

MSD of Pike Township

K-5 Literacy Curriculum Map and Resources

Teacher Resources	Student Resources	Curriculum Map Helpful Hints
<p>Teacher's Guide - A comprehensive guide that provides support and resources for instructional planning. There are multiple volumes depending on the grade level and they are available in print and online.</p> <p>Teaching Pal - An annotated version of the student myBook. It provides questions, think alouds, and annotation tips, including Notice & Note signposts and scaffolded support to use during instruction.</p> <p>Writing Workshop Teacher's Guide - Provides explicit step-by-step modeling and instruction for each stage of the Writing Workshop process. With the exception of Kindergarten (where it is a part of the Teacher's Guide), these are separate guides and also come in multiple volumes.</p> <p>Teacher Resource Book - A collection of Printables for student application of literacy skills and anchor charts, graphic organizers, and Know It, Show It pages.</p> <p>Guiding Principles and Strategies - An overview of Into Reading and details about each literacy component, implementation tips, and support for families.</p> <p>BookStix (K-2 only) - A post-it note for Big Books and Read Alouds that have helpful reading prompts and skills practice for teachers to use during instruction.</p> <p>Take and Teach Leveled Reader Cards - reference tool that contain different instructional opportunities for each leveled reader and activity suggestions.</p>	<p>myBook - write-in student book allows student to own and interact with a variety of texts. These will be replenished annually. Kindergarten: 1 volume, Grades 1-2: 5 volumes, and Grade 3-6: 2 volumes.</p> <p>Rigby Leveled Library - K-2: 90 books and Grades 3-6: 60 books and 30 cards. These may be organized by classroom or school-wide bookroom. Consult your building principals for details.</p> <p>Student Choice Library, Read Aloud Books (K-2), and Big Books (K-2) - well-loved literature connected to module topics and serve as focal text for writer's workshop.</p> <p>Vocabulary Cards - academic vocabulary for each lesson using image associations, context sentences, and discussion prompts.</p> <p>Picture, Letter, and High-Frequency Word Cards (K-2 only) - develop early foundational skills with these instructional cards.</p> <p>Start Right Reader (K-2 only) - decodable texts, which feature storylines or topics each week and allows students to apply foundational skills in context.</p> <p>Sound/Spelling Cards (Grades 1-2 only) - large-format instruction cards with pictures and multiple spelling combinations.</p> <p>Kindergarten Only - alphafriend cards/videos and alphabet cards.</p>	<p>Curriculum Maps - address the whole group reading and writing instruction following the Into Reading program. Small group instruction will be provided using the Fountas & Pinnell Guided Reading format and Jan Richardson planning template.</p> <p>Modules - units of study with three weeks of lessons that start with a launch activity to build background knowledge and language about the module topic. In Grades 1-6 a fourth week is provided for remediation and enrichment. Kindergarten modules are 4 weeks long.</p> <p>Lessons - daily lessons provide instruction in foundational skills, vocabulary, reading, and writing workshop (including language development).</p> <p>Ed: Your Friend in Learning - online learning system that provides program resources (for students and teachers), instructional tools, and management of assignments and assessments.</p> <p>Priority Standards and Essential Skills - these are the important skills that students should know and be able to do as an outcome of each module. These are the areas that teachers will spend the majority of instructional time teaching, what students will be assessed for, what teachers will have data-driven discussions about, and what teachers will intervene on (enrichment or remediation).</p> <p>Common Assessments - At the end of each module there is a Module Assessment. These will serve as the common assessments for Year 1 of implementation. All K-5 students will take this assessment during the designated week of instruction.</p> <p>SPECIAL NOTES: Grades 3-5 Teachers: Critical ILEARN and IREAD-3 standards and skills are bolded in each module; however, if the standard is not a priority for that particular module, it appears separate as it is a spiral or supplemental skill for that module.</p>

MSD of Pike Township Reading Curriculum Map - Grade 5

Module 1	Foundations	Vocabulary	Reading	Language	Writing
Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED ; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. <i>ITALICIZED</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.	5.RF.4.6 [1]	5.RV.2.4 Critical ILEARN Standards: 5.RV.2.1 5.RV.3.2 [8]	5.RL.2.1 [3] 5.RL.3.2 [6] 5.RN.2.3 [7] Critical ILEARN Standards: 5.RL.2.2, 5.RL.2.3, 5.RL.4.2, 5.RN.2.1, 5.RN.2.2 [9]	5.W.6.1.e [4]	5.W.3.2
Essential Skills: SWBAT (Students will be able to...) UNDERLINED skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are BOLDED .	Use knowledge sound correspondence and syllabification patterns to accurately read unfamiliar multisyllabic words in context. Use roots and affixes to accurately read unfamiliar multisyllabic words. Read smoothly and accurately with expression to show I understand text.	<u>Use context clues to determine the meaning of unknown words.</u> <u>Use text features to determine the meaning of unknown words.</u> <u>Use word origins, affixes, roots, known words, and word patterns to determine the meaning of words.</u> Determine the meaning of words and phrases in a nonfiction text.	<u>Identify, explain, and summarize a nonfiction text using 2 or more central idea (main idea) and key details.</u> <u>Describe characters, settings, or events in a story or play using specific details from a text.</u> <u>Determine the theme of a story by using evidence from the text.</u> <u>Explain how a character's response to challenges in a text impact the theme.</u> <u>Accurately quote a text to support my inferences.</u> <u>Describe how the narrator's or speaker's point of view affects how events are described.</u> <u>Explain how scientific ideas are connected in a nonfiction text and use information from the text to explain relationships between events and ideas.</u> Use information from the text to explain relationships between events or ideas.	Write simple, compound, and complex, declarative, interrogative, imperative, and exclamatory sentences.	Apply the writing process. <u>Write an informative composition on a topic.</u> <u>Write an introduction.</u> <u>Organize sentences and paragraphs logically.</u> <u>Include sufficient examples, facts, quotations, or other information from various sources and texts to support my topic.</u> <u>Connect ideas using transition words.</u> Include text features and multimedia when useful. Use appropriate language, vocabulary, and sentence variety to convey meaning, create an effect, and support the tone. Use appropriate language, vocabulary, and sentence variety for my topic and audience. <u>Write a conclusion.</u>
Topics	All short vowels and long (a,e,i,o) Accuracy, self correction & reading rate	Roots: phon, meter, photo, auto, bio vis, aud Prefixes: ex-, e-, ir-, il- Context clues	Inventors at Work! Narrative Nonfiction Realistic Fiction Magazine Article Informational Text Science Fiction/Fantasy	Complete sentences Kinds of sentences Compound sentences	Informational Text Writing process Prompt: Today, in living rooms and labs, people are inventing. Think about an inventor you learned about. Write an expository essay about how the inventor had to work hard to make the idea for an invention a reality.

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Module 1	Foundations	Vocabulary	Reading	Language	Writing
<u>Lesson Content</u>	<p>Lesson 1-5 Decoding: words with shorts vowels Fluency: reading rate</p> <p>Lessons 6-10 Decoding: long a and e Fuency: accuracy and self correction</p> <p>Lessons 11-15 Decoding: long i and o Fluency: phrasing</p>	<p>Lessons 1-5 locomotives, phonograph, sputtered, flop, incandescent, cylinder, patents, chugged, and gadgets</p> <p>Lessons 6-10 irrigate, inspector, photographed, prestigious, auditorium, and impoverished(context clues) maneuver, specialized, elite, objective, traditional</p> <p>Lessons 11-15 impulse, passionate, distinguished, eccentric, circumstances, evidently, acceleration, prototype, contribution, conceived(reference material)</p>	<p>Lessons 1-5 Retell/summarize Central (Main) idea Author's purpose Point of view Theme</p> <p>Lessons 6-10 Monitor and clarify Central (Main) idea Text structure: cause and effect and sequence</p> <p>Lessons 11-15 Make inferences Literary elements Author's craft: voice Author's purpose</p>	<p>Lessons 1-5 Complete sentences Sentence fragments, run-ons, and comma splices Writing Sentences</p> <p>Lessons 6-10 Declarative and interrogative sentences Imperative and exclamatory sentences Identify and use the different kinds of sentences</p> <p>Lessons 11-15 Complete subjective and predicates Subject-verb agreement Compound sentences</p>	<p>Lessons 1-5 Introduce focal text The read Vocabulary The writing process Prewriting: Informational essays</p> <p>Lessons 6-10 Begin drafting an informational essay Organizational strategies Complete the draft Revising I: Elaboration and organization Revising II: Conferencing and using different kinds of sentences</p> <p>Lessons 11-15 Continue writing informational essays Revising III: Incorporating feedback Editing I: Grammar, usage, and mechanics Editing II: Peer proofreading Publishing and sharing</p>
<u>Assessments</u>	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)
Pacing Guidance	Lessons		Additional Standards	Text	Assessment
Week 1	August 17-21	Lessons 1-5	5.RF.5, 5.SL.1, 5.SL.2.1, 5.SL.2.2 [10]	<i>Government Must Fund Inventors</i> <i>Inventor's Secret</i>	Weekly Assessment
Week 2	August 24-28	Lessons 6-10	5.RF.5, 5.SL.1, 5.SL.2.1, 5.SL.2.2 [11]	<i>Winds of Hope</i> <i>Wheelchair Sports: Hang Glider to Wheeler-Dealer</i>	Weekly Assessment
Week 3	August 31 - September 4	Lessons 11-15	5.RV.2.5, 5.SL.3.2, 5.SL.4.1, 5.SL.4.2, 5.RN.4.2 [12]	<i>Captain Arsenio</i>	Weekly Assessment
Week 4	September 8-11 (4-day)	Remediation/Enrichment			Required Module Assessment

Module 2	Foundations	Vocabulary	Reading	Language	Writing
<p>Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.</p> <p><i>ITALICIZED</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>5.RF.4.6 [13] 5.RF.5 [18]</p>	<p>5.RV.2.2 [14] 5.RV.2.4 [19]</p> <p>Critical ILEARN Standards: 5.RV.2.1, 5.RV.3.2 [25]</p>	<p>5.RL.2.1 [15] 5.RL.3.1 [20] 5.RV.3.1 [23]</p> <p>Critical ILEARN Standards: 5.RL.2.2, 5.RL.2.3, 5.RL.4.2 [26]</p>	<p>5.W.6.1 a [16] 5.W.6.1 b [21] 5.W.6.2 a [24]</p>	<p>5.W.4 [17] 5.W.3.3 [22]</p>
<p>Essential Skills: SWBAT (Students will be able to...)</p> <p><u>UNDERLINED</u> skills are assessed on the module assessment.</p> <p>Critical ILEARN and IREAD-3 skills are BOLDED.</p>	<p>Use knowledge sound correspondence and syllabification patterns to accurately read unfamiliar multisyllabic words in context.</p> <p>Use roots and affixes to accurately read unfamiliar multisyllabic words.</p> <p>Read smoothly and accurately with expression to show I understand text.</p>	<p><u>Use context clues to determine the meaning of unknown words.</u></p> <p><u>Identify relationships among words including multiple meanings, synonym, antonyms, homographs, metaphors, similes, and analogies.</u></p> <p><u>Use words origins, affixes, roots, known words and word patterns to determine meanings of words.</u></p> <p><u>Use text features to determine the meaning of unknown words.</u></p> <p>Determine the meanings of words and phrases in a nonfiction text.</p>	<p><u>Explain what a text says explicitly using quotes from the text.</u></p> <p><u>Make inferences from a text by using quotes from the text.</u></p> <p><u>Describe characters, settings, or events in a text using specific details in a text.</u></p> <p><u>Describe how the characters events and settings affect the plot.</u></p> <p><u>Explain how a series of chapters, scenes, or stanzas fit together to provide the structure of a story, play, or poem.</u></p> <p><u>Compare and contrast stories that have similar themes or topics.</u></p> <p><u>Determine how imagery, symbolism, hyperbole, and figurative language provide meaning in a work of literature.</u></p> <p>Determine the theme of a story, play, or poem by using evidence from the text.</p> <p>Explain how a character's response to challenges in a text impact the theme.</p> <p>Summarize a story, play, or poem in my own words.</p>	<p><u>Recognize and use common and proper nouns in reading and writing.</u></p>	<p>Apply the writing process.</p> <p><u>Write narrative compositions.</u></p> <p><u>Develop the exposition and sequence of events.</u></p> <p><u>Use dialogue, description and pacing to develop experiences, events, and character.</u></p> <p><u>Use expressive vocabulary and figurative language for effect.</u></p> <p><u>Write an ending.</u></p>

Module 2	Foundations	Vocabulary	Reading	Language	Writing
Topics	Words with /oo/, /yoo/, /ou/, /o/, /oi/ r-controlled vowels: /or/, /ar/ Expression and intonation	Prefixes: bio-, un-, non-, dis-, re-, pre-, post-, fore- Suffixes: -y, -ly, -ily, -ful, -ness, -less, -ment Antonyms and synonyms	What a Story! Fantasy/Adventure Folktale Play Myth Poetry	Common and proper nouns Singular and plural nouns Verbs	Narrative writing Writing process Prompt: There are many different ways to tell a story. Think of all the different kinds of fiction that you have read. Write a story a character on a journey to discover something. Choose a subgenre for your story.
Lesson Content	Lessons 1-5 Decoding: /oo/ and /yoo/ Fluency: expression Lessons 6-10 Decoding: /ou/, /o/, and /oi/ Fluency: accuracy and self-correction Lessons 11-15 Decoding: r controlled vowels /or/ and /ar/ Fluency: intonation	Lessons 1-5 panic, favorable, porthole, densely, reasonable, delirious, projected, contents, deficiencies (antonyms and synonyms) Lessons 6-10 mysterious, matted, tendrils, fastenings, awakening (antonyms and synonyms) witness, presiding, attempted, restrain, contempt Lessons 11-15 seized, hesitate, watchful, scrawled, ditty, refrain, restless (context clues)	Lessons 1-5 Text and graphic features Synthesize Literary elements-characters Figurative language Lessons 6-10 Visualize Literary elements Figurative language Elements of drama Lessons 11-15 Ask and answer questions Elements of poetry Author's purpose Theme	Lessons 1-5 Common and proper nouns Capitalizing proper nouns Lessons 6-10 Plural nouns Regular and irregular plural nouns Collective nouns Lessons 11-15 Linking and action verbs Main and helping verbs Verb tenses	Lessons 1-5 Introduce focal text The read Vocabulary Preparing to write Begin the draft I Lessons 6-10 Draft II: narrative structure Draft III: complete the draft Revise I: organization and elaboration Revise II: include dialogue Revise III: conferencing Lessons 11-15 Revise IV: develop interesting characters Editing I: grammar usage and mechanics Editing II: peer proofreading Publishing and sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	September 14-18	Lessons 1-5	5.SL.2.2, 5.ML.1, 5.SL.1, 5.SL.2.4 [27]	<i>Many Ways to Tell a Story</i> <i>Airborn</i>	Weekly Assessment
Week 2	September 21-25	Lessons 6-10	5.RL.2.1, 5.SL.2.2, 5.SL.2.3 [28]	<i>The Secret Garden</i> <i>The Miracle of Spring</i>	Weekly Assessment
Week 3	September 28 - October 2	Lessons 11-15	5.RF.5, 5.SL.2.3, 5.W.1, 5.SL.2.1, 5.SL.2.2, 5.SL.4.1, 5.SL.4.2 [29]	<i>The Poem That Will Not End</i>	Weekly Assessment
Week 4	October 5-9	Remediation/Enrichment			Required Module Assessment

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Module 3	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
<p><u>Priority Standards</u> Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.</p> <p><i>ITALICIZED</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>5.RF.4.6 -----</p>	<p>5.RV.2.2 [31] 5.RV.2.4 [35]</p> <p>Critical ILEARN Standard: 5.RV.2.1, 5.RV.3.2 [42]</p>	<p>5.RN.2.3 [32] 5.RN.3.1 [36] 5.RN.3.2 [38] 5.RN.3.3 [40] 5.RN.4.2 [41]</p> <p>Critical ILEARN Standards: 5.RN.2.1, 5.RN.2.2 [43]</p>	<p>5.W.6.1e [33]</p>	<p>5.W.3.1 [34] 5.W.4 [37] 5.W.5 [39]</p>

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Module 3	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
<p>Essential Skills: SWBAT (Students will be able to...)</p> <p><u>UNDERLINED</u> skills are assessed on the module assessment.</p> <p>Critical ILEARN and IREAD-3 skills are BOLDED.</p>	<p>Use knowledge sound correspondence and syllabification patterns to accurately read unfamiliar multisyllabic words in context.</p> <p>Use roots and affixes to accurately read unfamiliar multisyllabic words.</p>	<p><u>Use context clues to determine the meaning of unknown words.</u></p> <p><u>Identify relationships among words.</u></p> <p><u>Identify relationships among words including multiple meanings, synonym, antonyms, homographs, metaphors, similes, and analogies.</u></p> <p><u>Use word origins, affixes, roots, known words, and word patterns to determine meaning of words.</u></p> <p><u>Use text features to determine the meaning of unknown words.</u></p> <p>Determine the meanings of words and phrases in a nonfiction text.</p>	<p><u>Identify the main ideas of a nonfiction nonfiction text.</u></p> <p><u>Explain how key details support the main ideas in a nonfiction text.</u></p> <p><u>Make inferences from a text by using quotes from the text.</u></p> <p><u>Use text features to help me understand informational text.</u></p> <p><u>Compare and contrast organizational structures of events, ideas, concepts, or information in multiple texts.</u></p> <p><u>Compare and contrast how events, ideas, concepts, or information are organized within texts.</u></p> <p><u>Explain what a text says explicitly using quotes from the text.</u></p> <p><u>Demonstrate my knowledge about a subject by including information from several texts and digital sources.</u></p> <p>Summarize a nonfiction text using main ideas and key details.</p> <p>Explain how scientific ideas are connected in a nonfiction text.</p> <p>Use information from the text to explain relationships between events and ideas.</p> <p>Analyze multiple accounts of the same event or topic.</p> <p>Compare and contrast different perspectives from multiple accounts of the same event or topic.</p> <p>Combine information from multiple texts and digital sources.</p>	<p>Write simple, compound, and complex, declarative, interrogative, imperative, and exclamatory sentences.</p> <p><u>Use subordinating conjunctions to write a variety of simple, compound, and complex sentences.</u></p> <p>Identify direct and indirect objects.</p>	<p>Conduct short research on a topic.</p> <p>Apply the writing process.</p> <p><u>Write a persuasive composition.</u></p> <p><u>Clearly present a position in an introductory statement to an identified audience.</u></p> <p><u>Support the position with qualitative and quantitative facts and details from various sources including texts.</u></p> <p><u>Use an organizational structure to group related ideas that support the purpose including an introduction, body, and conclusion.</u></p> <p><u>Use language appropriate for the identified audience.</u></p> <p><u>Connect reasons to the position using words, phrases, and clauses.</u></p> <p><u>Write a conclusion.</u></p>

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Module 3	Foundations	Vocabulary	Reading	Language	Writing
Topics	r- controlled vowels: /ur/ and /ir/ Compound words VCCV syllable division pattern Expression, phrasing, and reading rate	Roots: -graph, -gram, rupt, -fer, Suffixes: -less, -log, -logist Prefixes: inter-, com-, con-, cor- Multiple-meaning words Context clues Antonyms/Synonyms	Natural Disasters! Narrative nonfiction Realistic fiction Persuasive text Informational video	Direct objectives Indirect objectives Coordinating conjunctions Subordinating conjunctions Complex sentences	Persuasive writing Writing process Prompt: Using persuasion is much more powerful than fighting. Think about the times you struggled to get your way. Did you yell or reasonably explain your idea. Write a persuasive essay stating what you would do if a natural disaster destroyed your town. Stay or go?
Lesson Content	Lessons 1-5 Decoding: r- controlled vowels /ur/ and /ir/ Fluency: expression Lessons 6-10 Decoding: compound words Fluency: phrasing Lessons 11-15 Decoding: VCCV syllable division pattern Fluency: rate	Lessons 1-5 widespread, conferring, consequences, evacuation, alarming, victim, seismographs, reservoir Lessons 6-10 prior, magnitude, literally, maintenance, destruction, triggered, thrust, radiate, parallel, lateral, modified Lessons 11-15 track, eventually, regions, category, mobile, anchored, foundations, surge	Lessons 1-5 Author's craft (word choice) Make and confirm predictions Text structure: sequence Figurative language: sensory words Content-area words Lessons 6-10 Retell/Summarize Media techniques Author's craft (word choice) Central idea Lessons 11-15 Text and graphic features Content area words Text structure: cause and effect	Lessons 1-5 Direct object Compound direct objects Indirect objects Lessons 6-10 Coordinating conjunctions: and, but, or Combining sentences and ideas Subordinating conjunctions Lessons 11-15 Complex sentences with conjunctions Dependent and independent clauses Correlative conjunctions	Lessons 1-5 Priming the students and text The read Vocabulary Prewriting Lessons 6-10 Begin drafting an persuasive essay Organizational strategies Complete the draft Revising I: elaboration and organization Revising II: conferencing and using different kinds of sentences Lessons 11-15 Continue writing persuasive essays Revising III: incorporating feedback Editing I: grammar, usage, and mechanics Editing II: peer proofreading Publishing and sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	October 12-16	Lessons 1-5	5.SL.2.1, 5.SL.2.2 [44]	<i>Eruption! Volcanoes and the Science of Saving Lives</i> <i>Who Studies Natural Disasters</i>	Weekly Assessment
Week 2	October 26-30	Lessons 6-10	5.W.1, 5.SL.2.1, 5.SL.2.2, 5.SL.3.1, 5.SL.4.2, 5.ML.1 [45]	<i>Between the Glacier and the Sea: The Alaska Earthquake</i>	Weekly Assessment
Week 3	November 2-6	Lessons 11-15	5.SL.2.2, 5.SL.4.1, 5.RN.3.3, 5.RN.4.2 [46]	<i>Hurricanes: The Science Behind Killer Storms</i>	Weekly Assessment
Week 4	November 9-13	Remediation/Enrichment			Required Module Assessment

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Module 4	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
<p>Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.</p> <p>ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>5.RF.4.6 [47]</p>	<p>5.RV.2.2 [48] 5.RV.2.4 [52]</p> <p>Critical ILEARN Standards: 5.RV.2.1, 5.RV.3.2 [61]</p>	<p>5.RL.2.1 [49] 5.RL.3.2 [53] 5.RN.2.3 [56] 5.RN.3.3 [59] 5.RN.4.2 [60]</p> <p>Critical ILEARN Standards: 5.RL.2.3, 5.RN.2.2 [62]</p>	<p>5.W.6.1 b [50] 5.W.6.1 e [54] 5.W.6.2 b [57]</p>	<p>5.W.3.2 [51] 5.W.4 [55] 5.W.5 [58]</p>
<p>Essential Skills: SWBAT (Students will be able to...)</p> <p>UNDERLINED skills are assessed on the module assessment.</p> <p>Critical ILEARN and IREAD-3 skills are BOLDED.</p>	<p>Use knowledge sound correspondence and syllabification patterns to accurately read unfamiliar multisyllabic words in context.</p> <p>Use roots and affixes to accurately read unfamiliar multisyllabic words.</p>	<p><u>Use context clues to determine the meaning of unknown words.</u></p> <p><u>Determine the meanings of words and phrases in a nonfiction text.</u></p> <p><u>Use word origins, affixes, roots, known words, and word patterns to determine the meaning of words.</u></p> <p><u>Identify multiple meanings, synonyms, antonyms, homographs, metaphors, similes, and analogies.</u></p> <p><u>Use text features to determine the meaning of unknown words</u></p> <p><u>Identify relationships among words.</u></p>	<p><u>Explain what a text says explicitly using quotes from the text.</u></p> <p><u>Make inferences from a text by using quotes from the text. Identify the main ideas of a nonfiction text.</u></p> <p><u>Explain how key details support the main ideas in a nonfiction text.</u></p> <p><u>Describe characters, settings, or events in a story using specific details from a text.</u></p> <p><u>Describe how the characters, events, and settings affect the plot.</u></p> <p><u>Use information from the text to explain relationships between events or ideas.</u></p> <p><u>Describe how the narrator's or speaker's point of view affects how events are described.</u></p> <p>Summarize a nonfiction text using main ideas and key details.</p> <p>Combine information from multiple texts and digital sources.</p> <p>Demonstrate my knowledge about a subject by including information from several texts and digital sources.</p> <p>Explain how historical events are connected in a nonfiction text.</p>	<p><u>Recognize and use present, past, and future tense verbs in writing.</u></p> <p><u>Write using the perfect verb tense.</u></p> <p><u>Write using verbs correctly.</u></p> <p>Recognize and use interjections correctly in writing.</p> <p>Recognize and use quotations/dialogue in writing.</p> <p>Recognize and use proper subject/object pronouns in writing.</p>	<p>Conduct short research on a topic.</p> <p>Apply the writing process.</p> <p>Write informative compositions on a variety of topics.</p> <p><u>Write an introduction.</u></p> <p><u>Organize sentences and paragraphs logically.</u></p> <p>Include sufficient examples, facts, quotations, or other information from various sources and texts to support my topic.</p> <p><u>Connect ideas using transition words.</u></p> <p>Include text features and multimedia when useful.</p> <p><u>Use appropriate language, vocabulary, and sentence variety to convey meaning.</u> create an effect, and support the tone.</p> <p><u>Use appropriate language, vocabulary, and sentence variety for my topic and audience.</u></p> <p><u>Write a conclusion.</u></p>

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Module 4	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
Topics	VCV syllable division pattern VCCCV syllable division pattern VV syllable division pattern Intonation, accuracy and self-correction,& expression	Prefixes: mid-, inter-, trans-,mis-,mal- Suffixes: -al, -ic,-able,-ous,-ious,-ible Homophones and homographs	Wild West! Informational text Magazine article Media: iVideo Historical fiction	Direct quotations Interjections Subject and object pronouns Verb tenses	Informational Letter Writing process Prompt: The people who moved west in the 1850s had much to learn.Think about what a person moving west might need to know.Write a letter to a historical society requesting information about what it was like to travel west back then.
Lesson Content	Lessons 1-5 Decode: VCV syllable division patterns Fluency: intonation Lessons 6-10 Decode: VCCCV syllable division patterns Fluency: accuracy and self-correction Lessons 11-15 Decode: VV syllable division patterns Fluency: expression	Lessons 1-5 typical, hardships, posts, slogans, knowledge, consisted, patriotic, handy Lessons 6-10 employed, celestial, sacrifice, complaint, homestead, primary, domain, residence, ideology Lessons 11-15 frolics, stubble,dainty, plod, proportions, thresh, regaled, indispensable, oblivious	Lessons 1-5 Text structure: sequence & problem/solution Synthesize Central (Main) idea Author's craft Lessons 6-10 Monitor and clarify Central (Main) idea Text structure Media technique Lessons 11-15 Visualize Literary elements Point of view Varieties of English	Lessons 1-5 Quotation Text quotation Interjection Dialogue Lessons 6-10 Subject and object pronouns Pronoun antecedent agreement Lessons 11-15 Present and past tense Future tense Consistent use of tenses	Lessons 1-5 Priming the students and text The read Vocabulary Prewriting Lessons 6-10 Begin drafting an informational letter Organizational strategies Complete the draft Revising I: elaboration and organization Revising II: conferencing and using different kinds of sentences Lessons 11-15 Continue writing informational letter Revising III: incorporating feedback Editing I: grammar, usage, and mechanics Editing II: peer proofreading Publishing and sharing
Assessments		Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	November 16-20	Lessons 1-5	5.W.1, 5.SL.1, 5.SL.2.1, 5.SL.2.5 [63]	Reasons for Western Expansion Explore the Wild West!	Weekly Assessment
Week 2	November 30 - December 4	Lessons 6-10	5.RF.1, 5.SL.2.1, 5.SL.2.2, 5.ML.2.2 [64]	<i>Explore the Wild West!</i> <i>Homesteading</i>	Weekly Assessment
Week 3	December 7-11	Lessons 11-15	5.RF.5, 5.W.1, 5.SL.1, 5.SL.3.2, 5.SL.4.1 [65]	<i>A Pioneer Sampler</i>	Weekly Assessment
Week 4	December 14-17 (4-day)	Remediation/Enrichment			Required Module Assessment

MSD of Pike Township Reading Curriculum Map - Grade 5

Module 5	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
<p>Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. .</p> <p>ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>5.RF.4.6 [66] 5.RF.5 [71]</p>	<p>5.RV.2.2 [67] 5.RV.2.4 [72]</p> <p>Critical ILEARN Standards: 5.RV.2.1, 5.RV.3.2 [82]</p>	<p>5.RL.3.1 [68] 5.RN.2.1 [73] 5.RN.2.3 [76] 5.RN.3.1 [78] 5.RN.3.2 [79] 5.RN.4.2 [80] 5.RV.3.1 [81]</p> <p>Critical ILEARN Standards: 5.RL.2.3, 5.RN.2.2, 5.RN.4.1 [83]</p>	<p>5.W.6.1 b [69] 5.W.6.1 e [74]</p>	<p>5.W.3.1 [70] 5.W.4 [75] 5.W.5 [77]</p>

MSD of Pike Township Reading Curriculum Map - Grade 5

Module 5	Foundations	Vocabulary	Reading	Language	Writing
<p>Use knowledge sound correspondence and syllabification patterns to accurately read unfamiliar multisyllabic words in context.</p> <p>Use roots and affixes to accurately read unfamiliar multisyllabic words.</p> <p>Read smoothly and accurately, with expression to show that I understand what I am reading.</p> <p>Essential Skills: SWBAT (Students will be able to...)</p> <p><u>UNDERLINED</u> skills are assessed on the module assessment.</p> <p>Critical ILEARN and IREAD-3 skills are BOLDED.</p>	<p>Use knowledge sound correspondence and syllabification patterns to accurately read unfamiliar multisyllabic words in context.</p> <p>Use roots and affixes to accurately read unfamiliar multisyllabic words.</p> <p>Read smoothly and accurately, with expression to show that I understand what I am reading.</p>	<p>Use context clues to determine the meaning of unknown words.</p> <p><u>Identify relationships among words including multiple meanings, synonym, antonyms, homographs, metaphors, similes, and analogies.</u></p> <p><u>Use words origins, affixes, roots, known words and word patterns to determine meanings of words.</u></p> <p>Use text features to determine the meaning of unknown words.</p>	<p>Identify, explain, and summarize a nonfiction text using 2 or more central (main) idea and key details.</p> <p>Explain what a text says explicitly using quotes from the text.</p> <p>Make inferences from a text by using quotes from the text.</p> <p>Explain how an author uses reasons and evidence to support a claim.</p> <p><u>Explain how scientific ideas are connected in a nonfiction text and use information from the text to explain relationships between events and ideas.</u></p> <p><u>Explain how a series scenes fits together to provide the overall structure of a particular story.</u></p> <p><u>Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.</u></p> <p><u>Determine how imagery, symbolism, and figurative language provide meaning in a work of literature.</u></p> <p><u>Combine information from multiple texts and digital sources.</u></p> <p><u>Demonstrate my knowledge about a subject by including information from several texts and digital sources.</u></p> <p>Explain how the reasons and evidence support the particular points in the text.</p> <p>Identify which reasons and evidence support each claim.</p> <p>Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.</p> <p><u>Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text.</u></p>	<p>Use past, present, and future tense regular and irregular verbs in writing.</p> <p>Use correct punctuation in compound and complex sentences in writing.</p> <p>Use commas w/direct address and flag questions in writing.</p> <p>Identify and use transitions in writing</p>	<p>Conduct short research on a topic.</p> <p>Apply the writing process.</p> <p>Write a persuasive compositions in a variety of forms.</p> <p>Clearly present a position in an introductory statement to an identified audience.</p> <p>Support the position with qualitative and quantitative facts and details from various sources including texts.</p> <p>Use an organizational structure to group related ideas that support the purpose including an introduction, body, and conclusion.</p> <p>Use language appropriate for the identified audience.</p> <p>Connect reasons to the position using words, phrases, and clauses.</p> <p>Write a conclusion.</p>

MSD of Pike Township Reading Curriculum Map - Grade 5

Module 5	Foundations	Vocabulary	Reading	Language	Writing
Topics	Final stable syllables: al, -el, -le, -il Recognize root words Phrasing, intonation & reading rate	Suffixes –ive, –able,-ive, -ure Roots: dict, spect, bene Analogies Homophones/Homographs	Project Earth! Informational text Play Realistic fiction Narrative nonfiction/Editorial	Regular and irregular verbs Commas and semicolons Transitions	Argument Writing Writing process Prompt: People see things in different ways. Think about what it means that people have different points of view about caring for Earth. Write an editorial for your local newspaper about an environmental issue you feel strongly about.
Lesson Content	Lessons 1-5 Decoding: final stable syllables –al, –el, –le, –il Fluency: phrasing Lessons 6-10 Decoding: recognize root words Fluency: intonation Lessons 11-15 Decoding: recognize root words with spelling changes Fluency: reading rate	Lessons 1-5 yield, humble, urban, influence, plots, alternative, transform, artificial Lessons 6-10 contradict, conscious, implying, cascading, depleted, reduce packet, spectacle, retreat, toddles Lessons 11-15 jabbing, aggressive, merchant, fort, captivity, flight, toil	Lessons 1-5 Central (Main) idea Author's purpose Ideas and support Author's craft Lessons 6-10 Synthesize Elements of drama Literary elements Figurative language Lessons 11-15 Monitor and clarify Text structure: problem/solution and cause/effect Text and graphic features	Lessons 1-5 Regular verbs Irregular verbs Past tense of irregular verbs Lessons 6-10 Punctuation in compound & complex sentences Commas with direct address & tag questions Review commas and semicolons Lessons 11-15 Identify transitions Purpose of transitions Transitions in writing	Lessons 1-5 Priming the students and text The read Vocabulary Pre Writing Draft I: begin the draft Lessons 6-10 Draft II: elements of persuasive writing Draft III: teacher conferencing Draft IV: inish draft Revising I: elaboration and organization Revising II: grouping conferencing Lessons 11-15 Revising III: incorporating feedback Editing I: grammar, usage, and mechanics Editing II: peer proofreading Publishing and sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	January 4-8	Lessons 1-5	5.SL.2.4, 5.ML.2.1, 5.SL.3.1, 5.SL.3.2 [84]	<i>The Protective Power of Nature Preserves</i> <i>Potatoes On Rooftops</i>	Weekly Assessment
Week 2	January 11-15	Lessons 6-10	5.SL.2.1, 5.SL.2.2 [85]	<i>Living Green</i> <i>The Good Garden</i>	Weekly Assessment
Week 3	January 19-22 (4-day)	Lessons 11-15	5.SL.2.2, 5.SL.2.5 [86]	<i>Parrots Over Puerto Rico</i>	Weekly Assessment
Week 4	January 25-29	Remediation/Enrichment			Required Module Assessment

MSD of Pike Township Reading Curriculum Map - Grade

Module 6	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED ; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. . <i>ITALICIZED</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.	5.RF.4.6 [87]	5.RV.2.2 [88] 5.RV.2.4 [92] 5.RV.2.5 [96] Critical ILEARN Standards: 5.RV.2.1, 5.RV.3.2 [99]	5.RN.2.3 [89] 5.RN.3.2 [93] 5.RN.4.2 [97] 5.RV.3.1 [98] Critical ILEARN Standards: 5.RN.2.1, 5.RN.2.2 [100]	5.W.6.1 d [90] 5.W.6.1 e [94]	5.W.3.3 [91] 5.W.4 [95]

MSD of Pike Township Reading Curriculum Map - Grade

Module 6	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
<p>Essential Skills: SWBAT (Students will be able to...)</p> <p><u>UNDERLINED</u> skills are assessed on the module assessment.</p> <p>Critical ILEARN and IREAD-3 skills are BOLDED.</p>	<p>Use knowledge sound correspondence and syllabification patterns to accurately read unfamiliar multisyllabic words in context.</p> <p>Use roots and affixes to accurately read unfamiliar multisyllabic words.</p>	<p><u>Determine the meanings of words and phrases in a nonfiction text.</u></p> <p><u>Use context clues to determine the meaning of unknown words.</u></p> <p><u>Use word origins, affixes, roots, known words, and word patterns to determine the meaning of words.</u></p> <p><u>Identify relationships among words.</u></p> <p>Use text features to determine the meaning of unknown words.</p> <p>Consult reference materials to determine the meaning of words or phrases.</p> <p>Identify multiple meanings, synonyms, antonyms, homographs, metaphors, similes, and analogies.</p>	<p><u>Explain what a text says explicitly using quotes from the text.</u></p> <p><u>Make inferences from a text by using quotes from the text..</u></p> <p><u>Identify the main ideas of a nonfiction nonfiction text.</u></p> <p><u>Explain how key details support the main ideas in a nonfiction text.</u></p> <p><u>Compare and contrast stories that have similar themes or topics.</u></p> <p><u>Explain how historical events are connected in a nonfiction text.</u></p> <p><u>Use information from the text to explain relationships between events or ideas.</u></p> <p>Determine how imagery, symbolism, and figurative language provide meaning in a work of literature.</p> <p>Compare and contrast how events, ideas, concepts, or information are organized within texts.</p> <p>Compare and contrast organizational structures of events, ideas, concepts, or information in multiple texts.</p> <p>Combine information from multiple texts and digital sources.</p> <p>Explain how scientific ideas are connected in a nonfiction text.</p> <p>Explain how steps in a process or procedure are connected in a nonfiction text.</p> <p>Demonstrate my knowledge about a subject by including information from several texts and digital sources.</p>	<p><u>Write sentences that include prepositional phrases.</u></p> <p><u>Explain the function of prepositions in a sentence.</u></p> <p><u>Use correct punctuation in compound and complex sentences in writing. (commas, semicolons)</u></p>	<p><u>Apply the writing process.</u></p> <p><u>Write narrative compositions in a variety of forms.</u></p> <p><u>Develop the exposition of my story.</u></p> <p><u>Develop an event sequence that connects ideas and events using transitions in my story.</u></p> <p><u>Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and characters.</u></p> <p><u>Use expressive vocabulary and figurative language for effect in my story.</u></p> <p><u>Write an ending for my story.</u></p>

MSD of Pike Township Reading Curriculum Map - Grade

Module 6	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
Topics	Recognize root words with spelling changes Words with suffixes -ful, -ly, -ness, -less, -ment Words from other languages Accuracy and Self-Correction, phrasing & expression	Suffixes -ion, -ism, -ure, -ant, -ent Prefixes: de-, super-, micro- Roots: struct, port, duc, duct Reference materials Analogies Context clues	Art for Everyone! Informational text Procedural text Realistic fiction Fictionalized biography	Adjectives Adverbs Prepositions & prepositional phrases	Narrative writing Writing process Prompt: Only you can tell your story. Think about a memory from your life. Maybe it's a funny family story or something important you think about often. Write a personal narrative that tells the story of what happened.
Lesson Content	Lessons 1-5 Decoding: recognize root words with spelling changes Fluency: accuracy and self-correction Lessons 6-10 Decoding: suffixes: -ful, -ly, -less, -ness, -ment Fluency: phrasing Lessons 11-15 Decoding: words from other languages Fluency: expression	Lessons 1-5 opinion, gracing, ambitious, ingenious, controversy, skeptical, persistence, manufactured, incorporated, traversed Lessons 6-10 exposure, willful, stereotypical, authentic, discriminatory, solos, fever, contagious, bars, duets Lessons 11-15 testifying, outcome, homeland, consented, sheaf, advised, content	Lessons 1-5 Author's craft Make inferences Central idea (main idea) Text structure Lessons 6-10 Visualize Literary elements: characters/subjects Point of view Author's craft Lessons 11-15 Theme Literary elements Figurative language	Lessons 1-5 Adjectives Adjectives and linking verbs Articles Lessons 6-10 Adverbs that tell how, where, when, how often Conjunctive adverbs Using adverbs Lessons 11-15 Prepositions Prepositional phrases Combining sentences	Lessons 1-5 Introduce focal text The read Vocabulary Preparing to write Begin the draft I Lessons 6-10 Draft II: plot structure Draft III: complete the draft Revise I: elaboration Revise II: conferencing Revise III: incorporating feedback Lessons 11-15 Revise IV: varying sentences Editing I: grammar usage and mechanics Editing II: peer proofreading Publishing and sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	February 1-5	Lessons 1-5	5..SL.1, 5.SL.2.1 [101]	Let's Get Creative Christo and Jeanne-Claude	Weekly Assessment
Week 2	February 8-12	Lessons 6-10	5.RF.1, 5.SL.4.1, 5.SL.4.2 [102]	<i>Rita Moreno</i> <i>Play, Louis, Play!</i>	Weekly Assessment
Week 3	February 16-19 (4-day)	Lessons 11-15	5.RF.5, 5.ML.2.2, 5.SL.4.1 [103]	<i>Phillis's Big Test</i>	Weekly Assessment
Week 4	February 22-26	Remediation/Enrichment			Required Module Assessment

MSD of Pike Township Reading Curriculum Map - Grade 5

Module 7	Foundations	Vocabulary	Reading	Language	Writing
Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED ; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard. <i>ITALICIZED</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.	5.RF.4.6 [104] 5.RF.5 [109]	5.RV.2.4 [105] Critical ILEARN Standard: 5.RV.2.1, 5.RV.3.2 [118]	5.RN.2.3 [106] 5.RN.3.1 [110] 5.RN.3.2 [113] 5.RN.4.2 [116] 5.RV.3.3 [117] Critical ILEARN Standards: 5.RL.2.2, 5.RL.2.3, 5.RN.2.1, 5.RN.2.2, 5.RN.4.1	5.W.6.1 b [107] 5.W.6.2 a [111] 5.W.6.2 b [114]	5.W.3.2 [108] 5.W.4 [112] 5.W.5 [115]
Essential Skills: SWBAT (Students will be able to...) <u>UNDERLINED</u> skills are assessed on the module assessment. Critical ILEARN and IREAD-3 skills are BOLDED .	Use knowledge sound correspondence and syllabification patterns to accurately read unfamiliar multisyllabic words in context. Use roots and affixes to accurately read unfamiliar multisyllabic words. Read smoothly and accurately, with expression to show that I understand what I am reading.	<u>Use context clues to determine the meaning of unknown words.</u> <u>Use word origins, affixes, roots, known words, and word patterns to determine the meaning of words.</u> Determine the meanings of words and phrases in a nonfiction text. Use text features to determine the meaning of unknown words.	<u>Identify the main ideas of a nonfiction text.</u> <u>Explain how key details support the main ideas in a nonfiction text.</u> <u>Make inferences from a text by using quotes from the text.</u> <u>Use information from the text to explain relationships between events or ideas.</u> <u>Determine the theme of a story by using evidence from the text.</u> <u>Explain how a character's response to challenges in a text impact the theme.</u> <u>Analyze the meanings of proverbs, adages, and idioms in context.</u> Summarize a nonfiction text using main ideas and key details. Explain what a text says explicitly using quotes from the text. Describe how the characters, events, and settings affect the plot. Describe characters, settings, or events in a story using specific details from a text. Compare and contrast how events, ideas,	<u>Write using the perfect verb tense.</u> <u>Write using verbs correctly.</u> <u>Apply correct usage of capitalization in writing (titles).</u> Use apostrophes and quotation marks in writing. Use a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence. Use commas to indicate a direct address.	Conduct short research on a topic. Apply the writing process Write informative compositions on a variety of topics. <u>Write an introduction.</u> <u>Organize sentences and paragraphs logically.</u> <u>Include sufficient examples, facts, quotations, or other information from various sources and texts to support my topic.</u> <u>Connect ideas using transition words.</u> Include text features and multimedia when useful. <u>Use appropriate language, vocabulary, and sentence variety to convey meaning, create an effect, and support the tone.</u> <u>Use appropriate language, vocabulary, and sentence variety for my topic and audience.</u> <u>Write a conclusion.</u>

MSD of Pike Township Reading Curriculum Map - Grade 5

Module 7	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
Topics	Final stable syllables -ain, -ture, -sure, /n/, /en/, /cher/, /zher/ Unstressed final syllables and syllables Reading rate, accuracy and self-correction, & intonation	Context clues Prefixes: pre-, pro-, sub-, mega-, sub- Roots: voc, tract, chrono, gress, ped, dent Suffixes: -able Reference materials Context clues	Above, Below, and Beyond! Persuasive text Informational text Interview Science fiction Narrative nonfiction	More kinds of pronouns Proper mechanics and writing titles Verbs <i>be</i> and <i>have</i>	Informational Writing Writing process Prompt: Research and curiosity are flip sides of the same coin. Think about what you already know about how to investigate a topic. Write a research report about a discovery that was made in the past that affects your life today.
Lesson Content	Lessons 1-5 Decoding: final stable syllables -ain, -ture, -sure Fluency: reading rate Lessons 6-10 Decoding: words with unstressed final syllables Fluency: accuracy and self-correction Lessons 11-15 Decoding: words with unstressed syllables Fluency: intonation	Lessons 1-5 vast, ascend, principle, mariners, cosmic, forged Lessons 6-10 outskirts, precious, ransacked, authorities, ruthless, ignited, hybrid, synthetic, exhaust, physics, institution, Lessons 11-15 terrain, ailing, deploy, transition, expanse, transmitted, resembled, international	Lessons 1-5 Ideas and support Make and confirm predictions Text structure Text and graphic feature Content- area words Lessons 6-10 Make and confirm predictions Central ideas Author's craft Theme Lessons 11-15 Literary elements Author's craft Text structure	Lessons 1-5 Indefinite pronouns Possessive pronouns Interrogative pronouns Lessons 6-10 Titles in italics Titles in quotation marks Capitalizing titles Lessons 11-15 Verbs <i>be</i> and <i>have</i> Verb phrases with <i>be</i> and <i>have</i> Consistent verb tenses	Lessons 1-5 Priming the students and text The read Vocabulary Prewriting Gather resources Lessons 6-10 Draft I: Follow the research Draft II: Incorporating the research Draft III: Finish the draft Revising I: Paraphrasing vs. plagiarism Revising II: Peer conferencing Lessons 11-15 Editing I: Grammar, usage, and mechanics Editing II: Peer editing Editing III: developing a bibliography Publishing and sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	March 1-5	Lessons 1-5	5.SL.2.1, 5.SL.2.2, 5.SL.2.5 [120]	<i>A Few Who Dared Into the Unknown: Above and Below</i>	Weekly Assessment
Week 2	March 8-12	Lessons 6-10	5.SL.2.2, 5.SL.3.1, [121]	<i>Great Discoveries SpaceShipOne</i>	Weekly Assessment
Week 3	March 15-19	Lessons 11-15	5.RF.1, 5.RV.2.5, 5.SL.4.1, 5.SL.3.1 [122]	<i>The Mighty Mars Rovers</i>	Weekly Assessment
Week 4	March 22-26	Remediation/Enrichment			Required Module Assessment

MSD of Pike Township Reading Curriculum Map - Grade 5

Module 8	Foundations	Vocabulary	Reading	Language	Writing
<p>Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.</p> <p><i>ITALICIZED</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>5.RF.4.6 [123] 5.RF.5 [128]</p>	<p>5.RV.2.2 [124] 5.RV.2.4 [129] 5.RV.2.5 [133] Critical ILEARN Standards: 5.RV.2.1, 5.RV.3.2 [135]</p>	<p>5.RL.2.1 5.RL.3.1 [130] 5.RL.3.2 [134] Critical ILEARN Standard: 5.RL.2.2, 5.RL.2.3, 5.RL.4.2 [136]</p>	<p>5.W.6.1 b [126] 5.W.6.1 e [131]</p>	<p>5.W.1 [127] 5.W.4 [132]</p>
<p>Essential Skills: SWBAT (Students will be able to...)</p> <p><u>UNDERLINED</u> skills are assessed on the module assessment.</p> <p>Critical ILEARN and IREAD-3 skills are BOLDED.</p>	<p>Use knowledge sound correspondence and syllabification patterns to accurately read unfamiliar multisyllabic words in context.</p> <p>Use roots and affixes to accurately read unfamiliar multisyllabic words.</p>	<p><u>Identify relationships among words.</u></p> <p><u>Identify multiple meanings, synonyms, antonyms, homographs, metaphors, similes, and analogies.</u></p> <p><u>Use word origins, affixes, roots, known words, and word patterns to determine the meaning of words.</u></p> <p><u>Consult reference materials to determine the meaning of words or phrases.</u></p> <p>Determine the meanings of words and phrases in a nonfiction text.</p> <p>Use context clues to determine the meaning of unknown words.</p> <p>Use text features to determine the meaning of unknown words.</p>	<p><u>Determine the theme of a story, play, or poem by using evidence from the text.</u></p> <p><u>Explain how a character's response to challenges in a text impact the theme.</u></p> <p><u>Describe characters, settings, or events in a story or play using specific details from a text.</u></p> <p><u>Describe how the characters, events, and settings affect the plot.</u></p> <p><u>Explain how a series of scenes, or stanzas fit together to provide the structure of a story, play, or poem.</u></p> <p><u>Describe how the narrator's or speaker's point of view affects how events are described.</u></p> <p>Summarize a story, play, or poem in my own words.</p> <p>Explain how a speaker's reflection in a poem can impact the topic.</p> <p>Explain how a series of chapters, scenes, or stanzas fit together to provide the structure of a story, play, or poem.</p>	<p><u>Write using the perfect verb tense.</u></p> <p><u>Write using verbs correctly.</u></p>	<p>Apply the writing process.</p> <p>Generate a draft by developing, selecting, and organizing ideas.</p> <p><u>Write with a specific topic, purpose, and genre in mind.</u></p> <p>Revise my writing using appropriate reference materials.</p> <p>Edit my writing for format and conventions.</p> <p>Use technology to interact and collaborate with others and to publish legible documents.</p>

MSD of Pike Township Reading Curriculum Map - Grade 5

Module 8	Foundations	Vocabulary	Reading	Language	Writing
Topics	Homophones/Homographs Prefixes in-, un-, dis-, mis- Final stable syllables -tion, -sion Expression, phrasing, & intonation	Prefixes: in-, un-, dis-, mis-, uni-, semi-, mono-, bi-, tri-,anti-,trans- Suffixes -ion, -ian,-tion, -sion,-ous,-ious Roots: voc, ject, script Context clues	A New Home! Informational text/Guide Informational text/Magazine article Realistic fiction	Perfect tenses Easily confused verbs Making comparisons	Narrative poem Writing process Prompt: Home is where the heart is. Think about a place you love, where you feel most comfortable. Write several pieces of poems to practice using poetic techniques. Then use those skills to write a lyric poem describing a place you love to be.
Lesson Content	Lessons 1-5 Decoding: Homophones Fluency: expression Lessons 6-10 Decoding: words with prefixes: in-, un-, dis-, mis- Fluency: phrasing Lessons 11-15 Decoding words with prefixes: in-, un-, dis-, mis- and final stable syllables -tion, -sion Fluency: intonation	Lessons 1-5 civil,dedicate, yearning, relatives, fortunate, flourishing, discarded Lessons 6-10 reluctantly, reserve, nudged, casual Lessons 11-15 goodwill,exception, sensible, sponsor, generosity, grateful	Lessons 1-5 Text structure Visualize Theme Elements of poetry Author's craft Lessons 6-10 Make inferences Literary elements Story elements Lessons 11-15 Elements of poetry Theme Text and graphic features	Lessons 1-5 Perfect tenses Past perfect tenses: had Perfect tenses will have Lessons 6-10 Easily confused words Choosing the right word Lessons 11-15 Comparing with good or bad Comparative/superlative Comparing with adverbs	Lessons 1-5 Introduce focal text The read Vocabulary Preparing to write Begin the draft Lessons 6-10 Draft II: figurative language Draft III: features of poetry Draft IV: poetry techniques Revise I: using descriptive words Revise II: conferencing Lessons 11-15 Revise III: incorporating feedback Editing I: grammar usage and mechanics Editing II: comparing with adverbs Publishing and sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	April 5-9	Lessons 1-5	5.SL.1, 5.SL.2.3, 5.W.1, 5.RV.2.5 [137]	<i>Moving to a New Country:</i> <i>A Survival Guide</i> <i>A Movie in My Pillow</i>	Weekly Assessment
Week 2	April 12-16	Lessons 6-10	5.SL.2.1, 5.SL.2.2 [138]	<i>From Scratch</i> <i>Elisa's Diary</i>	Weekly Assessment
Week 3	April 19-23	Lessons 11-15	5.RF.1, 5.SL.2.2, 5.SL.4.1, 5.W.1 [139]	<i>Inside Out and Back Again</i>	Weekly Assessment
Week 4	April 26-30	Remediation/Enrichment			Required Module Assessment

MSD of Pike Township Reading Curriculum Map - Grade 5

Module 9	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
<p>Priority Standards Critical ILEARN and IREAD-3 standards are BOLDED; however, if the standard is not a priority for THIS module, it appears separate as it is a spiral or supplemental standard.</p> <p>ITALICIZED standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	5.RF.4.6 [140]	5.RV.2.2 [141] 5.RV.2.4 [145] Critical ILEARN Standard: 5.RV.2.1, 5.RV.3.2 [152]	5.RL.2.1 [142] 5.RL.3.1 [146] 5.RL.3.2 [148] 5.RN.2.3 [149] 5.RN.3.1 [150] 5.RN.4.2 [151] Critical ILEARN Standards: 5.RL.2.3, 5.RL.4.2, 5.RN.4.1, 5.RV.3.1 [153]	5.W.6.2 b [143]	5.W.3.3 [144] 5.W.4 [147]

MSD of Pike Township Reading Curriculum Map - Grade 5

Module 9	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
<p>Use knowledge sound correspondence and syllabification patterns to accurately read unfamiliar multisyllabic words in context.</p> <p>Use roots and affixes to accurately read unfamiliar multisyllabic words.</p> <p><u>Essential Skills: SWBAT</u> (Students will be able to...)</p> <p><u>UNDERLINED</u> skills are assessed on the module assessment.</p> <p>Critical ILEARN and IREAD-3 skills are BOLDED.</p>	<p>Use knowledge sound correspondence and syllabification patterns to accurately read unfamiliar multisyllabic words in context.</p> <p>Use roots and affixes to accurately read unfamiliar multisyllabic words.</p>	<p><u>Use context clues to determine the meaning of unknown words.</u></p> <p><u>Identify relationships among words.</u></p> <p><u>Identify multiple meanings, synonyms, antonyms, homographs, metaphors, similes, and analogies.</u></p> <p><u>Use word origins, affixes, roots, known words, and word patterns to determine the meaning of words.</u></p> <p><u>Use text features to determine the meaning of unknown words.</u></p> <p>Determine the meanings of words and phrases in a nonfiction text.</p>	<p><u>Accurately quote what a text says explicitly.</u></p> <p><u>Accurately quote a text to support my inferences.</u></p> <p><u>Describe characters, settings, or events in a story or play using specific details from a text.</u></p> <p><u>Describe how the characters, events, and settings affect the plot.</u></p> <p><u>Identify which reasons and evidence support each claim.</u></p> <p><u>Describe how the narrator's or speaker's point of view affects how events are described.</u></p> <p><u>Combine information from multiple texts and digital sources.</u></p> <p><u>Determine how imagery, symbolism, and figurative language provide meaning in a work of literature</u></p> <p><u>Use text features to help me understand informational text.</u></p> <p>Compare and contrast the theme and topics of stories from the same genre.</p> <p>Compare and contrast stories that have similar themes or topics.</p> <p>Explain how an author uses reasons and evidence to support a claim.</p> <p>Explain how the reasons and evidence support the particular points in the text.</p> <p>Demonstrate my knowledge about a subject by including information from several texts and digital sources.</p> <p>Explain how a series of scenes, or stanzas fit together to provide the structure of a story, play, or poem.</p> <p>Explain how historical events are connected in a nonfiction</p>	<p>Use apostrophes and quotation marks in my writing.</p>	<p>Apply the writing process.</p> <p>Write narrative compositions.</p> <p><u>Develop an event sequence that connects ideas and events using transitions in my story.</u></p> <p><u>Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and characters.</u></p> <p><u>Use expressive vocabulary and figurative language for effect in my story.</u></p> <p><u>Write an ending.</u></p>

MSD of Pike Township Reading Curriculum Map - Grade 5

Module 9	Foundations	Vocabulary	Reading	Language	Writing
Topics	Prefixes: com-, con-, pre-, pro- Suffixes -ant, -ent, -able, -ible, -ism, -ist Greek root words Expression, accuracy and self-correction, & intonation	Multiple-meaning words Roots: fac, fec, fy, ion, voc Suffixes: -y, -ion, -ic, -ous, -less, -y, -ily, -ly Multiple-meaning words Context clues Homophones/Homographs	Unexpected, Unexplained Informational text Informational video Magazine article	Contractions Singular and plural possessive nouns Commas in sentences	Narrative Writing- Imaginative Writing process Prompt: Characters are at the heart of stories. Think about the books you've enjoyed and how the characters have driven the action. Write an imaginative story in which you develop a character whose personality and actions are responsible for driving the plot.
Lesson Content	Lessons 1-5 Decoding: prefixes com-, con-, pre-, pro- Fluency: expression Lessons 6-10 Decoding: suffixes -ant, -ent, -able, -ible, -ism, -ist Fluency: accuracy and self-correction Lessons 11-15 Decoding: Greek word roots Fluency: intonation	Lessons 1-5 sentimental, formidable, audible, will, engulfed, keepsake, relentlessly, musings, prefer Lessons 6-10 chastised, sightings, earnest, desperately, convinced, hoaxes, misperception, elusive, theoretical, encounters Lessons 11-15 gaping, muffled, feeble, shudder, conviction, faltering, extinguished, hastily, beckoned	Lessons 1-5 Author's purpose Make and confirm predictions Literary elements Figurative language Lessons 6-10 Make and confirm predictions Media technique Ideas and support Text and graphic features Lessons 11-15 Make inferences Literary elements Author's craft Point of view	Lessons 1-5 Contractions with "not" Contractions with pronouns Pronoun contractions and homophones Lessons 6-10 Singular possessive nouns Plural possessive nouns Using possessive nouns Lessons 11-15 Introductory words Commas with names Commas in sentences	Lessons 1-5 Introduce focal text The read Vocabulary Preparing to write Begin the draft Lessons 6-10 Draft II: creating the narrative Draft III: understanding characters Draft IV: complete the draft Revise I: using dialogue Revise II: grouping/conferencing Lessons 11-15 Revise III: incorporating feedback Editing I: grammar usage and mechanics Editing II: peer proofreading Publishing and sharing
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment (online)	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment (online)
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	May 3-7	Lessons 1-5	5.SL.1, 5.SL.2.4, 5.SL.2.5, [154]	<i>Why People Love Mysteries</i> <i>Mr. Linden's Library</i>	Weekly Assessment
Week 2	May 10-14	Lessons 6-10	5.RF.5, 5.SL.2.5, 5.SL.3.1, 5.ML.1, 5.ML.2.1 [155]	<i>The Loch Ness Monster</i> <i>Finding Bigfoot</i>	Weekly Assessment
Week 3	May 17-21	Lessons 11-15	5.RF.1, 5.SL.1, 5.SL.4.1, [156]	<i>The Secret Keepers</i>	Weekly Assessment

MSD of Pike Township Reading Curriculum Map - Grade 5

Module 9	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
Week 4	May 24-25	Remediation/Enrichment			Required Module Assessment

English Language Arts: Grade 5

READING

Guiding Principle: Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.

Reading: Foundations
There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.
Learning Outcome

5.RF.1	Apply foundational reading skills to build reading fluency and comprehension.
Print Concepts	
5.RF.2.1	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.
5.RF.2.2	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made up of sequences of letters.
5.RF.2.3	Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).
5.RF.2.4	Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.4 Learn and apply knowledge of alphabetical order.
Phonological Awareness	
5.RF.3.1	Students are expected to build upon and continue applying concepts learned previously. K.RF.3.1 Identify and produce rhyming words.
5.RF.3.2	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.
5.RF.3.3	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.
5.RF.3.4	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words
5.RF.3.5	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.5 Segment the individual sounds in one-syllable words.

Phonics	
5.RF.4.1	Students are expected to build upon and continue applying concepts learned previously. 1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
5.RF.4.2	Students are expected to build upon and continue applying concepts learned previously. 4.RF.4.2 Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.
5.RF.4.3	Students are expected to build upon and continue applying concepts learned previously. 2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
5.RF.4.4	Students are expected to build upon and continue applying concepts learned previously. 3.RF.4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-, doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).

Reading: Literature	
There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.	
Learning Outcome	
5.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.
Key Ideas and Textual Support	
5.RL.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
5.RL.2.2	Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
5.RL.2.3	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
5.RL.2.4	Students are expected to build upon and continue applying concepts learned previously. 2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.
Structural Elements and Organization	

5.RL.3.1	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.
5.RL.3.2	Describe how a narrator's or speaker's point of view influences how events are portrayed.
Synthesis and Connection of Ideas	
5.RL.4.1	Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.
5.RL.4.2	Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Reading: Nonfiction	
There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.	
Learning Outcome	
5.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.
Key Ideas and Textual Support	
5.RN.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
5.RN.2.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.RN.2.3 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.
5.RN.2.3	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. 5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.RN.2.3 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.
Structural Elements and Organization	
5.RN.3.1	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.

5.RN.3.2	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.
5.RN.3.3	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.
Structural Elements and Organization	

	<i>pruay.</i>
5.RF.4.5	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight).</i>
5.RF.4.6	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context. <i>Further guidance for support will be provided in the Literacy Framework.</i>
Fluency	
5.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

Reading: Vocabulary	
There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.	
Learning Outcome	
5.RV.1	Build and use accurately general academic and content-specific words and phrases.
Vocabulary Building	
5.RV.2.1	Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
5.RV.2.2	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
5.RV.2.3	<i>Standard begins at sixth grade.</i> <i>6.RV.2.3: Distinguish among the connotations of words with similar denotations</i>
5.RV.2.4	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).
5.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.
Vocabulary in Literature and Nonfiction Texts	

5.RV.3.1	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).
5.RV.3.2	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
5.RV.3.3	Analyze the meanings of proverbs, adages, and idioms in context.

SPEAKING AND LISTENING

Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.

Speaking and Listening	
There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.	
Learning Outcome	
5.SL.1	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
Discussion and Collaboration	
5.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
5.SL.2.2	Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

5.RN.4.1	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.
5.RN.4.2	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
5.RN.4.3	<i>Standard begins at sixth grade.</i> <i>6.RN.4.3: Compare and contrast one author's presentation of events with that of another</i>

WRITING

Guiding Principle: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Writing	
There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.	
Learning Outcome	
5.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.
Handwriting	
5.W.2.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>4.W.2.1 Write legibly in print or cursive, forming letters and words that can be read by others.</i>
5.W.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>K.W.2.2 Write by moving from left to right and top to bottom.</i>
Writing Genres: Argumentative, Informative, and Narrative	

5.W.3.1	Write persuasive compositions in a variety of forms that – <ul style="list-style-type: none">Clearly present a position in an introductory statement to an identified audience.Support the position with qualitative and quantitative facts and details from various sources, including texts.Use an organizational structure to group related ideas that support the purpose.Use language appropriate for the identified audience.Connect reasons to the position using words, phrases, and clauses.Provide a concluding statement or section related to the position presented
5.W.3.2	Write informative compositions on a variety of topics that - <ul style="list-style-type: none">Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics.Connect ideas within and across categories using transition words (e.g. therefore, in addition).Include text features (e.g. formatting, pictures, graphics) and multimedia when useful to aid comprehension.Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.Provide a concluding statement or section related to the information or explanation presented.
5.W.3.3	Write narrative compositions in a variety of forms that – <ul style="list-style-type: none">Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.Use precise and expressive vocabulary and figurative language for effect.Provide an ending that follows from the narrated experiences or events.
The Writing Process	
5.W.4	Apply the writing process to – <ul style="list-style-type: none">Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency,

	word choice); and edit writing for format and standard English conventions. - Use technology to interest and collaborate with others to publish legible documents.
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5.SL.2.3	Establish and follow agreed-upon rules for discussion.
5.SL.2.4	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
5.SL.2.5	Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

Comprehension	
5.SL.3.1	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.SL.3.2	Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.
Presentation of Knowledge and Ideas	
5.SL.4.1	Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
5.SL.4.2	Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.
5.SL.4.3	<i>Students are expected to build upon and continue applying conventions learned previously.</i> <i>2.SL.4.3 Give and follow multi-step directions.</i>

MEDIA LITERACY

Guiding Principle: Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as

agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.

Media Literacy	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
5.ML.1	Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.
Media Literacy	
5.ML.2.1	Review claims made in various types of media and evaluate evidence used to support these claims.
5.ML.2.2	Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.

	<ul style="list-style-type: none">Use technology to interact and collaborate with others to publish legible documents.
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The Research Process: Finding, Assessing, Synthesizing, and Reporting Information	
5.W.5	Conduct short research assignments and tasks on a topic. With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?). <ul style="list-style-type: none">Identify and acquire information through reliable primary and secondary sources.Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.Present the research information, choosing from a variety of sources.
Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling	
5.W.6.1	Demonstrate command of English grammar and usage, focusing on: 5.W.6.1a Nouns/Pronouns – Students are expected to build upon and continue applying conventions learned previously. 5.W.6.1b Verbs – <ul style="list-style-type: none">Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). 5.W.6.1c Adjectives/ Adverbs – Students are expected to build upon and continue applying conventions learned previously. 5.W.6.1d Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence. 5.W.6.1e Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).
5.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on: 5.W.6.2a Capitalization – Applying correct usage of capitalization in writing. 5.W.6.2b Punctuation – <ul style="list-style-type: none">Applying correct usage of apostrophes and quotation marks in writing.

	<ul style="list-style-type: none">Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. 5.W.6.2c Spelling – Applying correct spelling patterns and generalizations in writing.
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Building Principle: Students transition from “learning to read” to “reading to learn.” Students develop and apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in several genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience, draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

L.F.3.1: Recognize and understand the beginning and ending of words and syllables in the major vowels.	L.F.3.1: Apply knowledge of word beginning and ending in words (graphs) for representing sound (vowels).	L.F.3.1: Apply knowledge of short and long vowels and vowel teams when reading simple one-syllable words.	L.F.3.1: Students are expected to know the sound of the continuous applying concepts learned previously.	L.F.3.1: Students are expected to know the sound of the continuous applying concepts learned previously.	L.F.3.1: Students are expected to know the sound of the continuous applying concepts learned previously.
L.F.3.4: Read common words and irregular high-frequency words by sight (e.g., have, this).	L.F.3.4: Recognize and read common words and irregular high-frequency words by sight (e.g., have, this).	L.F.3.4: Recognize and read common words and irregular high-frequency words and spell them by sight (e.g., through, thought, when, with, few).	L.F.3.4: Read grade-appropriate words that have compound or complex vowels and digraphs (e.g., doubling the consonant and adding a vowel such as cutting, changing, and a vowel from y to i as in a made a giant).	L.F.3.4: Students are expected to know the sound of the continuous applying concepts learned previously.	L.F.3.4: Students are expected to know the sound of the continuous applying concepts learned previously.
L.F.3.5: Identify similarities and differences in word endings, such as plurals, when spoken or written.	L.F.3.5: Identify similarities in common word families (e.g., -at, -ing, -ed, -er, -est, -ous, -ly).	L.F.3.5: Know and use common word families (e.g., -ous, -ly, -er, -est, -ous, -ly, -ed, -er, -est, -ous, -ly).	L.F.3.5: Know and use common word families (e.g., -ous, -ly, -er, -est, -ous, -ly, -ed, -er, -est, -ous, -ly).	L.F.3.5: Students are expected to know the sound of the continuous applying concepts learned previously.	L.F.3.5: Students are expected to know the sound of the continuous applying concepts learned previously.
Standard begins at first grade	L.F.3.6: Read grade-appropriate root words and affixes including plurals, verb tense, and comparative (e.g., look, eat, -ing, -ed, -er, -est, -ous, -ly).	L.F.3.6: Read multi-syllable words composed of roots, prefixes, and suffixes, and apply spelling rules to new words (e.g., -ous, -ly, -er, -est, -ous, -ly, -ed, -er, -est, -ous, -ly).	L.F.3.6: Read multi-syllable words composed of roots and related prefixes and suffixes (e.g., -ous, -ly, -er, -est, -ous, -ly, -ed, -er, -est, -ous, -ly).	L.F.3.6: Students are expected to know the sound of the continuous applying concepts learned previously.	L.F.3.6: Students are expected to know the sound of the continuous applying concepts learned previously.

There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Features and Structure, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

	R.1.1.1 Standard begins at sixth	L.1.1.1.1 Standard begins at sixth	2.1.1.1.1 Standard begins at sixth	3.1.1.1.1 Standard begins at sixth	4.1.1.1.1 Standard begins at sixth	5.1.1.1.1 Standard begins at sixth
	Standard begins at sixth	Standard begins at sixth	Standard begins at sixth	Standard begins at sixth	Standard begins at sixth	Standard begins at sixth
READING: Vocabulary						
There are two key areas found in the Reading: Vocabulary section for grades K-5. Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By discriminating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.						
In Reading: Vocabulary, students are expected to do the following:						
	RV.1: LEARNING OUTCOME FOR READING VOCABULARY					
	Build and apply vocabulary using various strategies and sources					
LEARNING OUTCOME	RV.1.1.1 Know words, phrases, and strategies to determine meaning of unknown words and phrases, reading and responding to literature and nonfiction texts to build and apply vocabulary.	GRADE 1 1.1.1.1.1 Use words, phrases, and strategies to determine meaning of unknown words and phrases, reading and responding to literature and nonfiction texts to build and apply vocabulary.	GRADE 2 2.1.1.1.1 Use words, phrases, and strategies to determine meaning of unknown words and phrases, reading and responding to literature and nonfiction texts to build and apply vocabulary.	GRADE 3 3.1.1.1.1 Use words, phrases, and strategies to determine meaning of unknown words and phrases.	GRADE 4 4.1.1.1.1 Use words and use accurately general vocabulary and context-specific words and phrases.	GRADE 5 5.1.1.1.1 Find and use accurately general vocabulary and context-specific words and phrases.
	RV.2: VOCABULARY BUILDING					
	Use strategies to determine and clarify words and understand their relationships					
LEARNING OUTCOME	RV.2.1 Demonstrate understanding that words and sentence context and features (e.g., prefixes, affixes) may be used to help understand unknown words.	GRADE 1 1.2.1.1.1 Apply context clues (e.g., words and sentence context) and features (e.g., table of contents) to determine the meanings of unknown words.	GRADE 2 2.2.1.1.1 Apply context clues (e.g., words and sentence context) and best features (e.g., morphological features) to determine the meanings of unknown words.	GRADE 3 3.2.1.1.1 Apply context clues (e.g., words and sentence context) and best features (e.g., morphological features) to determine the meanings of unknown words.	GRADE 4 4.2.1.1.1 Apply context clues (e.g., words and sentence context) and best features to determine the meanings of unknown words.	GRADE 5 5.2.1.1.1 Apply context clues (e.g., words and sentence context) and best features to determine the meanings of unknown words.

Guiding Principle: Students develop and employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students experiment with different modes of writing to develop their craft and hone their skills as writers. Students conduct simple research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize information and data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.¹

Note: The teaching of cursive writing that is included in this section is to be taught at the discretion of local decision. The Indiana Department of Education recommends the teaching of cursive writing to students in grades 3 and 4, not only for the purpose of allowing students to use the form of writing most

		W.3: WRITING GENRES				
		GRADE 4		GRADE 5		
Develop writing skills by writing for different purposes and to specific audiences or people		GRADE 4		GRADE 5		
PENGADIAN	<p>UNDERGRADUATE</p> <p>W.3.1. Use words and pictures to provide logical reasons for suggesting that further a particular course of action.</p>	<p>GRADE 3</p> <p>W.3.1. Write logically connected paragraphs to make a proposal to a particular audience (e.g., a parent, client, or teacher) and give reasons why the proposal should be explored.</p>	<p>GRADE 3</p> <p>W.3.1. Write a logically-connected paragraph or paragraphs that introduces an opinion, with a concluding statement or section and multiple reasons to explore why a certain course of action should be followed.</p>	<p>GRADE 3</p> <p>W.3.1. Write paragraphs in compositions in a variety of forms that:</p> <ul style="list-style-type: none"> • state the opinion in an introductory statement or section. • Support the opinion with reasons that are organized way. • Connect opinion and reasons using words and phrases. • Use an organizational structure to group related ideas that support the purpose. • Provide a concluding statement or section. 	<p>GRADE 4</p> <p>W.3.1. Write paragraphs in compositions in a variety of forms that:</p> <ul style="list-style-type: none"> • state an introductory statement, clearly state the opinion, and then respond to a statement to a identified audience. • Support the position with reasons that are organized way. • Connect opinion and reasons using words and phrases, including facts. • Use an organizational structure to group related ideas that support the purpose. • Use language appropriate for the identified audience. • Connect reasons to the position using words, phrases, and clauses. • Provide a concluding statement or section related to the position presented. 	

Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.²⁴

In Speaking and Listening, students are expected to do the following:

	SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING
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		morphemes or syntactic units			
1.RW.2.1 Identify and sort pictures of objects into categories (e.g., color, shape, occasion).	1.RW.2.2 Define and sort words into categories (e.g., animals, living things, professions).	1.RW.2.3 Identify relationships among words, including complex synonyms and antonyms, and simple multiple-meaning words (e.g., change, cost).	1.RW.2.4 Identify relationships among words, including synonyms, antonyms, homographs, and multiple-meaning words (e.g., puzzle, free).	1.RW.2.5 Identify relationships among words, including more complex homographs, antonyms, and multiple-meaning words (e.g., mother, smile, and analogy).	
1.RW.2.5 Draw a path to begin at each word.	1.RW.2.5 Draw a path to begin at each word.	1.RW.2.5 Draw a path to begin at each word.	1.RW.2.5 Draw a path to begin at each word.	1.RW.2.5 Draw a path to begin at each word.	

K.RV.2.4: Recognize frequently occurring inflections (e.g., look, looks).	1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as	2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the	3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with	4.RV.2.4: Apply knowledge of word structure elements (e.g., <i>suffixes, prefixes,</i>	5.RV.2.4: Apply knowledge of word structure elements, known words, and word
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	clues to the meaning of an unknown word.	same root, and identify when a common affix is	the same root, and identify when an affix is	common Greek and Latin affixes and roots), known	patterns to determine meaning (e.g., word
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		added to a known word.	added to a known root word.	added to a known word, but not a pattern to determine meaning.	added to a known word, but not a pattern to determine meaning.
K.1.2.5: Standard begins at second grade.	1.1.2.5: Standard begins at second grade.	2.1.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meaning of words and phrases.	3.1.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meaning of words and phrases.	4.1.2.5: Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.	5.1.2.5: Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.

[illegible][illegible]

step directions.	step directions.	directions.	to build upon and continue applying conventions learned previously.	to build upon and continue applying conventions learned previously.	to build upon and continue applying conventions learned previously.
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Guiding Principle: Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and information, and they develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.¹⁴

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

ML1: LEARNING OUTCOME FOR MEDIA LITERACY

LEARNING GOALS	MIL-2: MEDIA LITERACY				
	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
VARIOUS TYPES OF MEDIA	1.1. Recognize the role of the media in advertising, entertainment, and news-making or transmitting culture.	1.2. Recognize the role of the media in advertising, entertainment, and news-making or transmitting culture.	1.3. Recognize the role of the media in advertising, entertainment, and news-making or transmitting culture.	1.4. Recognize the role of the media in advertising, entertainment, and news-making or transmitting culture.	1.5. Recognize the role of the media in advertising, entertainment, and news-making or transmitting culture.
ML-2: MEDIA LITERACY					
Recognize the purposes of the media and the ways in which media can have influences					
MEDIA LITERACY	2.1. Recognize the purposes of the media and the ways in which media can have influences on advertisements, news and logos or communications.	2.2. Recognize the purposes of the media and the ways in which media can have influences on advertisements, news and logos or communications.	2.3. Recognize the purposes of the media and the ways in which media can have influences on advertisements, news and logos or communications.	2.4. Recognize the purposes of the media and the ways in which media can have influences on advertisements, news and logos or communications.	2.5. Recognize the purposes of the media and the ways in which media can have influences on advertisements, news and logos or communications.

K.ML.2.2:	1.ML.2.2:	2.ML.2.2:	3.ML.2.2:	4.ML.2.2:	5.ML.2.2: Identify the
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[1] 5.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[2] 5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).

[3] 5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

[4] 5.W.6.1e: Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).

[5] "5.W.3.2: Write informative compositions on a variety of topics that –

- Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.
- Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.
- Connect ideas within and across categories using transition words (e.g., therefore, in addition).
- Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.
- Provide a concluding statement or section related to the information or explanation presented."

[6] 5.RL.3.2: Describe how a narrator's or speaker's point of view influences how events are portrayed.

[7] 5.RN.2.3: 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.

[8] 5.RV.2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.

5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.

[9] 5.RL.2.2: Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.

5.RL.4.2: Compare and contrast stories in the same genre on their approaches to similar themes and topics.

5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

[10] 5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

5.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

[11] 5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

5.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

[12] 5.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.

5.SL.3.2: Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

5.SL.4.2: Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.

5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

[13] 5.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[14] 5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.

[15] 5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

[16] 4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

5.W.6.1a: Nouns/Pronouns – Students are expected to build upon and continue applying conventions learned previously.

[17] "5.W.4: Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.
- Use technology to interact and collaborate with others to publish legible documents."

[18] 5.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

[19] 5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).

[20] 5.RL.3.1: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.

[21] 5.W.6.1b: Verbs –

- Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.
- Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).

[22] "5.W.3.3: Write narrative compositions in a variety of forms that –

- Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
- Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.
- Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- Use precise and expressive vocabulary and figurative language for effect.
- Provide an ending that follows from the narrated experiences or events."

[23] 5.RV.3.1: Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).

[24] 5.W.6.2a: Capitalization – Applying correct usage of capitalization in writing.

[25] 5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown

words.

5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.

[26] 5.RL.2.2: Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.

5.RL.4.2: Compare and contrast stories in the same genre on their approaches to similar themes and topics.

[27] 5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

5.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

5.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5.SL.2.4: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

[28] 5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

5.SL.2.3: Establish and follow agreed-upon rules for discussion.

[29] 5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

5.SL.2.3: Establish and follow agreed-upon rules for discussion.

5.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

5.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

5.SL.4.2: Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.

[30] 5.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context.

[31] 5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.

[32] 5.RN.2.3: 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.

[33] 5.W.6.1e: Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).

[34] "5.W.3.1: Write persuasive compositions in a variety of forms that –

- Clearly present a position in an introductory statement to an identified audience.
- Support the position with qualitative and quantitative facts and details from various sources, including texts.
- Use an organizational structure to group related ideas that support the purpose.
- Use language appropriate for the identified audience.
- Connect reasons to the position using words, phrases, and clauses.
- Provide a concluding statement or section related to the position presented."

[35] 5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).

[36] 5.RN.3.1: Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.

[37] "5.W.4: Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.
- Use technology to interact and collaborate with others to publish legible documents."

[38] 5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.

[39] "5.W.5: Conduct short research assignments and tasks on a topic.

- With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?).
- Identify and acquire information through reliable primary and secondary sources.
- Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
- Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
- Present the research information, choosing from a variety of sources."

[40] 5.RN.3.3: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.

[41] 5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

[42] 5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.

5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.

[43] 5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

[44] 5.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

[45] 5.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

5.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

5.SL.3.1: Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5.SL.4.2: Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.

5.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

[46] 5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

5.RN.3.3: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.

5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

[47] 5.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[48] 5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.

[49] 5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

[50] "5.W.6.1b: Verbs –

- Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.
- Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise)."

[51] "5.W.3.2: Write informative compositions on a variety of topics that –

- Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.
- Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.
- Connect ideas within and across categories using transition words (e.g., therefore, in addition).
- Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.
- Provide a concluding statement or section related to the information or explanation presented."

[52] 5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).

[53] 5.RL.3.2: Describe how a narrator's or speaker's point of view influences how events are portrayed.

[54] 5.W.6.1e Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).

[55] 5.W.4 Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency,

word choice); and edit writing for format and standard English conventions.

- Use technology to interact and collaborate with others to publish legible documents.

[56] 5.RN.2.3: 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.

[57] 5.W.6.2b Punctuation –

- Applying correct usage of apostrophes and quotation marks in writing.
- Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

[58] 5.W.5: Conduct short research assignments and tasks on a topic.

With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?).

- Identify and acquire information through reliable primary and secondary sources.
- Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
- Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
- Present the research information, choosing from a variety of sources.

[59] 5.RN.3.3: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.

[60] 5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

[61] 5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.

5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.

[62] 5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.

5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

[63] 5.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

5.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

5.SL.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

[64] 5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.

5.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.

[65] 5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

5.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

5.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5.SL.3.2: Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

[66] 5.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[67] 5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.

[68] 5.RL.3.1: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.

[69] 5.W.6.1b Verbs –

- Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.
- Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).

[70] "5.W.3.1: Write persuasive compositions in a variety of forms

that –

- Clearly present a position in an introductory statement to an identified audience.
- Support the position with qualitative and quantitative facts and details from various sources, including texts.
- Use an organizational structure to group related ideas that support the purpose.
- Use language appropriate for the identified audience.
- Connect reasons to the position using words, phrases, and clauses.
- Provide a concluding statement or section related to the position presented."

[71] 5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

[72] 5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).

[73] 5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

[74] 5.W.6.1e Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).

[75] "5.W.4: Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.
- Use technology to interact and collaborate with others to publish legible documents."

[76] 5.RN.2.3: 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.

[77] "5.W.5: Conduct short research assignments and tasks on a topic.

- With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?).
- Identify and acquire information through reliable primary and secondary sources.
- Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
- Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
- Present the research information, choosing from a variety of sources."

[78] 5.RN.3.1 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.

[79] 5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.

[80] 5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

[81] 5.RV.3.1: Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).

[82] 5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.

5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.

[83] 5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.

5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RN.4.1: Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.

[84] 5.SL.2.4: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.ML.2.1: Review claims made in various types of media and evaluate evidence used to support these claims.

5.SL.3.1: Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5.SL.3.2: Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

[85] 5.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

[86] 5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

5.SL.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

[87] 5.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[88] 5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.

[89] 5.RN.2.3: 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.

[90] 5.W.6.1d: Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.

[91] "5.W.3.3: Write narrative compositions in a variety of forms that –

- Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
- Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.
- Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- Use precise and expressive vocabulary and figurative language for effect.
- Provide an ending that follows from the narrated experiences or events."

[92] 5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).

[93] 5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.

[94] 5.W.6.1e Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).

[95] 5.W.4 Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.
- Use technology to interact and collaborate with others to publish legible documents.

[96] 5.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.

[97] 5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

[98] 5.RV.3.1: Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).

[99] 5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.

5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.

[100] 5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

[101] 5.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

[102] 5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.

5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

5.SL.4.2: Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.

[103] 5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.

5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

[104] 5.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

[105] 5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).

[106] 5.RN.2.3: 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.

[107] 5.W.6.1b Verbs –

- Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.
- Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).

[108] "5.W.3.2: Write informative compositions on a variety of topics that –

- Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.

- Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.
- Connect ideas within and across categories using transition words (e.g., therefore, in addition).
- Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.
- Provide a concluding statement or section related to the information or explanation presented."

[109] 5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

[110] 5.RN.3.1: Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.

[111] 5.W.6.2a Capitalization – Applying correct usage of capitalization in writing.

[112] "5.W.4: Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.
- Use technology to interact and collaborate with others to publish legible documents."

[113] 5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.

[114] 5.W.6.2b Punctuation –

- Applying correct usage of apostrophes and quotation marks in writing.
- Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate

[115] 5.W.5: Conduct short research assignments and tasks on a topic.

With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?).

- Identify and acquire information through reliable primary and secondary sources.
- Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
- Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
- Present the research information, choosing from a variety of sources.

[116] 5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

[117] 5.RV.3.3: Analyze the meanings of proverbs, adages, and idioms in context.

[118] 5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.

5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.

[119] 5.RL.2.2: Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.

5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RN.4.1: Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.

[120] 5.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

5.SL.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

[121] 5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

5.SL.3.1: Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

[122] 5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.

5.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.

5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

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[126] 5.W.6.1b Verbs –

- Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.
- Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).

[127] 5.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

[128] 5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

[129] 5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).

[130] 5.RL.3.1: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.

[131] 5.W.6.1e Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).

[132] "5.W.4: Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.
- Use technology to interact and collaborate with others to publish legible documents."

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[134] 5.RL.3.2: Describe how a narrator's or speaker's point of view influences how events are portrayed.

[135] 5.RV.2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.

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5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.

5.RL.4.2: Compare and contrast stories in the same genre on their approaches to similar themes and topics

[137] 5.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5.SL.2.3: Establish and follow agreed-upon rules for discussion.

5.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

5.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.

[138] 5.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

[139] 5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.

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[142] 5.RL.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

[143] 5.W.6.2b Punctuation –

- Applying correct usage of apostrophes and quotation marks in writing.
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- Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
- Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.
- Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
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[146] 5.RL.3.1: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.

[147] "5.W.4: Apply the writing process to –

- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.
- Use technology to interact and collaborate with others to publish legible documents."

[148] 5.RL.3.2: Describe how a narrator's or speaker's point of view influences how events are portrayed.

[149] 5.RN.2.3: 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.

[150] 5.RN.3.1: Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.

[151] 5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

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[154] 5.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

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5.SL.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

[155] 5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

5.SL.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

5.SL.3.1: Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

5.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

5.ML.2.1: Review claims made in various types of media and evaluate evidence used to support these claims.

[156] 5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.

5.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.