

Common Core Standards Pacing Guide
Fifth Grade Literacy Reading
First Nine Weeks

Common Core State Standards for ELA (Outcome Based)	MS. Curriculum Framework	“I Can” Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
<p>RF.5.3 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>L.5.4 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>b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>	<p>1a. The student will apply knowledge of roots and affixes (e.g., on-, trans-, over-, anti, inter-, super, semi, -tion, -or, -ion, -it, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (ongoing)</p>	<p>*Break down unfamiliar grade-level words in and out of context using phonics and word analysis. (4B)</p> <p>*Apply meanings of affixes and roots to determine definition of words. (3B)</p>	<p>Study Island (Roots and Affixes)</p> <p>Buckle Down /Coach</p> <p>Attached list of most commonly used prefixes and suffixes.</p> <p>List of 5th grade affixes attached broken into 4 nine weeks.</p> <p>Suffix/ Prefix Chart</p> <p>Reading Rockets Root Words, Roots and Affixes-Attached Handout</p>	<p>phonics word analysis decode correspondence syllabication morphology multisyllabic context root affix determine clarify multiple-meaning word multiple-meaning phrase context flexible strategy Latin Greek</p>	<p>Study Island Percentage</p> <p>Teacher Discretion</p>

<p>RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>L.5.4 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>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>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>1b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (ongoing)</p>	<p>*Identify the meaning of subject-area words and phrases encountered in grade 5. (1A)</p> <p>*Use context clues to determine the meaning of a word or phrase in grade 5 reading material. (3B)</p> <p>*Use reference material to clarify pronunciation and meaning of words. (3A)</p>	<p>Wordly Wise – vocabulary workbook (suggestion only)</p> <p>Words selected from class novel or basal story</p> <p>Spelling City Website</p> <p>Study Island (Context Clues)</p> <p>www.puzzlemaker.com</p>	<p>academic word domain-specific relevant cause and effect comparison consult reference dictionary glossary thesaurus digital pronunciation precise clarify contrast logical relationships acquires</p>	<p>Study Island Percentage</p> <p>Teacher Discretion</p>
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<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>1c. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (ongoing)</p>	<p>*Use context clues to understand word meaning. (3B)</p>	<p>Study Island (Synonyms, Antonyms, Homonyms)</p> <p>Buckle Down /Coach</p> <p>http://languagearts.pppst.com/synonyms.html</p> <p>http://www.cooper.com/alan/homonym_list.html</p>	<p>figurative language nuance synonym antonym homograph homonym context clues</p>	<p>Teacher-made tests</p> <p>Study Island Percentage</p>
<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>1d. The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words.</p>	<p>*Use context clues to understand word meaning.(3B)</p>	<p>Study Island (Context Clues)</p> <p>Buckle Down/ Coach</p> <p>http://www.woodland.k12.mo.us/faculty/rgarner/Reading/context_clues.htm</p>	<p>figurative language nuance synonym antonym homograph</p>	<p>Study Island Percentage</p> <p>Teacher Discretion</p>
<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>1e. The student will apply knowledge of simple figurative language (simile and metaphor) to determine the meaning of text and to communicate.</p>	<p>*Interpret the meanings of similes and metaphors. (2B)</p>	<p>http://languagearts.pppst.com/similes.html</p> <p>BuckleDown / Coach</p> <p>Study Island (Figurative Language)</p>	<p>metaphor simile</p>	<p>Study Island Percentage</p> <p>Teacher Discretion</p>

<p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>1g. The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (ongoing)</p>	<p>*Identify transition words to help clarify structure/ meaning of text. (1C)</p>	<p>Transition Word List- Attached Handout Transition Words and Phrases Handout</p>	<p>transition words domain-specific</p>	<p>Teacher Discretion</p>
<p>SL.5.5 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>2a1. Text Features- <u>titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.</u> (ongoing)</p>	<p>*Use technology with text features to present information. (3C)</p>	<p>http://www.authorstream.com/Presentation/ttravis-57862-Text-Features-Table-Contents-Index-Glossary-Titles-Subheadings-Bold-Color-Education-ppt-powerpoint/ Study Island (Text Features) Buckle Down/ Coach Text Features Treasure Hunt- Attached Handout</p>	<p>graphics visual display enhance main idea theme</p>	<p>Study Island Percentage Teacher discretion</p>
	<p>2a2. Parts of a book- table of contents, glossary, index, appendix, footnotes, etc.</p>				
<p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RI.5.5 Compare and contrast</p>	<p>2a3. Text structures-<u>sequential order, description, simple cause and effect, procedure,</u></p>	<p>*Identify a text’s structure using key clue words.(1B) *Compare and contrast two texts with different structures (2C)</p>	<p>http://www.slideshare.net/elkissn/understanding-text-structures Study Island (Text Structure) 2006 Mississippi Language Arts Framework-Revised Appendix- Attached List</p>	<p>scene stanza structure drama poem chronology/ sequence cause/ effect</p>	<p>Study Island Percentage Teacher discretion</p>

<p>the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>compare/contrast, order of importance, problem/solution, etc. (ongoing)</p>		<p>Five Expository Text Structures and their Associated Signal Words Handout- Attached Handout</p> <p>Text Structure Flip Cards- Attached Handout</p> <p>Text Structure Signal questions/ words- Attached handout</p> <p>Text Structure Frames- Attached Handout</p> <p>Graphic Organizer (Compare/ Contrast- Cause/ Effect) –Attached Handout</p>	<p>problem/ solution concepts</p>	
<p>RL.5.5 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>2a4. Genres- <u>Fiction</u>, <u>nonfiction</u>, poetry, <u>biographies</u>, and autobiographies (ongoing)</p>	<p>*Examine text’s organization to be able to decide its genre. (4B)</p>	<p>www.lexington 1.net/.../instruct/ppts/LAppts/35/ Genres.ppt</p> <p>Study Island (Genre)</p> <p>http://www.education world.com/a_lesson/2/lp279-01.shtml</p>	<p>scene stanza structure genre fiction nonfiction autobiography biography poetry</p>	<p>Study Island Percentage</p> <p>Teacher discretion</p>
<p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.3 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</p>	<p>2d1. Story elements (e.g. <u>setting</u>, <u>characters</u>, <u>character traits</u>, <u>plot</u>, <u>resolution</u>, <u>point of view</u>) (ongoing)</p>	<p>*Identify the point of view and see how it affects the story’s presentation. (1B)</p> <p>*Recall events that support your conclusion.(1B)</p> <p>*Compare and contrast two or more characters, setting, and events in a story. (2B)</p> <p>*Compare and contrast stories in same genre. (2B)</p>	<p>Story Pyramid- Attached Example</p> <p>http://www.learner.org/interactives/story/cinderella.html</p> <p>www.nebo.edu/...ppt/6-12/story_elements.ppt</p> <p>Story Elements Map- Attached Handout</p> <p>Study Island (Story Elements)</p> <p>Plot Diagram- Attached Handout http://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram-30040.html</p> <p>Setting Comparison- Attached Handout</p>	<p>narrator point of view (first, second, third person) quote accurately explicitly inference compare contrast characters setting plot/ events drama interact genre mysteries</p>	<p>Teacher discretion</p> <p>Study Island Percentage</p>

<p>characters interact).</p> <p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>				<p>adventure theme analyze</p>	
<p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> 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</p> <p>b. Apply <i>grade 5 Reading standards</i> 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>	<p>2d4. Author’s purpose (e.g., inform, entertain, persuade)</p>	<p>*Use clues from the text to prove the author’s intended purpose. (3B)</p> <p>*Use information about the different characters, setting, and events to determine the author’s purpose. (3C)</p>	<p>edujourney.net/Powerpoint%20Templates/Author’s20%/...</p> <p>Study Island (Author’s Purpose)</p> <p>Buckle Down/ Coach</p> <p>Author’s Purpose Graphic- Attached Handout</p> <p>Author’s Purpose Bookmarks- Attached Handout</p> <p>Determining Author’s Purpose- Graphic Organizer – Attached Handout</p> <p>Easy as PIE- Attached Handout</p>	<p>evidence literary informational analysis reflection research identify inform entertain persuade</p>	<p>Study Island Percentage</p> <p>Teacher Discretion</p>
<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and</p>	<p>Fifth graders should read between 140 to 170 words per minute by the end of the year.</p>	<p>*read grade-level text with fluency.</p> <p>*read between 140-170 words by the end of the year.</p>	<p>Read Naturally (Suggested Program for fluency)</p> <p>Weekly Fluency Assessment</p> <p>http://www.dolchword.com/dolch-words-fifth-grade</p> <p>Fluency Teaching Ideas- Attached Handout</p>	<p>fluent fluency</p>	<p>DIBELS</p>

<p>poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>					
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Second Nine Weeks

****Skills listed in previous nine weeks may not be listed but need to be reviewed based on teacher discretion.**

Common Core State Standards for ELA (Outcome Based)	MS. Curriculum Framework	“I Can” Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
<p>RF.5.3 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>L.5.4 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>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>	<p>1a. The student will apply knowledge of roots and affixes (e.g., on-, trans-, over-, anti, inter-, super, semi, -tion, -or, -ion, -it, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (ongoing)</p>	<p>*Break down unfamiliar grade level words in and out of context using phonics and word analysis. (4B)</p> <p>*Apply meanings of affixes and roots to determine definition words. (4B)</p>	<p>Study Island (Roots and Affixes)</p> <p>Buckle Down /Coach</p> <p>Attached list of most commonly used prefixes and suffixes.</p> <p>List of 5th grade affixes attached broken into 4 nine weeks.</p> <p>Suffix/ Prefix Chart</p> <p>Reading Rockets Root Words, Roots and Affixes-Attached Handout</p>	<p>phonics word analysis decode correspondence syllabication morphology multisyllabic context root affix determine clarify multiple-meaning word multiple-meaning phrase context flexible strategy Latin Greek</p>	<p>Study Island Percentage</p> <p>Teacher Discretion</p>

<p>RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>L.5.4 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>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>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>1b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (ongoing)</p>	<p>*Identify the meaning of subject-area words and phrases encountered in grade 5. (1A)</p> <p>*Use context clues to determine the meaning of a word or phrase in grade 5 reading material. (3B)</p> <p>*Use reference material to clarify pronunciation and and meaning of words. (3B)</p>	<p>Wordly Wise – vocabulary workbook (suggestion only)</p> <p>Words selected from class novel or basal story</p> <p>Spelling City Website</p> <p>Study Island (Context Clues)</p> <p>www.puzzlemaker.com</p>	<p>academic word domain-specific relevant cause and effect comparison consult reference dictionary glossary thesaurus digital pronunciation precise clarify contrast logical relationships acquire</p>	<p>Study Island Percentage</p> <p>Teacher Discretion</p>
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<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>1c. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (ongoing)</p> <p>1d. The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words.</p>	<p>*Identify the meaning of synonyms, antonyms, and homonyms. (1A)</p> <p>*Create grade level synonyms, antonyms, and homonyms. (6B)</p> <p>*Use context clues to understand word meaning. (3B)</p>	<p>Study Island (Synonyms, Antonyms, Homonyms)</p> <p>Buckle Down /Coach</p> <p>http://languagearts.pppst.com/synonyms.html</p> <p>http://www.cooper.com/alan/homonym_list.html</p>	<p>figurative language nuance synonym antonym homograph homonym context clues</p>	<p>Study Island Percentage</p> <p>Teacher Discretion</p>
<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>1e. The student will apply knowledge of simple figurative language (personification, hyperbole, and idiom) to determine the meaning of text and to communicate.</p>	<p>*Interpret the meanings of similes and metaphors. (2B)</p> <p>*Identify the meaning of personification, hyperbole, and idiom. (2B)</p> <p>*Interpret the meaning of phrases that use personification, hyperbole, and idiom. (5C)</p>	<p>http://languagearts.pppst.com/figurative.html</p> <p>staff.fcps.net/mgaines/idioms.ppt</p> <p>http://www.authorstream.com/Presentation/Agapist-150399-hyperbole-education-ppt-powerpoint/</p> <p>Study Island (Figurative Language)</p> <p>Buckle Down/ Coach</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/dancing-minds-shouting-smiles-860.html</p> <p>http://reviewgamezone.com/games/supershooter/index.php?1635&title=Personification</p>	<p>metaphor simile personification hyperbole idiom figurative language</p>	<p>Study Island Percentage</p> <p>Teacher Discretion</p>
<p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content,</p>	<p>1f. The student will select appropriate reference materials (e.g., dictionary, glossary, teacher or</p>	<p>*Use reference material to clarify pronunciation and meaning of words. (3B)</p>	<p>www.merriam-webster.com</p> <p>http://www.pppst.com/library.html (Look at Dictionary Definitions on this site.)</p> <p>http://www.educationworld.com/a_lesson/lesson/</p>	<p>clarify multiple-meaning words strategy consult reference material</p>	<p>Study Island Percentage</p>

<p>choosing flexibly from a range of strategies. 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>peer [as a resource], thesaurus, electronic dictionary) to understand or gain information from text regarding meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words.</p>		<p>lesson206.shtml</p>	<p>dictionary glossary thesaurus pronunciation precise</p>	<p>Teacher discretion</p>
<p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>1g. The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (ongoing)</p>	<p>*Identify transition words to help clarify structure/ meaning of text. (1B)</p>	<p>Transition Word List- Attached Handout Transition Words and Phrases Handout</p>	<p>transition words domain-specific</p>	<p>Teacher discretion</p>
<p>SL.5.5 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>2a1. Text features- titles, headings captions, illustrations, <u>graphs, charts, diagrams</u> bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, <u>maps</u>, icons, pull down menus, key word searches, etc. (ongoing)</p>	<p>*Use technology with text features to present information. (3C)</p>	<p>http://www.authorstream.com/Presentation/ttravis-57862-Text-Features-Table-Contents-Index-Glossary-Titles-Sub-headings-Bold-Color-Education-ppt-powerpoint/ Study Island (Text Features) Buckle Down/ Coach Text Features Treasure Hunt- Attached Handout</p>	<p>graphics visual display enhance main idea theme</p>	<p>Study Island Percentage Teacher discretion</p>

<p>RL.5.5 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>RI.5.5 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>2a3. Text structures-sequential order, <u>description</u>, simple cause and effect, procedure, <u>compare/contrast</u>, order of importance, problem/solution, etc. (ongoing)</p>	<p>*Identify a text’s structure using key clue words. (1B)</p> <p>*Compare and contrast two texts with different structures. (4C)</p>	<p>http://www.slideshare.net/elkissn/understanding-text-structures</p> <p>Study Island (Text Structure)</p> <p>2006 Mississippi Language Arts Framework-Revised Appendix- Attached List</p> <p>Five Expository Text Structures and their Associated Signal Words Handout- Attached Handout</p> <p>Text Structure Flip Cards- Attached Handout</p> <p>Text Structure Signal questions/ words- Attached handout</p> <p>Text Structure Frames- Attached Handout</p> <p>Graphic Organizer (Compare/ Contrast- Cause/ Effect) –Attached Handout</p>	<p>scene stanza structure drama poem chronology/ sequence cause/ effect problem/ solution concepts</p>	<p>Study Island Percentage</p> <p>Teacher discretion</p>
<p>RL.5.5 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>2a4. Genres – fiction, non-fiction, <u>poetry</u>, biographies, and <u>autobiographies</u> (ongoing)</p>	<p>*Examine a text’s organization to be able to decide its genre. (4C)</p>	<p>www.lexington1.net/.../instruct/ppts/LAppts/35/Genres.ppt</p> <p>Study Island (Genre)</p> <p>http://www.educationworld.com/a_lesson/2/lp279-01.shtml</p>	<p>scene stanza structure genre fiction nonfiction autobiography biography poetry</p>	<p>Study Island Percentage</p> <p>Teacher discretion</p>
<p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>RL.5.1 Quote accurately from</p>	<p>2b1. Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence.</p>	<p>*Interpret a text, identify the main idea, and present it in a group setting quoting supporting details to back up the main idea. (5C)</p> <p>*Tell the theme of a text (What is the lesson you learned from the story?) (2B)</p>	<p>Study Island (Main Idea)</p> <p>Buckle Down /Coach</p> <p>http://www.authorstream.com/Presentation/ttravis-58115-Main-Idea-Education-ppt-powerpoint/</p> <p>http://www.brainpop.com/english/writing/mainidea/</p> <p>Suggested activity- “Fabulous Fossil Find”</p>	<p>accurate quote infer main idea supporting details engage collaborate opinion sequence relevant</p>	<p>Study Island Percentage</p> <p>Teacher discretion</p>

<p>a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, 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>			<p>Comprehension Activity: Post-It Note Main Idea – Attached Handout</p> <p>Graphic Organizer Main Idea- Attached Handout</p>	<p>pace</p>	
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	2b5. Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.		http://www.powerpointmaniac.com/reading/making-predictions/ http://reading.pppst.com/prediction.html		
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	2c. The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence	<p>*Tell the theme of a text (What is the lesson you learned from the story?) (2B)</p> <p>*Summarize a text. (6C)</p>	<p>Summarizing Graphic Organizer- Attached Handout</p> <p>http://www.slideshare.net/mhyatt1/summary-power-point-presentation</p> <p>Study Island (Main Idea/ Summary)</p>	theme summary	<p>Study Island Percentage</p> <p>Teacher discretion</p>
<p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.3 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>	2d1. Story elements (e.g. setting, characters, character traits, plot, resolution, <u>point of view</u>) (ongoing)	<p>*Identify the point of view and see how it affects the story’s presentation. (1B)</p> <p>*Recall events that support your conclusion.(1B)</p> <p>*Compare and contrast two or more characters, setting, and events in a story. (3C)</p> <p>*Compare and contrast stories in same genre. (3C)</p>	<p>Story Pyramid- Attached Example</p> <p>http://www.learner.org/interactives/story/cinderella.html</p> <p>www.nebo.edu/...ppt/6-12/story_elements.ppt</p> <p>Story Elements Map- Attached Handout</p> <p>Study Island (Story Elements)</p> <p>Plot Diagram- Attached Handout http://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram-30040.html</p> <p>Setting Comparison- Attached Handout</p>	<p>narrator point of view (first, second, third person)</p> <p>quote</p> <p>accurately</p> <p>explicitly</p> <p>inference</p> <p>compare</p> <p>contrast</p> <p>characters</p> <p>setting</p> <p>plot/ events</p> <p>drama</p> <p>interact</p> <p>genre</p> <p>mysteries</p> <p>adventure</p> <p>theme</p> <p>analyze</p>	<p>Study Island Percentage</p> <p>Teacher discretion</p>

<p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>					
<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Fifth graders should read between 140 to 170 words per minute by the end of the year.</p>	<p>*read grade-level text with fluency.</p> <p>*read between 140-170 words by the end of the year.</p>	<p>Read Naturally</p> <p>Weekly Fluency Assessment</p> <p>http://www.dolchword.com/dolch-words-fifth-grade</p> <p>Fluency Teaching Ideas- Attached Handout</p>	<p>fluent fluency</p>	<p>DIBELS</p>

Third Nine Weeks

****Skills listed in previous nine weeks may not be listed but need to be reviewed based on teacher discretion.**

Common Core State Standards for ELA (Outcome Based)	MS. Curriculum Framework	"I Can" Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
<p>RF.5.3 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>L.5.4 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>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>	<p>1a. The student will apply knowledge of roots and affixes (e.g., on-, trans-, over-, anti, inter-, super, semi, -tion, -or, -ion, -it, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (ongoing)</p>	<p>*Break down unfamiliar grade level words in and out of context using phonics and word analysis. (4B)</p> <p>*Apply meanings of affixes and roots to determine definition words. (4B)</p>	<p>Study Island (Roots and Affixes)</p> <p>Buckle Down /Coach</p> <p>Attached list of most commonly used prefixes and suffixes.</p> <p>List of 5th grade affixes attached broken into 4 nine weeks.</p> <p>Suffix/ Prefix Chart</p> <p>Reading Rockets Root Words, Roots and Affixes-Attached Handout</p>	<p>phonics word analysis decode correspondence syllabication morphology multisyllabic context root affix determine clarify multiple-meaning word multiple-meaning phrase context flexible strategy Latin Greek</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>

<p>RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>L.5.4 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>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>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>1b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (ongoing)</p>	<p>*Identify the meaning of subject-area words and phrases encountered in grade 5. (1A)</p> <p>*Use context clues to determine the meaning of a word or phrase in grade 5 reading material. (3B)</p> <p>*Use reference material to clarify pronunciation and and meaning of words. (3B)</p>	<p>Wordly Wise – vocabulary workbook (suggestion only)</p> <p>Words selected from class novel or basal story</p> <p>Spelling City Website</p> <p>Study Island (Context Clues)</p> <p>www.puzzlemaker.com</p>	<p>academic word domain-specific relevant cause and effect comparison consult reference dictionary glossary thesaurus digital pronunciation precise clarify contrast logical relationships acquire</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>
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<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>1c. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (ongoing)</p> <p>1d. The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words. (ongoing)</p>	<p>*Identify the meaning of synonyms, antonyms, and homonyms. (1A)</p> <p>*Create grade level synonyms, antonyms, and homonyms. (6B)</p> <p>*Use context clues to understand word meaning. (3B)</p>	<p>Study Island (Synonyms, Antonyms, Homonyms)</p> <p>Buckle Down /Coach</p> <p>http://languagearts.pppst.com/synonyms.html</p> <p>http://www.cooper.com/alan/homonym_list.html</p>	<p>figurative language nuance synonym antonym homograph homonym context clues</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>
<p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p>1g. The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (ongoing)</p>	<p>*Identify transition words to help clarify structure/ meaning of text. (1B)</p>	<p>Transition Word List- Attached Handout</p> <p>Transition Words and Phrases Handout</p>	<p>transition words domain-specific</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>
<p>SL.5.5 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>2a1. Text features- titles, headings captions, illustrations, <u>graphs, charts, diagrams</u> bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, <u>maps</u>, icons, pull down menus, key</p>	<p>*Use technology with text features to present information. (3C)</p>	<p>http://www.authorstream.com/Presentation/ttravis-57862-Text-Features-Table-Contents-Index-Glossary-Titles-Subheadings-Bold-Color-Education-ppt-powerpoint/</p> <p>Study Island (Text Features)</p> <p>Buckle Down/ Coach</p> <p>Text Features Treasure Hunt- Attached Handout</p>	<p>graphics visual display enhance main idea theme</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>

	word searches, etc. (ongoing)				
<p>RL.5.5 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>RI.5.5 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>2a3. Text structures-sequential order, <u>description</u>, simple cause and effect, procedure, <u>compare/contrast</u>, order of importance, problem/solution, etc. (ongoing)</p>	<p>*Identify a text’s structure using key clue words. (1B)</p> <p>*Compare and contrast two texts with different structures. (4C)</p>	<p>http://www.slideshare.net/elkissn/understanding-text-structures</p> <p>Study Island (Text Structure)</p> <p>2006 Mississippi Language Arts Framework-Revised Appendix-Attached List</p> <p>Five Expository Text Structures and their Associated Signal Words Handout- Attached Handout</p> <p>Text Structure Flip Cards- Attached Handout</p> <p>Text Structure Signal questions/ words- Attached handout</p> <p>Text Structure Frames- Attached Handout</p> <p>Graphic Organizer (Compare/ Contrast- Cause/ Effect) –Attached Handout</p>	<p>scene stanza structure drama poem chronology/ sequence cause/ effect problem/ solution concepts</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>
<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>2b3. Identify and infer cause and effect in texts.</p>	<p>*Identify and explain cause and effect using reference to the text. (2B)</p>	<p>central.fhisd.k12.mo.us/prehling/CauseEffect.ppt</p> <p>http://www.studyzone.org/testprep/ela4/a/causeandeffectl.cfm</p> <p>Study Island (Cause and Effect)</p>	<p>quote cause effect inference</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>
<p>RL.5.5 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>2a4. Genres – fiction, non-fiction, <u>poetry</u>, biographies, and <u>autobiographies</u> (ongoing)</p>	<p>*Examine a text’s organization to be able to decide its genre. (4C)</p>	<p>www.lexington1.net/.../instruct/ppts/LAppts/35/ Genres.ppt</p> <p>Study Island (Genre)</p> <p>http://www.educationworld.com/a_lesson/2/lp279-01.shtml</p>	<p>scene stanza structure genre fiction nonfiction autobiography biography</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>

				poetry	
<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>2b4. Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p>	<p>*Identify the theme of the story by drawing a conclusion. (1C)</p> <p>*Give an example from the text to explain how you came to your conclusion. (3B)</p> <p>*Combine information from several texts to write or speak about a topic. (6C0)</p>	<p>Drawing Conclusions Graphic Organizer-Attached Handout</p> <p>Making Inferences- Attached Handout</p> <p>http://www.authorstream.com/Presentation/ttravis-57276-Drawing-Conclusions-Detective-ConclusionsDetective-Title-Lets-Review-Steps-conclus-Education-ppt-powerpoint/</p> <p>Study Island (Drawing Conclusions)</p>	<p>draw conclusion</p> <p>inference</p> <p>explicit</p> <p>theme</p> <p>summary</p> <p>evidence</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>

<p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.3 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>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>2d1. Story elements (e.g. setting, characters, character traits, plot, resolution, <u>point of view</u>) (ongoing)</p>	<p>*Identify the point of view and see how it affects the story's presentation. (1B)</p> <p>*Recall events that support your conclusion.(1B)</p> <p>*Compare and contrast two or more characters, setting, and events in a story. (3C)</p> <p>*Compare and contrast stories in same genre. (3C)</p> <p>*Combine findings with a group discussing story elements of a text. (6C)</p>	<p>Story Pyramid- Attached Example</p> <p>http://www.learner.org/interactives/story/cinderella.html</p> <p>www.nebo.edu/...ppt/6-12/story_elements.ppt</p> <p>Story Elements Map- Attached Handout</p> <p>Study Island (Story Elements)</p> <p>Plot Diagram- Attached Handout http://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram-30040.html</p> <p>Setting Comparison- Attached Handout</p> <p>Study Island (Story Elements)</p>	<p>narrator point of view (first, second, third person) quote accurately explicitly inference compare contrast characters setting plot/ events drama interact genre mysteries adventure theme analyze collaborate</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>
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<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>2d2. Literary devices (e.g., imagery, exaggeration, dialogue) (ongoing through 4th nine weeks)</p>	<p>*Identify and explain the meaning of literary devices used in a text. (2B)</p> <p>*Combine ideas with a group about the meaning of literary devices in a text. (6C)</p>	<p>Study Island (Literary Devices)</p> <p>http://www.powershow.com/view/17848-Mml3O/Poetry_Image_ry_flash_ppt_presentation</p> <p>www.sd84.k12.id.us/.../documents/CollectionVIIIImagery.ppt</p>	<p>literary devices imagery exaggeration hyperbole dialogue</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>
<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>2d3. Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance) (ongoing through 4th nine weeks)</p>	<p>*Identify and explain the meaning of sound devices used in a text. (2B)</p>	<p>Study Island (Literary Devices)</p> <p>http://www.bbc.co.uk/schools/starship/english/spacespins.shtml (for alliteration)</p> <p>natiemckinney.com/downloads/onomatopoeia%201.ppt (for onomatopoeia)</p>	<p>sound devices rhyme rhythm alliteration onomatopoeia assonance</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>

<p>W.5.1 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., <i>consequently, specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>2e1. Distinguish between fact and opinion.</p>	<p>*Compose a well-written opinion piece. (6D)</p>	<p>http://www.toonuniversity.com/aol/5l_fact.html (Fact and Opinion game)</p> <p>www.lexington1.net/.../ppts/LAppts/35/fact-opinion.ppt</p> <p>Study Island (Fact and Opinion)</p>	<p>fact opinion distinguish organizational structure supporting facts/details transition words conclusion point of view</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>
<p>W.5.1 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</p>	<p>2e2. Identify and interpret tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon).</p>	<p>*Identify and explain examples of tools of persuasion. (2B)</p> <p>*Compose a persuasive piece including tools of persuasion.</p>	<p>Study Island (Tools of Persuasion)</p> <p>http://quizlet.com/238846/bms-tools-of-persuasion-flash-cards/</p> <p>Buckle Down</p>	<p>tools of persuasion bandwagon name-calling endorsement repetition air and rebut association stereotypes bandwagon</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>

<p>supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>					
<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Fifth graders should read between 140 to 170 words per minute by the end of the year.</p>	<p>*read grade-level text with fluency.</p> <p>*read between 140-170 words by the end of the year.</p>	<p>Read Naturally</p> <p>Weekly Fluency Assessment</p> <p>http://www.dolchword.com/dolch-words-fifth-grade</p> <p>Fluency Teaching Ideas- Attached Handout</p>	<p>fluent fluency</p>	<p>DIBELS</p>

Fourth Nine Weeks

****Skills listed in previous nine weeks may not be listed but need to be reviewed based on teacher discretion.**

Common Core State Standards for ELA (Outcome Based)	MS. Curriculum Framework	“I Can” Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
<p>RF.5.3 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>L.5.4 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. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>	<p>1a. The student will apply knowledge of roots and affixes (e.g., on-, trans-, over-, anti, inter-, super, semi, -tion, -or, -ion, -it, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (ongoing)</p>	<p>*Break down unfamiliar grade level words in and out of context using phonics and word analysis. (4B)</p> <p>*Apply meanings of affixes and roots to determine definition words. (4B)</p>	<p>Study Island (Roots and Affixes)</p> <p>Buckle Down /Coach</p> <p>Attached list of most commonly used prefixes and suffixes.</p> <p>List of 5th grade affixes attached broken into 4 nine weeks.</p> <p>Suffix/ Prefix Chart</p> <p>Reading Rockets Root Words, Roots and Affixes-Attached Handout</p>	<p>phonics word analysis decode correspondence syllabication morphology multisyllabic context root affix determine clarify multiple-meaning word multiple-meaning phrase context flexible strategy Latin Greek</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>

<p>RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>L.5.4 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>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>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>1b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (ongoing)</p>	<p>*Identify the meaning of subject-area words and phrases encountered in grade 5. (1A)</p> <p>*Use context clues to determine the meaning of a word or phrase in grade 5 reading material. (3B)</p> <p>*Use reference material to clarify pronunciation and and meaning of words. (3B)</p>	<p>Wordly Wise – vocabulary workbook (suggestion only)</p> <p>Words selected from class novel or basal story</p> <p>Spelling City Website</p> <p>Study Island (Context Clues)</p> <p>www.puzzlemaker.com</p>	<p>academic word domain-specific relevant cause and effect comparison consult reference dictionary glossary thesaurus digital pronunciation precise clarify contrast logical relationships acquire</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>
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<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>1c. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (ongoing)</p> <p>1d. The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words.</p>	<p>*Identify the meaning of synonyms, antonyms, and homonyms. (1A)</p> <p>*Create grade level synonyms, antonyms, and homonyms. (6B)</p> <p>*Use context clues to understand word meaning. (3B)</p>	<p>Study Island (Synonyms, Antonyms, Homonyms)</p> <p>Buckle Down /Coach</p> <p>http://languagearts.pppst.com/synonyms.html</p> <p>http://www.cooper.com/alan/homonym_list.html</p>	<p>figurative language nuance synonym antonym homograph homonym context clues</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>
<p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>1g. The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (ongoing)</p>	<p>*Identify transition words to help clarify structure/ meaning of text. (1B)</p>	<p>Transition Word List- Attached Handout</p> <p>Transition Words and Phrases Handout</p>	<p>transition words domain-specific</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>
<p>SL.5.5 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>2a1. Text features- titles, headings captions, illustrations, <u>graphs, charts, diagrams</u> bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, <u>maps</u>, icons, pull down menus, key</p>	<p>*Use technology with text features to present information. (3C)</p>	<p>http://www.authorstream.com/Presentation/ttravis-57862-Text-Features-Table-Contents-Index-Glossary-Titles-Subheadings-Bold-Color-Education-ppt-powerpoint/</p> <p>Study Island (Text Features)</p> <p>Buckle Down/ Coach</p> <p>Text Features Treasure Hunt- Attached Handout</p> <p>Study Island (Text Features)</p>	<p>graphics visual display enhance main idea theme</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>

	word searches, etc. (ongoing)				
<p>RL.5.5 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>RI.5.5 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>2a3. Text structures-sequential order, <u>description</u>, simple cause and effect, procedure, <u>compare/contrast</u>, order of importance, problem/solution, etc. (ongoing)</p>	<p>*Identify a text's structure using key clue words. (1B)</p> <p>*Compare and contrast two texts with different structures. (4C)</p>	<p>http://www.slideshare.net/elkissn/understanding-text-structures</p> <p>Study Island (Text Structure)</p> <p>2006 Mississippi Language Arts Framework-Revised Appendix-Attached List</p> <p>Five Expository Text Structures and their Associated Signal Words Handout- Attached Handout</p> <p>Text Structure Flip Cards- Attached Handout</p> <p>Text Structure Signal questions/ words- Attached handout</p> <p>Text Structure Frames- Attached Handout</p> <p>Graphic Organizer (Compare/ Contrast- Cause/ Effect) –Attached Handout</p>	<p>scene stanza structure drama poem chronology/ sequence cause/ effect problem/ solution concepts</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>
<p>RL.5.5 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>2a4. Genres – fiction, non-fiction, <u>poetry</u>, biographies, and <u>autobiographies</u> (ongoing)</p>	<p>*Examine a text's organization to be able to decide its genre. (4C)</p>	<p>www.lexington 1.net/.../instruct/ppts/LAppts/35/ Genres.ppt</p> <p>Study Island (Genre)</p> <p>http://www.education world.com/a_lesson/2/lp279-01.shtml</p>	<p>scene stanza structure genre fiction nonfiction autobiography biography poetry</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>

<p>W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p>2b2. Apply knowledge of transitions and cue words to identify and sequence events in narrative text including flashbacks and events not in time order.</p>	<p>*Create a story's sequence of events with transition words. (6B)</p> <p>*Identify the use of flashbacks and foreshadowing in a text. (1B)</p>	<p>Transition Word List- Attached Handout</p> <p>Transition Words and Phrases Handout</p> <p>www.esu.edu/~bsockman/PPT/Foresh&Flashback.ppt</p>	<p>sequence of events transitional words plot (events)</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>
<p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.3 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>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>2d1. Story elements (e.g. setting, characters, <u>character traits</u>, plot, resolution, <u>point of view</u>) (ongoing)</p>	<p>*Identify the point of view and see how it affects the story's presentation. (1B)</p> <p>*Recall events that support your conclusion.(1B)</p> <p>*Compare and contrast two or more characters, setting, and events in a story. (3C)</p> <p>*Compare and contrast stories in same genre. (3C)</p>	<p>Story Pyramid- Attached Example</p> <p>http://www.learner.org/interactives/story/cinderella.html</p> <p>www.nebo.edu/...ppt/6-12/story_elements.ppt</p> <p>Story Elements Map- Attached Handout</p> <p>Study Island (Story Elements)</p> <p>Plot Diagram- Attached Handout http://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram-30040.html</p> <p>Setting Comparison- Attached Handout</p>	<p>narrator point of view (first, second, third person) quote accurately explicitly inference compare contrast characters setting plot/ events drama interact genre mysteries adventure theme analyze</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>

<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>2d2. Literary devices (e.g., imagery, exaggeration, dialogue) (ongoing through 4th nine weeks)</p>	<p>*Identify and explain the meaning of literary devices used in a text. (2B)</p> <p>*Combine ideas with a group about the meaning of literary devices in a text. (6C)</p>	<p>Study Island (Literary Devices)</p> <p>http://www.powershow.com/view/17848-Mml3O/Poetry_Image_ry_flash_ppt_presentation</p> <p>www.sd84.k12.id.us/.../documents/CollectionVIIIImagery.ppt</p>	<p>literary devices imagery exaggeration hyperbole dialogue</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>
<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>2d3. Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance) (ongoing through 4th nine weeks)</p>	<p>*Identify and explain the meaning of sound devices used in a text. (2B)</p>	<p>Study Island (Literary Devices)</p> <p>http://www.bbc.co.uk/schools/starship/english/spacespins.shtml (for alliteration)</p> <p>nataliemckinney.com/downloads/onomatopoeia%201.ppt (for onomatopoeia)</p>	<p>sound devices rhyme rhythm alliteration onomatopoeia assonance</p>	<p>Study Island Percentages</p> <p>Teacher Discretion</p>

<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>Fifth graders should read between 140 to 170 words per minute by the end of the year.</p>	<p>*read grade-level text with fluency.</p> <p>*read between 140-170 words by the end of the year.</p>	<p>Read Naturally</p> <p>Weekly Fluency Assessment</p> <p>http://www.dolchword.com/dolch-words-fifth-grade</p> <p>Fluency Teaching Ideas- Attached Handout</p>	<p>fluent fluency</p>	<p>DIBELS</p>
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