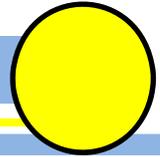


Common Core State Standards  
5<sup>th</sup> Grade

English Language Arts  
Mathematics  
Curriculum Maps

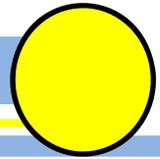
## 5th Grade - August/September



Literature & Informational	<p>RL.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>Readers explain what the text says and make inferences by quoting accurately from the text.</b></p> <ul style="list-style-type: none"> <li>• What is a quote and why do we have to quote from the text?</li> <li>• How do we infer from the text?</li> </ul>
	<p>RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>Readers explain what the text says and make inferences by quoting accurately from the text.</b></p> <ul style="list-style-type: none"> <li>• What is a quote and why do we have to quote from the text?</li> <li>• How do we infer from the text?</li> </ul>
	<p>RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>
	<p>RL.10 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.</p>
	<p>RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area.</p>
	<p>RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>
Writing & Language	<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
	<p>W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
	<p>W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)</p>
	<p>W.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>
	<p>W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
	<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p>
	<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

	<p>a. Use punctuation to separate items in a series.*</p> <p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p>Foundational &amp; Speaking and Listening</p>	<p>RF.3 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 (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4 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>SL.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> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>

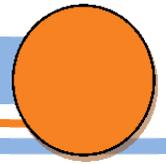
# 5th Grade - August/September



<p>Rationale for Standards Placement</p>	<p>The purpose for choosing these standards as power standards is to create a foundation for Reader's Workshop and engage children in discussions with texts where they must use quotes and evidence from the text to support their claims. When students begin thinking and connecting about texts, they must be taught how to use evidence from the text to justify and validate their inferences and thoughts about that text. These standards are foundational since students will need to use text evidence throughout literary and informational standards when they begin reading more closely to determine themes, main ideas, character analyses, etc.</p> <p>When developing Writer's Workshop, students are asked to build notebooks and reflect on their own lives as a basis for creating small moments. If 5<sup>th</sup> graders have been exposed to a lot of narrative writing and fiction writing in Writer's Workshop, they should begin this month writing memoirs to push their writing to a more advanced level. If the students have not had a lot of experience, they will need to begin with the text <u>Raising the Quality of Narrative Writing</u> and memoirs should be saved for later in the year.</p>
<p>Reading Mini-Lesson or Guided Reading Notes</p>	<ul style="list-style-type: none"> <li>• To establish routines and procedures for the reading workshop, it is recommended that teachers begin with lessons from the First 20 Days from <u>Guiding Readers and Writers Grades 3-6</u> by Fountas and Pinnell, chapter nine, pages 142-162.</li> </ul> <p><b>Drawing Conclusions/Inferences</b></p> <ul style="list-style-type: none"> <li>• Green questions, red questions, and combination of green and red questions (Richardson p. 209-214)</li> <li>• Drawing Conclusions: In the text-In my head (Richardson p. 231-236)</li> <li>• "Infer with Text Clues: Draw Conclusions from Text Evidence" (Comprehension Toolkit, <u>Infer Meaning</u>, Lesson 11 pg. 14-25)</li> <li>• "Crack Open Features: Infer the Meanings of Subheads and Titles" (Comprehension Toolkit, <u>Infer Meaning</u>, Lesson 13 pg. 36-45)</li> </ul>
<p>Writing Mini-Lesson</p>	<ul style="list-style-type: none"> <li>• Launching (Utilize this book to add small moments in notebooks to begin writing workshop.) (Calkins, <u>Unit of Study for Teaching Writing, Grades 3-5</u>)</li> <li>• Memoir (Calkins Reading and Writing Project Unit 1)</li> <li>• Raising the Quality of Personal Narrative (<u>Calkins, Unit of Study for Teaching Writing Grades 3-5</u>)</li> </ul>
<p>Testing as a Genre</p>	<ul style="list-style-type: none"> <li>• The reader can infer ____ because the text says _____. What evidence supports your answer?</li> <li>• Based on the information in the text, it is reasonable to conclude that...</li> <li>• What did the author say that made you infer...</li> <li>• What is the most likely reason...?</li> <li>• Based on the poem, the reader can tell that...</li> <li>• The reader can conclude that...</li> <li>• The reader can infer that...</li> <li>• The author probably thinks that...</li> <li>• Based on the information in the passage, it is reasonable to conclude...</li> <li>• The reader can assume that the author probably thinks that _____ because _____.</li> <li>• Based on the information in the passage, it is reasonable to conclude that ...</li> </ul>
<p>Resources</p>	

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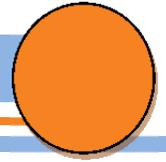
# 5th Grade - October



Literature & Informational	<p>RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>Readers summarize texts by identifying multiple main ideas and key details.</b></p> <ul style="list-style-type: none"> <li>• How do we find out the main ideas and supporting details of a text?</li> <li>• How do we summarize a text?</li> </ul>
	<p>RI.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.</p>
	<p>RI.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>RL.4 Determine the meaning of words and phrases as they are used in a text</p>
	<p>RL.10 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.</p>
	<p>RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area.</p>
	<p>RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>
Writing & Language	<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words phrases, and clauses (e.g., consequently, specifically).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>
	<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>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]").</li> <li>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point [s]").</li> </ol>
	<p>W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
	<p>W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
	<p>W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
	<p>W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)</p>
	<p>W.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>
	<p>W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
	<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>
	<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

	<p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. e. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a comma to separate an introductory element from the rest of the sentence. c. 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?).</p> <p>L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.</p> <p>L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p>Foundational &amp; Speaking and Listening</p>	<p>SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>RF.3 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 (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4 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.</p> <p>SL.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. 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>

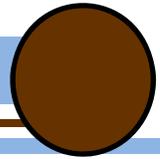
## 5th Grade - October



<p>Rationale for Standards Placement</p>	<p>To maintain cohesiveness and fluidity between reading and writing, teaching the power standard for summarizing text and determining theme/main idea for informational text will be taught at the beginning of this month. Students will be able to utilize features of nonfiction texts to assist them with an in-depth understanding the infrastructure of nonfiction and how to use these features to determine main idea and summarize effectively. They will use their new knowledge of informational texts to locate information and explain how authors use reasons and evidence to support their points.</p> <p>This month students will write opinion or argumentative essays. According to Lucy Calkins, students should have a strong foundation in narrative and expository writing when entering 5<sup>th</sup> grade, and due to the common core being more rigorous by expecting them to organize information logically for themselves and their audiences, then interpretive or argumentative essays are essential to meeting this rigor as well as guiding them into their informational writing unit.</p>
<p>Reading Mini-Lesson or Guided Reading Notes</p>	<p><b>Main Idea and Details/Theme and Summarizing</b></p> <ul style="list-style-type: none"> <li>• VIP, Questions/Details, SWBS, Key Word Summary (Richardson pg. 215-224)</li> <li>• Chapter Summaries, Key Idea Poem (Richardson pg. 196-197)</li> <li>• Locating Important Details (Stead, <u>Good Choice</u> pg. 77-78)</li> <li>• Deconstruct/Reconstruct (Stead, <u>Reality Checks</u> pg. 34)</li> <li>• “Record Important Ideas: Create an FQR with Historical Fiction” (Comprehension Toolkit, <u>Determine Importance</u>, Lesson 17 pg. 14-23)</li> <li>• “Determine What to Remember: Separate Interesting Details from Important Details” (Comprehension Toolkit Lesson, <u>Determine Importance</u>, 19 pg. 36-43)</li> <li>• “Construct Main Ideas from Supporting Details: Create a Topic/Detail/Response Chart” (Comprehension Toolkit, <u>Determine Importance</u>, Lesson 21 pg. 56-65)</li> </ul>
<p>Writing Mini-Lessons</p>	<ul style="list-style-type: none"> <li>• The Interpretive Essay: Exploring and Defending Big Ideas about Life and Texts (Calkins Reading and Writing Project Unit 2)</li> </ul>
<p>Testing as a Genre</p>	<ul style="list-style-type: none"> <li>• Which of these is the best summary of the passage?</li> <li>• Summarize the passage.</li> <li>• What are the main ideas of the text and what details support them?</li> <li>• The section titled _____ is mostly about...</li> <li>• Paragraphs _____ through _____ tells the reader about...</li> </ul>

Resources	
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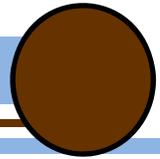
## 5th Grade - November/December



Literature & Informational	<p>RI.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> <p><b>Readers look back at informational texts to explain how information is connected.</b></p> <ul style="list-style-type: none"> <li>• How are ideas, events, or concepts related in informational texts?</li> </ul>
	RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
	RL.4 Determine the meaning of words and phrases as they are used in a text
	RL.10 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.
	RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area.
	RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
Writing & Language	<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
	<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. 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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>
	<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. 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]").</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., "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>
	W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
	W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
	W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
	W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
	W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)
	W.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language

	standards 1 and 3 on pages 28 and 29 for specific expectations.)
	W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.
	L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.
	L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Foundational & Speaking and Listening	SL.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; speak clearly at an understandable pace.
	RF.3 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 (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	RF.4 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.
	SL.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. 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.

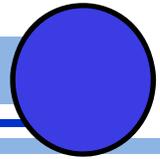
## 5th Grade - November/December



<p>Rationale for Standards Placement</p>	<p>By this unit, students should have a strong foundation in summarizing and locating information in nonfiction texts. In this unit, students will learn to explain the relationships between two or more people, events, key ideas, etc. in a text. Students will need opportunities to analyze multiple perspectives of events and compare and contrast them in order to explain the relationships with the people and events involved. It is important to remember all of the informational genres that the CCSS incorporates: historical, scientific, or technical. It may be easier to integrate historical and scientific, but when addressing technical texts, teachers may want to gather how to manuals, cookbooks, or texts with a purpose that includes specific vocabulary and sequential lists to state the purpose of the writing.</p> <p>Since students have had multiple experiences using informational texts to gain information and learning how to summarize this information to support their own inferences and opinions, informational writing will be introduced this month. Students will learn how to use the infrastructure of informational literature to structure their own pieces about specific topics, using facts gathered from research and appropriate vocabulary to develop the written piece. A suggestion is to have students write feature articles, utilizing nonfiction features such as headings, subheadings, graphs, charts, and a glossary on specific topics. Teachers may use mentor texts to assist students in understanding how to organize their articles. Finally, in December students will create argumentative essays using research to support their claims.</p>
<p>Reading Mini-Lesson or Guided Reading Notes</p>	<p><b>Compare and Contrast Structure of Nonfiction (Cause/Effect, Comparison, etc.)</b></p> <ul style="list-style-type: none"> <li>• "Follow the Text Signposts: Use Nonfiction to Guide Learning" (Comprehension Toolkit, <u>Activate and Connect</u>, Lesson 4 pg. 1-14)</li> <li>• "Merge Your Thinking with New Learning: Read and Think about New Information" (Comprehension Toolkit, <u>Activate and Connect</u>, Lesson 5 pg. 14-25)</li> <li>• "Visual Literacy: Comprehension Beyond Words" (Stead, <u>Reality Checks</u> Chapter 9 p.149-171)</li> <li>• Cause/Effect Relationships (Richardson p. 225-227)</li> <li>• Yellow Questions (Richardson p. 236-238)</li> </ul> <p>** Do with 2 or more texts! Many power standards entail a variety of skills embedded within one standard requiring <i>more than one</i> text!!!</p>
<p>Writing Mini-Lessons</p>	<ul style="list-style-type: none"> <li>• November: Informational Writing: Building on Expository Structures to Write Lively, Voice-filled Nonfiction Picture Books (Calkins Reading and Writing Project Unit Three)</li> <li>• Late November and December: Research-Based Argument Essays (Calkins Reading and Writing Project Unit Three)</li> </ul>
<p>Testing as a Genre</p>	<ul style="list-style-type: none"> <li>• Explain how these two ideas are related.</li> <li>• Explain how ____ and ____ are related.</li> <li>• How did ____ affect _____?</li> <li>• What caused _____?</li> </ul>

Resources	
Notes	

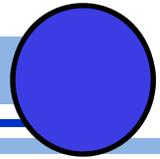
# 5th Grade - January



<p>Literature &amp; Informational</p>	<p>RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><b>Readers compare and contrast two different texts by thinking about how the events were organized or how the ideas were presented.</b></p> <ul style="list-style-type: none"> <li>• How do we compare and contrast the overall structure of two or more texts?</li> </ul> <p>RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RL.4 Determine the meaning of words and phrases as they are used in a text</p> <p>RL.10 By the end of the year read and comprehends literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area.</p> <p>RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>
<p>Writing &amp; Language</p>	<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol> <p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>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]”).</li> <li>Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point [s]”).</li> </ol> <p>W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)</p> <p>W.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p>W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> </ol>

	<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag questions 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?)</p> <p>L.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 (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p>Foundational &amp; Speaking and Listening</p>	<p>SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>RF.3 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 (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4 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>SL.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> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>

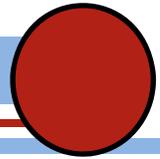
## 5th Grade - January



<p>Rationale for Standards Placement</p>	<p>In this unit, students will begin to compare and contrast the structure of two or more informational texts. Up to this point, they have examined how authors support their topics with facts in one text. The rigor deepens this month because they will have to compare and contrast specific events or individuals in two or more texts. Students will examine how the content in each text is presented, whether it is by using cause and effect scenarios, chronology, comparisons, or problems and solutions. Some ideas may be to compare and contrast how historical fiction and informational texts present historical events or discuss the lives of specific individuals.</p> <p>During this month, students may continue writing feature articles as mentioned for November/December. Other suggestions are for students explore writing other informational styles such as brochures, pamphlets, nonfiction books, field guides, websites, etc. on topics they chose to research. Taking what they know and applying it to other styles of nonfiction writing will help connect the in-depth text studies from the past two months in reading with the informational writing curriculum, allowing students to see the purpose in the structures of informational writing across content areas .</p>
<p>Reading Mini-Lesson or Guided Reading Notes</p>	<p><b>Relationships within Texts</b></p> <ul style="list-style-type: none"> <li>• Cause/Effect Relationships (Richardson p. 225-227)</li> <li>• Cause/Effect Relationships Implied in Text (Richardson p. 197)</li> <li>• Green, Yellow, and Red Questions (Richardson p. 209-214)</li> <li>• Thesis Proof, Reciprocal Teaching (Richardson p. 242-244)</li> <li>• Visual Information: Green, Yellow, and Red Questions (Richardson p. 236-237)</li> <li>• “Visual Literacy: Comprehension Beyond Words” (Stead, <u>Reality Checks</u> p. 149-171)</li> <li>• “Crack Open Features: Infer the Meaning of Subheads and Titles” (Comprehension Toolkit, <u>Infer Meaning</u>, Lesson 13 pg. 36-45)</li> </ul>
<p>Writing Mini-Lessons</p>	<ul style="list-style-type: none"> <li>• Informational Writing: Reading, Research, and Writing in Content Areas (Calkins Reading and Writing Project Unit Three)</li> </ul>
<p>Testing as a Genre</p>	<ul style="list-style-type: none"> <li>• How is the order of events in _____ similar to _____?</li> <li>• What is similar about the structure of these two texts?</li> <li>• How are these texts alike or different?</li> <li>• Explain how these two texts present the information on this topic?</li> </ul>
<p>Resources</p>	

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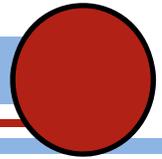
# 5th Grade - February



Literature & Informational	<p>RL.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><b>Readers summarize the text by determining the theme from the key details in a text.</b></p> <ul style="list-style-type: none"> <li>• What is theme and how do you determine the theme of a literary text?</li> <li>• What is a summary and how do you summarize?</li> </ul>
	<p>RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>Authors use chapters, scenes, or stanzas to provide structure for a literary text.</b></p> <ul style="list-style-type: none"> <li>• How do the different parts of a piece of writing fit together?</li> </ul>
	<p>RL.4 Determine the meaning of words and phrases as they are used in a text</p>
	<p>RL.10 By the end of the year read and comprehends literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>
	<p>RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area.</p>
	<p>RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>
	Writing & Language
<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>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]").</li> <li>Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point [s]").</li> </ol>	
<p>W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	
<p>W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)</p>	
<p>W.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	
<p>W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figurative language, including similes and metaphors, in context.</li> <li>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ol>	
<p>L.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 (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	

	<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p>Foundational &amp; Speaking and Listening</p>	<p>SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RF.3 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 (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4 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.</p> <p>SL.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. 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>

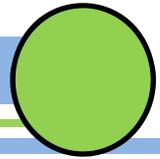
# 5th Grade - February



<p>Rationale for Standards Placement</p>	<p>In February, students will begin summarizing literary texts and determining a theme of a story, drama, or poem. Students will begin looking closely at the literal comprehension skills such as using text evidence to support the main idea. They begin connecting how the parts of fictional text fit together to provide an overall structure for text. A good fit for teaching this structure is to look deeply into poetry, emphasizing the language standards for figurative language. A unit in poetry will encourage students to make inferences and use quotes to justify their inferences, as well as help them look at how fiction texts can be structured. By looking at poetry to examine author's craft, students will learn how to interpret the meanings of metaphors, similes, and other figurative language devices in context.</p> <p>This month, students will learn to write literary essays to help solidify connections between reading and writing. This is critical for students to begin at this part of the year, because once our state begins administering the Smarter Balance assessment, students will need to be able to write about multiple passages that they read with clarity and sufficient details to thoroughly answer the question given to them. This unit of study also has a testing as a genre section to prepare students for writing as a test taker.</p>
<p>Reading Mini-Lesson or Guided Reading Notes</p>	<p><b>Poetry Analysis</b></p> <ul style="list-style-type: none"> <li>• Poetry Analysis (Richardson, <u>The Next Step in Guided Reading</u> pg. 238-242)</li> <li>• Guided Writing Responses to Poetry (Richardson, <u>The Next Step in Guided Reading</u> pg. 198)</li> </ul> <p>**This is incorporated with character analysis. To meet this standard, students must be able to analyze characters actions and motivations.</p> <p><b>Character Actions</b></p> <ul style="list-style-type: none"> <li>• Character Trait Link (Richardson, <u>The Next Step in Guided Reading</u> pg. 229-230)</li> </ul> <p><b>Summarizing, Themes, and Main Idea</b></p> <ul style="list-style-type: none"> <li>• Determining Importance: VIP (Richardson, <u>The Next Step in Guided Reading</u> pg. 215), Who/What? (Richardson, <u>The Next Step in Guided Reading</u> pg. 216)</li> <li>• Identify the Theme (Richardson, <u>The Next Step in Guided Reading</u> pg. 217)</li> <li>• Summarizing (Richardson, <u>The Next Step in Guided Reading</u> pg. 220-223)</li> <li>• Synthesize Information (Richardson, <u>The Next Step in Guided Reading</u> pg. 221)</li> <li>• Guided Writing Responses to Fiction (Richardson, <u>The Next Step in Guided Reading</u> pg. 194)</li> <li>• Microthemes (Richardson, <u>The Next Step in Guided Reading</u> pg. 195)</li> <li>• Chapter Summaries: Key Idea Poem (Richardson, <u>The Next Step in Guided Reading</u> pg. 196) and Main Idea/Details (Richardson, <u>The Next Step in Guided Reading</u> pg. 197)</li> </ul> <p>**Toolkit lessons must be modified to fit literary texts such as chapters/stanzas as headings for thinking charts.</p> <ul style="list-style-type: none"> <li>• "Read, Think, and React: Paraphrase and Respond to Information" (Comprehension Toolkit, <u>Summarize and Synthesize</u>, Lesson 22 pg. 2-13)</li> <li>• "Read to Get the Gist" (Comprehension Toolkit, <u>Summarize and Synthesize</u>, Lesson 24 pg. 24-35)</li> <li>• "Read, Write, and Reflect: Create a Summary Response to Extend Thinking" (Comprehension Toolkit, <u>Summarize and Synthesize</u>, Lesson 26 pg. 48-59)</li> <li>• "Wrap Your Mind Around Big Ideas: Use Text Evidence to Infer Themes" Comprehension Toolkit, <u>Infer Meaning</u>, Lesson 15 pg. 56-68)</li> </ul>

<p>Writing Mini-Lessons</p>	<ul style="list-style-type: none"><li>• Literary Essay and Test Preparation (Calkins Reading and Writing Project Unit Seven)</li><li>• Literary Essays: Writing about Reading (Calkins, <u>Unit of Study for Teaching Writing, Grades 3-5</u>)</li></ul>
<p>Testing as a Genre</p>	<ul style="list-style-type: none"><li>• Which of these is the best summary of the passage?</li><li>• Summarize the passage.</li><li>• What theme is suggested in stanza _____?</li><li>• What is the theme and what details support the theme?</li><li>• How do the speaker's thoughts support the theme?</li><li>• How does the author structure the poem?</li></ul>
<p>Resources</p>	
<p>Notes</p>	

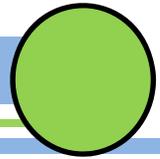
## 5th Grade - March



Literature & Informational	<p>RL.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><b>Readers summarize the text by determining the theme from the key details in a text.</b></p> <ul style="list-style-type: none"> <li>• What is theme and how do you determine the theme of a literary text?</li> <li>• What is a summary and how do you summarize?</li> </ul>
	<p>RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>Authors use chapters, scenes, or stanzas to provide structure for a literary text.</b></p> <ul style="list-style-type: none"> <li>• How do the different parts of a piece of writing fit together?</li> </ul>
	<p>RL.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>
	<p>RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>
	<p>RL.4 Determine the meaning of words and phrases as they are used in a text</p>
	<p>RL.10 By the end of the year read and comprehends literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>
	<p>RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area.</p>
	<p>RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>
Writing & Language	<p>W.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"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ol>
	<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. 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]").</li> <li>b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point [s]").</li> </ol>
	<p>W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
	<p>W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)</p>
	<p>W.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>
	<p>W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
	<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

	<p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
	<p>L. 1 Demonstrate command of the conventions of standards English grammar and usage when writing or speaking. d. Recognize and correct inappropriate shifts in verb tense.</p>
	<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use underlining, quotation marks, or italics to indicate titles of works.</p>
	<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.</p>
	<p>L.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 (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>
	<p>L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
Foundational & Speaking and Listening	<p>SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
	<p>RF.3 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 (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
	<p>RF.4 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.</p>
	<p>SL.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. 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>

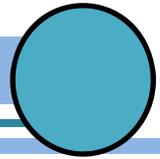
## 5th Grade - March



<p>Rationale for Standards Placement</p>	<p>Since students have been engaged in learning the structure of poetry, focusing on summarizing and determining the theme of the poems, they will be ready to examine the structure of a variety of fiction works and how all of the parts of various fiction texts come together to provide this structure. This foundation will help them analyze how the structure affects the beauty and tone of specific fiction genres. In order to be able to determine how characters or narrators respond to challenges, the student must be able to describe the narrator's point of view and how it influences the story. Combining these power standards will allow students to take literal comprehension to a more evaluative understanding of fiction texts and how the characters, settings, and plots unfold, noting how the structure and fictional elements contribute to this meaning.</p> <p>As mentioned in August and September, if students have not yet completed a unit of study on memoirs, now is the time. If they have written memoirs, then they should be introduced to writing historical fiction or fantasy fiction. A fiction unit of writing will increase the students' abilities to analyze author's craft while raising the quality of their narrative writing. They will learn to have better control over the components of good literature while utilizing mentor texts to improve their own writing.</p>
<p>Reading Mini-Lesson or Guided Reading Notes</p>	<p>This is incorporated with character analysis. To meet this standard, students must be able to analyze characters actions and motivations.</p> <p><b>Character Actions</b></p> <ul style="list-style-type: none"> <li>• Character Trait Link (Richardson, <a href="#">The Next Step in Guided Reading</a> pg. 229-230)</li> </ul> <p><b>Summarizing, Themes, and Main Idea</b></p> <ul style="list-style-type: none"> <li>• Determining Importance: VIP (Richardson, <a href="#">The Next Step in Guided Reading</a> pg. 215), Who/What? (Richardson, <a href="#">The Next Step in Guided Reading</a> pg. 216)</li> <li>• Identify the Theme (Richardson, <a href="#">The Next Step in Guided Reading</a> pg. 217)</li> <li>• Summarizing (Richardson, <a href="#">The Next Step in Guided Reading</a> pg. 220-223)</li> <li>• Synthesize Information (Richardson, <a href="#">The Next Step in Guided Reading</a> pg. 221)</li> <li>• Guided Writing Responses to Fiction (Richardson, <a href="#">The Next Step in Guided Reading</a> pg. 194)</li> <li>• Microthemes (Richardson, <a href="#">The Next Step in Guided Reading</a> pg. 195)</li> <li>• Chapter Summaries: Key Idea Poem (Richardson, <a href="#">The Next Step in Guided Reading</a> pg. 196) and Main Idea/Details (Richardson, <a href="#">The Next Step in Guided Reading</a> pg. 197)</li> </ul> <p>**Toolkit lessons must be modified to fit literary texts such as chapters/stanzas as headings for thinking charts.</p> <ul style="list-style-type: none"> <li>• "Read, Think, and React: Paraphrase and Respond to Information" (Comprehension Toolkit, <a href="#">Summarize and Synthesize</a>, Lesson 22 pg. 2-13)</li> <li>• "Read to Get the Gist" (Comprehension Toolkit, <a href="#">Summarize and Synthesize</a>, Lesson 24 pg. 24-35)</li> <li>• "Read, Write, and Reflect: Create a Summary Response to Extend Thinking" (Comprehension Toolkit, <a href="#">Summarize and Synthesize</a>, Lesson 26 pg. 48-59)</li> <li>• "Wrap Your Mind Around Big Ideas: Use Text Evidence to Infer Themes" Comprehension Toolkit, <a href="#">Infer Meaning</a>, Lesson 15 pg. 56-68)</li> </ul>
<p>Writing Mini-Lessons</p>	<ul style="list-style-type: none"> <li>• Historical Fiction or Fantasy Fiction (Calkins Reading and Writing Project Unit Five)</li> <li>• Writing Fiction: Big Dreams, Tall Ambitions (Calkins, <a href="#">Unit of Study for Teaching Writing, Grades 3-5</a>)</li> <li>• Memoir (Calkins, <a href="#">Unit of Study for Teaching Writing, Grades 3-5</a>) if not completed in August/September.</li> </ul>

Testing as a Genre	<ul style="list-style-type: none"><li>• Which of these is the best summary of the passage?</li><li>• Summarize the passage.</li><li>• How do the character's actions impact the theme of the story?</li><li>• How do the scenes in the story fit together to lead to the climax?</li><li>• What is the theme of the story?</li></ul>
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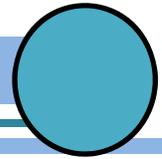
# 5th Grade - April / May



Literature & Informational	<p>RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p><b>Readers use specific details from the text to compare and contrast characters, settings, or events.</b></p> <ul style="list-style-type: none"> <li>• How do you compare and contrast story elements (characters, settings, or events) in literary texts?</li> </ul>
	RL.6 Describe how a narrator's or speaker's point of view influences how events are described.
	RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	RL.4 Determine the meaning of words and phrases as they are used in a text
	RL.10 By the end of the year read and comprehends literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
	RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area.
	RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
Writing & Language	<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
	<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. 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]").</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., "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>
	W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
	W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)
	W.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
	W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	<p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>
	L.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 (e.g., however, although, nevertheless, similarly, moreover, in addition).
	L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

	<p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p>Foundational &amp; Speaking and Listening</p>	<p>RF.3 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 (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4 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>SL.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> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>

## 5th Grade - April / May



<p>Rationale for Standards Placement</p>	<p>In order to provide a continued increase in the rigor of the curriculum, students have been previously taught the comprehension skills needed to thoroughly understand the texts they are reading. Now students must move to a higher level by comparing and contrasting characters, settings and events in literary texts while relying on the details in that text as evidence for support. This will help the students to analyze the influence of a narrator's point of view from the substandard coupled with this power standard. Since last month, they looked closely at the structure of various genres, students will be able to compare and contrast how two genres have similar or different approaches on themes.</p> <p>In April and May, students should be engaged in writing poetry. Students may use authors as mentors in the creation of their own poems in content areas or during reading. Students may write informational poems or literary poems. Students should begin writing structured poems that incorporate figurative language devices to richen their writing. Writing a new genre of fiction could also be a focus. Teachers may choose to complete a fantasy fiction piece if he/she did historical fiction in the previous month.</p>
<p>Reading Mini-Lesson or Guided Reading Notes</p>	<p><b>Character Analysis</b></p> <ul style="list-style-type: none"> <li>• Character Traits (Richardson, <u>The Next Step in Guided Reading</u> pg. 227-230)</li> <li>• Sociograms (Richardson, <u>The Next Step in Guided Reading</u> pg. 230)</li> <li>• Character Motivation (Richardson, <u>The Next Step in Guided Reading</u> pg. 230)</li> <li>• Character Analysis (Stead, <u>Good Choice</u> pg. 188)</li> <li>• Comparing Characters Venn (Stead, <u>Good Choice</u> pg. 190)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• I Poems (Richardson, <u>The Next Step in Guided Reading</u> pg. 194)</li> <li>• Biopoems (Richardson, <u>The Next Step in Guided Reading</u> pg. 195)</li> </ul>
<p>Writing Mini-Lessons</p>	<ul style="list-style-type: none"> <li>• Poetry (Calkins Reading and Writing Project Unit Six)</li> <li>• Historical Fiction or Fantasy Fiction (Calkins Reading and Writing Project Unit Five)</li> <li>• Writing Fiction: Big Dreams, Tall Ambitions (Calkins, <u>Unit of Study for Teaching Writing, Grades 3-5</u>)</li> </ul>
<p>Testing as a Genre</p>	<ul style="list-style-type: none"> <li>• Compare (or contrast) the characters in ...</li> <li>• Using details from the text, compare and contrast two settings from the text.</li> <li>• How is _____ similar or different to _____?</li> </ul>

Resources	
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