-6 to 8-9)	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1	Corecommonstandards.com binder Text and Novels: Journeys, Theodore Boone/Kid Lawyer, Common Core: Writing to Text, Achieve the Core, Teachers Pay Teachers, Ready Reading Instruction, Read Works, News ELA, Class Works
	(8-12 to 8-16)	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.5.2	
	(8-19 to 8-23)	Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	RL.5.3	
	(8-26 to 8-30)	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RL.5.4	
	(9-19 to 9-13)	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	RL.5.5	
	(9-3 to 9-6)	Interpret figurative language, including similes and metaphors, in context.	L.5.5a	
	(9-9 to 9-13)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	L.5.5c	
	(8-6 to 8-16)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	L.5.4a L.5.4b	
	(9-3 to 9-6)	Describe how a narrator's or speaker's point of view influences how events are described.	RL.5.6	
	(9-16 to 9-20)	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphics novel, multimedia presentation of fiction, folktale, myth, poem).	RL.5.7	
(9-23 to 10-1)	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	RL.5.9		

	(8-6 to 8-16)	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - 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. - Provide logically ordered reasons that are supported by facts and details. - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). - Provide a concluding statement or section related to the opinion presented.	W.5.1 W.5.1a W.5.1b W.5.1c W.5.1d	
	(8-6 to 8-16)	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	W.5.4	
	(8-6 to 8-16)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, or trying a new approach.	W.5.5	
	(8-6 to 8-16)	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text { e.g., how characters interact}”).	W.5.9a	
	(9-16 to 9-20)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	L.5.1 a	
	(9-23 to 10-1)	Use correlative conjunctions (e.g., either/or, neither/nor)	L.5.1 e	
	(9-9 to 9-13)	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. -Use punctuation to separate items in a series. -Use a comma to separate an introductory element from the rest of the sentence. - Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?). - Spell grade-appropriate words correctly, consulting references as needed.	L.5.2 L.5.2a L.5.2b L.5.2c L.5.2e	
	All 9 Weeks	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. -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. - Follow agreed-upon rules for discussions and carry out assigned roles. - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	SL.5.1 SL.5.1a SL.5.1b SL.5.1c SL.5.1d	
	All 9 Weeks	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2	
	All 9 Weeks	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.5.3	
	All 9 Weeks	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; speak clearly at an understandable pace.	SL.5.4	
	All 9 Weeks	Know and apply grade-level phonics and word analysis skills in decoding words. - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RF.5.3 RF.5.3a	
	All 9 Weeks	Read with sufficient accuracy and fluency to support comprehension. - Read grade-level text with purpose and understanding. - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4 RF.5.4a RF.5.4b RF.5.4c	

2 nd NINE WEEKS					
Timeline		Concepts and Skills for the Time Period	Standards	Resources (textbooks, links, etc.)	
<p>2nd Nine Weeks 10/9/19-12/20 /19 4.5 week test (11-13-19) Thanksgiving-11-25 to 29 9 week testing: 12/16-12/20/19</p> <p>Vocabulary, Context Clues, Citing Text-Based Evidence, Inference, Greek and Latin Affixes used throughout the year.</p> <p>Main Idea and Supporting Details Summarizing Relationships/Interactions Compare and Contrast Point of View Use Multiple Sources Reference Materials Quotations and Italics Perfect Verb Tense Inappropriate Shifts in Verb Tense Fluency</p> <p>SL 5.3-5.4 Covered Thru Informative Writing (timed 40 minutes)</p> <p>SL 5.1a-d; SL 5.2-5.4 will be covered during class discussions and read alouds.</p>	(10-9 to 10-18)	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1	<p>Corecommonstandards.com binder Journeys, Bully For You Resources; Common Core: Writing to Text, Achieve the Core, Teachers Pay Teachers, Learn 360, Read Works, News ELA, Class Works</p>	
	(11-11 to 11-15)	Determine two or more main ideas of a text and explain how they are supported by key details; Summarize text.	RI.5.2		
	(10-14 to 10-18)	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.	RI.5.3		
	(10-21 to 11-1)	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	RI.5.4		
	(10-21 to 11-1)	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	RI.5.5		
	(11-18 to 11-22)	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI.5.6		
	(11-18 to 11-22)	Draw 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.5.7		
	(11-4 to 11-8)	Explain how an author uses reason and evidence to support particular points in a text, identifying which reasons and evidence support which points.	RI.5.8		
	(12-2 to 12-13)	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9		
	(12-2 to 12-13)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Provide a concluding statement or section related to the information or explanation presented.	W.5.2 W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e		
	(12-2 to 12-13)	Apply grade 5 reading standards to informational texts.	W.5.9b		
	(12-9 to 12-13)	Form and use the perfect verb tenses.	L.5.1b		
	(12-9 to 12-13)	Use verb tense to convey various times, sequences, states, and conditions.	L.5.1c		
	(12-9 to 12-13)	Recognize and correct inappropriate shifts in verb tense.	L.5.1d		
	(12-9 to 12-13)	Use underlining, quotation marks, or italics to indicate titles of works.	L.5.2d		
	(12-9 to 12-13)	Consults references materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	L.5.4c		
	All 9 Weeks		Know and apply grade-level phonics and word analysis skills in decoding words. - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		RF.5.3 RF.5.3a
			Read with sufficient accuracy and fluency to support comprehension. - Read grade-level text with purpose and understanding. - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		RF.5.4 RF.5.4a RF.5.4b RF.5.4c
			Engage effectively in a range of collaborative discussions (one-on-one, in groups, and		SL.5.1

	All 9 Weeks	teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. - 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. - Follow agreed-upon rules for discussions and carry out assigned roles. - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	SL.5.1a	
			SL.5.1b SL.5.1c	
			SL.5.1d	
		Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2	
		Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.5.3	
	All 9 Weeks	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; speak clearly at an understandable pace.	SL.5.4	

3rd NINE WEEKS

Timeline	Concepts and Skills for the Time Period	Standards	Resources (textbooks, links, etc.)	
<p>3rd Nine Weeks 1/7/20 – 3/6/20 4.5 week test (2-6-20) 9 week testing: 3/4/20 – 3/6/20</p> <p>Vocabulary, Context Clues, Citing Text-Based Evidence, Inferencing, Greek and Latin Affixes used throughout the year.</p> <p>3rd 9 Weeks Reading Skills are the same as 1st 9 Weeks.</p> <p>Sentence Structure English Dialect Idioms/Adages/Proverbs Technology/Internet Digital Sources Research Projects</p> <p>SL 5.3-5.4 Covered Thru Narrative Writing (timed 40 minutes) Fluency</p> <p>SL 5.1a-d; SL 5.2-5.4 will be covered during class discussions and read alouds.</p>	(1-7 to 1-10)	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1	<p>Corecommonstandards.com binder Journeys, Frindle Resources; Common Core: Writing to Text, Achieve the Core, Teachers Pay Teachers, Learn 360, Read Works, News ELA, Class Works</p>
	(1-13 to 1-17)	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.5.2	
	(1-27 to 1-31)	Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	RL.5.3	
	(1-21 to 1-24)	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RL.5.4	
	(1-21 to 1-24)	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	RL.5.5	
	(2-3 to 2-7)	Describe how a narrator's or speaker's point of view influences how events are described.	RL.5.6	
	(2-10 to 2-14)	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphics novel, multimedia presentation of fiction, folktale, myth, poem).	RL.5.7	
	(1-27 to 1-31)	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	RL.5.9	
	(2-10 to 2-14)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	L.5.3a	
	(1-27 to 1-31)	Compare and contrast the varieties of English used in stories, dramas, or poems.	L.5.3b	
(1-21 to 1-24)	Recognize and explain the meaning of common idioms, adages, and proverbs	L.5.5b		
(2-17 to 2-21)	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. - Use concrete words and phrases and sensory details to convey experiences and events precisely.	W.5.3 W.5.3a W.5.3b W.5.3c W.5.3d		

		- Provide a conclusion that follows from the narrated experiences or events.	W.5.3e	
	(2-24to 3-3)	With some guidance and support from adults, use technology, including the internet, to produce and publish writing well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.	W.5.6	
	(2-24to 3-3)	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of topic.	W.5.7	
	(2-24to 3-3)	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.	W.5.8	
	(2-24to 3-3)	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.5.9	
	Every week	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. -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. - Follow agreed-upon rules for discussions and carry out assigned roles. - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	SL.5.1 SL.5.1a SL.5.1b SL.5.1c SL.5.1d	
	Every week	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2	
	Every week	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.5.3	
	(1-7 to 1-8)	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; speak clearly at an understandable pace.	SL.5.4	
	(2-10 to 2-14)	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.5.5	
	(2-17 to 2-23)	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	SL.5.6	
	Every week	Know and apply grade-level phonics and word analysis skills in decoding words. - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RF.5.3 RF.5.3a	
	Every week	Read with sufficient accuracy and fluency to support comprehension. - Read grade-level text with purpose and understanding. - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4 RF.5.4a RF.5.4b RF.5.4c	

4th NINE WEEKS

Timeline	Concepts and Skills for the Time Period		Standards	Resources (textbooks, links, etc.)
4 th Nine Weeks 3/16/20 -5/22/20 (No 4.5 week test given this nine weeks) 9 week testing: Vocabulary,	(3-24 to 3-30)	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - 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. - Provide logically ordered reasons that are supported by facts and details. - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). - Provide a concluding statement or section related to the opinion presented.	W.5.1 W.5.1a W.5.1b W.5.1c W.5.1d	Corecommonstandards.com binder Journeys Resources; Common Core: Writing to Text, Achieve the Core, Teachers Pay Teachers, Learn 360, Read Works, News ELA,

<p>Context Clues, Citing Text-Based Evidence, Inferencing, Greek and Latin Affixes used throughout the year.</p> <p>SL 5.1a-d; SL 5.2-5.4 will be covered during class discussions and read alouds.</p> <p>SL 5.3-5.4 Covered Thru Opinion, Informational, and Narrative Writing (timed 40 minutes)</p> <p>Fluency</p> <p>4th 9 Weeks Reading Skills are the same as 2nd 9 Weeks</p> <p>Research Project: Due at the end of nine weeks</p>	(3-16 to 3-23)	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Provide a concluding statement or section related to the information or explanation presented. 	<p>W.5.2</p> <p>W.5.2a</p> <p>W.5.2b</p> <p>W.5.2c</p> <p>W.5.2d</p> <p>W.5.2e</p>	Class Works
	(3-31 to 4-6)	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. - Use concrete words and phrases and sensory details to convey experiences and events precisely. - Provide a conclusion that follows from the narrated experiences or events. 	<p>W.5.3</p> <p>W.5.3a</p> <p>W.5.3b</p> <p>W.5.3c</p> <p>W.5.3d</p> <p>W.5.3e</p>	
	(4-20 to 5-6)	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.	W.5.10	
	(3-24 to 3-30)	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1	
	(4-7 to 4-14)	Determine two or more main ideas of a text and explain how they are supported by key details; Summarize text.	RI.5.2	
	(3-16 to 3-23)	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.	RI.5.3	
	(3-24 to 3-30)	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	RI.5.4	
	(3-24 to 3-30)	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	RI.5.5	
	(3-31 to 4-6)	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI.5.6	
	(3-31 to 4-6)	Draw 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.5.7	
	(3-16 to 3-23)	Explain how an author uses reason and evidence to support particular points in a text, identifying which reasons and evidence support which points.	RI.5.8	
	(3-31 to 4-6)	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9	
	(4-7 to 4-17)	By the end of the year, read and comprehend information texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	RI.5.10	
	(4-7 to 4-17)	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	RL.5.10	
	(4-20 to 4-30)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationship.	L.5.6	

	All 9 Weeks	<p>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"> - 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. - Follow agreed-upon rules for discussions and carry out assigned roles. - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	<p>SL.5.1</p> <p>SL.5.1a</p> <p>SL.5.1b</p> <p>SL.5.1c</p> <p>SL.5.1d</p>	
	All 9 Weeks	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2	
		Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.5.3	
		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; speak clearly at an understandable pace.	SL.5.4	
		Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.5.5	
		Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	SL.5.6	
	All 9 Weeks	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	<p>RF.5.3</p> <p>RF.5.3a</p>	
		<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> - Read grade-level text with purpose and understanding. - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>RF.5.4</p> <p>RF.5.4a</p> <p>RF.5.4b</p> <p>RF.5.4c</p>	
	(5-7 to 5-22)	<p>Skills wrap-up</p> <p>Nine Weeks Test/Research Project</p>		