

Reading Comprehension
Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.

5.RC.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. (E)	Multiple	https://docs.google.com/document/d/14TWXITC6hQw2dpZwI5JupZWM EZvTP_z079RCq QdelQk/edit?tab=t.0 Smekens - https://docs.google.com/document/d/1xTYzcFDKl9Uia miysa7QbTyy-NQfneQS-peAWBmay0/edit?tab=t.0#heading=h.gidgxs	5.RC.1	In Which Lesson Will You Teach Students To: Explain what the text says explicitly. Lesson 1-5 Draw inferences from the text's explicit meaning. Lesson 6-10 second week Use a quote to support explanations about what the text says explicitly. Second week lesson 6-10 Support inferences and conclusions with text evidence. Lesson 3 Use a quote from the text that is relevant to support an inference drawn from the text. Lesson 6-10 week 2	quote explicitly inference	Students quote from the text to support their explanations about what the text states as well as the conclusions they have made from the text.	4.RC.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. (E)	6.RC.1: Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)
5.RC.2	Determine the 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. (E)	Multiple	https://docs.google.com/document/d/1J7F_NYqZBQ-isLFw16SL1gh7vzjiobRGFgz2SWK5im4/edit?usp=sharing https://docs.google.com/document/d/1XFannq5aCPtB usT15AzShzDIPf aMvVW7IzvaHsV tZow/edit?tab=t.0 Smekens - https://docs.google.com/document/d/1xTYzcFDKl9Uia miysa7QbTyy-NQfneQS-peAWBmay0/edit?tab=t.0#heading=h.gidgxs	5.RC.2	In Which Lesson Will You Teach Students To: Use details (e.g., how the character responds to a problem in the story/drama, how a speaker reflects upon a topic in a poem) to make a claim about the theme in a story, drama, or poem. Main Idea Lesson 2, 3, and 4 Theme Lesson 1-4	story poem play theme characters speaker reflect summarize topic	Students infer the theme of a story, drama, or poem by carefully examining key details. Students consider how the characters in a story or a drama react to conflicts, obstacles, and other challenges. Students also consider what a poem's speaker thinks about the subject. Students provide a summary of the text by using key details.	4.RC.2: Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation. (E)	6.RC.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text. (E)
5.RC.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.	Qtr. 1	https://docs.google.com/document/d/18K4QdJQbmYix Pp22rpl4p4W6Jt YOrVlqBdhXaffEg P0/edit?tab=t.0 Smekens - https://docs.google.com/document/d/1xTYzcFDKl9Uia miysa7QbTyy-NQfneQS-peAWBmay0/edit?tab=t.0#heading=h.gidgxs	5.RC.3	In Which Lesson Will You Teach Students To: Read a story or drama with several characters, settings, and events. Lesson 1-5 Describe characters in a story using evidence about their thoughts, words, and actions. Lesson 1-5 Use text evidence to describe settings, characters, or events in the story or drama. Lesson 1-5 Find textual evidence or examples of the setting. Lesson 1-5 Find textual evidence or examples of the plot (e.g., exposition, rising action, climax, falling actions, resolution, beginning/middle/ending). Lesson 1-5 Find textual evidence or examples of a character's traits, attitudes, beliefs, and/or personality (characterization) in a story. Lesson 1-5 Find textual evidence or examples of the conflict in a text. Lesson 1-5	story play character setting event plot setting detail evidence	Students describe characters in a story using evidence about their thoughts, words, and actions. Students use text evidence to describe a setting, character, or event in the story or drama. For example, students consider how characters interact with one another, or how two settings influence the events. Students also consider character traits or responses to events.	4.RC.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.

		Quarter	Notes	Framework	Evidence Statement	Vocabulary	Clarification Statement	Looking Back	Looking Ahead
5.RC.4	Describe how a narrator's or speaker's point of view influences how events are portrayed.	Qtr. 1	https://docs.google.com/document/d/16K-WGih1YnyxzOA_H5ccwZORPBUIITyDADU_G5V2qXtg/edit?tab=t.0 https://drive.google.com/file/d/17XmwVIFOSSdZxf8G4j7mDcEgJS7pK7y1/view?usp=drive_link Smekens - https://docs.google.com/document/d/1xTYzcFDK9Uia_miySa7QbTyv-NQfneQS-peAWBmay0/edit?tab=t.0#heading=h.gjdgxs	5.RC.4	In Which Lesson Will You Teach Students To: Describe the point of view from which a story is told. Discussed with each story or video Lesson Determine how point of view influences how events are explained in a story. Discussed with each story or video Author's Purpose is also discussed during the story or video.	narrator speaker event point of view	Students describe characters in a story using evidence about their thoughts, words, and actions. Students use text evidence to describe a setting, character, or event in the story or drama. Point of view also includes a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her position (physically and/or mentally) to the events or information; the vantage points from which one relates the events of a story or makes an argument. Point of view impacts the text because the narrator provides or withholds information.	4.RC.4: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (E)	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
5.RC.5	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Qtr. 4	https://docs.google.com/document/d/1XoRcuCSVcygPb3HKtMRPHZXIMDq4cKL7ZjPmgw6vZ8M/edit?tab=t.0 Smekens - https://docs.google.com/document/d/1xTYzcFDK9Uia_miySa7QbTyv-NQfneQS-peAWBmay0/edit?tab=t.0#heading=h.gjdgxs	5.RC.5	In Which Lesson Will You Teach Students To: Compare and contrast themes from stories of the same genre. Lesson 2-4 Compare and contrast topics from stories of the same genre (mysteries, adventure stories). Lesson 1-5	theme approaches compare contrast topic	Students analyze the similarities and differences in stories of the same genre (e.g., mysteries, adventure stories) focusing on how they explore a variety of themes and topics.	This concept is not specifically addressed in the Indiana Academic Standards prior to this grade level.	6.RC.4: Compare and contrast works of literature in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
5.RC.6	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (E)	Qtr. 2	https://docs.google.com/document/d/1L1RfAoTuY8dlePJfzswkPA7mFe0BoKXJ0MihHvfk/edit?tab=t.0 Smekens - https://docs.google.com/document/d/1xTYzcFDK9Uia_miySa7QbTyv-NQfneQS-peAWBmay0/edit?tab=t.0#heading=h.gjdgxs	5.RC.6	In Which Lesson Will You Teach Students To: Determine two or more main ideas of a text. Lesson 1 Determine the main purpose of a paragraph or section of a text. Lesson 2 Use key text evidence to support the main ideas of a text. Lesson 2-5 Summarize the text using the main idea(s) and key detail(s). Lesson 3	event key details main idea summary/summarize	Students establish two or more main ideas of a text and point out how they are strengthened through key details. Students provide a summary of the text using key details. Supporting details are reasons, examples, facts, steps, or other kinds of evidence that support and explain the main idea. Details make up most of the information in what a person reads, but some details are more important than others. The main idea is not always stated in the first sentence or even the first few sentences. Sometimes it is repeated throughout the text or is not explicitly stated at all. Being able to identify patterns in the details will help students find the main idea in these texts.	4.RC.5: Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)	6.RC.5: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
5.RC.7	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	Qtr. 2	https://docs.google.com/document/d/1xHyPRuW1b9ECPX9XhUf9jWBu67x6hZUw7BmQ8hPfNpc/edit?tab=t.0 Smekens - https://docs.google.com/document/d/1xTYzcFDK9Uia_miySa7QbTyv-NQfneQS-peAWBmay0/edit?tab=t.0#heading=h.gjdgxs	5.RC.7	In Which Lesson Will You Teach Students To: Use text features to quickly locate key information in a text. All Lessons Identify new information gained from reading. All Lessons Understand that text features can be used to set a purpose for reading. All Lessons	text features	Students use text features to help them find information specific to a topic quickly and easily. The intent of this standard is to help ensure students can make connections between a text and understand how the information they gather from the (text) features defines its purpose. This standard builds on the expectation that students move beyond simply identifying the graphic features to actually using them to help them understand the intention of the text.	4.RC.6: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.

Quarter	Notes	Framework	Evidence Statement	Vocabulary	Clarification Statement	Looking Back	Looking Ahead		
5.RC.8	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts. (E)	Qtr. 4	https://docs.google.com/document/d/1TvQqwhyyR7zdRQg8CibRuGTxyyWXdkteP8sVmpMrS9U/edit?tab=t.0 Smekens - https://docs.google.com/document/d/1xTYzcFDKl9Uia miysa7QbTyv-NQfneQS-peAWBmay0/edit?tab=t.0#heading=h.gjdgxs	5.RC.8	In Which Lesson Will You Teach Students To: Two week lesson plans Compare and contrast text structures across two or more texts. Lesson 1-5 week 2 Compare and contrast events, ideas, and information across two or more texts. Lesson 1-5 week 2	compare contrast event concept structure	Students identify the similarities and differences in the general structure of events, ideas, concepts, or information in two or more texts including chronology, comparison, cause/effect, and problem/solution. Identifying the text structure at the beginning encourages the reader to question how subsequent sections of the text fit into the identified text structure. This process enables the reader to monitor their comprehension.	4.RC.7: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text. (E)	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.
5.RC.9	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims. (E)	Qtr. 2	https://docs.google.com/document/d/1dOzHi5NON6scg7had6qJRQP1kxR0hfuwu4VhC84glic/edit?tab=t.0 Smekens - https://docs.google.com/document/d/1xTYzcFDKl9Uia miysa7QbTyv-NQfneQS-peAWBmay0/edit?tab=t.0#heading=h.gjdgxs	5.RC.9	In Which Lesson Will You Teach Students To: Determine the author's central idea, point or argument in a text. Lesson 1 and 2 Trace the author's argument or point in the text using reasons and evidence. Lesson 1 and 2 Explain how the author uses reasons/ evidence to support a point in the text. Lesson 3 and 4 Connect reasons and evidence to points/ arguments. Lesson 3 and 4	evidence reasons/reasoning claim	Students explain how the author supports specific points in a text by using reasons and evidence. Students recognize which reasons and evidence support which points.	4.RC.8: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	6.RC.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.
5.RC.10	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	Multiple	https://docs.google.com/document/d/1fD-MKJUJtq294gFjlv5Bfe1rzvBeKmgasNS5kw79HBvc/edit?tab=L0 Smekens - https://docs.google.com/document/d/1xTYzcFDKl9Uia miysa7QbTyv-NQfneQS-peAWBmay0/edit?tab=t.0#heading=h.gjdgxs	5.RC.10	In Which Lesson Will You Teach Students To: Gather relevant information from multiple texts on the same topic. All Lessons Integrate or synthesize information from multiple texts. All Lessons Write or speak about the topic knowledgeably using the evidence gained from the texts All Lessons .	topic combine synthesize	Students combine information from multiple texts on the same topic when writing or speaking to demonstrate knowledge of the topic.	4.RC.9: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	6.RC.9: Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.
5.RC.11	Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	Qtr. 1	https://docs.google.com/document/d/1npRL2YYk4i5XnQ7ULVlxbU4Z_nUmj8zRkPb5exVJ4E/edit?tab=t.0 Vocabulary power plus https://drive.google.com/file/d/1p1HKP96gr-XqJilq7U6SHgrDnPKZT7wt/view?usp=drive_link Smekens - https://docs.google.com/document/d/1xTYzcFDKl9Uia miysa7QbTyv-NQfneQS-peAWBmay0/edit?tab=t.0#heading=h.gjdgxs	5.RC.11	In Which Lesson Will You Teach Students To: Use context clues to determine and clarify the meaning of words. Paragraph and vocab sentences Use sentence-level context clues to determine the meaning of a word or phrase. Paragraph and vocab sentences Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable). Vocabulary and Greek and latin activities Use known root words to determine the meaning of unknown words (e.g., company, companion). Vocabulary and Greek and Latin activities Use context clues to distinguish among multiple-meaning words. Greek and Latin, and vocabulary activities	context clue text feature phrase(s) sentence level	Some different types of context clues that help determine and clarify meanings of unknown words include: definitions or explanation synonyms or restatement antonyms or contrast examples word parts or using root words and affixes Context clues may appear within the same sentence or other parts of the text (e.g., a proceeding or preceding sentence, word parts, sentence structure, the overall tone of the passage, an outside reference material).	4.RC.10: Apply context clues (e.g., word, phrase, sentence, and paragraph context) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.	6.RC.10: Use context to determine or clarify the meaning of words and phrases.

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5.RC.12	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	Multiple	https://drive.google.com/file/d/1kXLS8AV8FMHRKagHoN4NFZb7XtcNTp4J/view?usp=drive_link https://drive.google.com/file/d/1f1IYRCz_Ss7mXH1ChDDVF07pdzQwHV/view?usp=drive_link Smekens - https://docs.google.com/document/d/1xTYzcFDK9UiaMiySa7QbTyv-NQfQneQS-peAWBmay0/edit?tab=t.0#heading=h.gidgxs	5.RC.12	In Which Lesson Will You Teach Students To: Students identify the relationship among: Synonyms Antonyms Homographs Metaphors Similes Analogies Students identify the relationship among words and meanings in analogies. Figurative language is taught daily each week during morning warm up.	synonyms antonyms homographs metaphor analogy simile	Similes, metaphors, and some idioms make use of analogy. The intent of this standard is for students to experience the process of inferring and to apply the skill of making reasonable assumptions by closely examining how words are related to each other (based on synonyms, antonyms, or multiple-meanings) for the purpose of vocabulary development. Know the shortcomings for vocabulary building activities that require looking up words in a dictionary and writing a sentence with the word.	4.RC.11: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. (E)	6.RC.11: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
5.RC.13	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). (E)	Multiple	https://drive.google.com/file/d/1p1HKP96q-XqJilq7U6SHgrDnPKZT7wt/view?usp=drive_link https://docs.google.com/spreadsheets/d/1oaS7Rbr8mfWSNF8kvMC8r59kpl2p7luY2cHyt5E_Mgg/edit?usp=drive_link Smekens - https://docs.google.com/document/d/1xTYzcFDK9UiaMiySa7QbTyv-NQfQneQS-peAWBmay0/edit?tab=t.0#heading=h.gidgxs	5.RC.13	In Which Lesson Will You Teach Students To: Discern the difference between a base word, root word, and affix. Week 1 introduce the concepts Use word parts (e.g., affixes, Latin roots, stems) to define new words. Daily activities: crossword puzzles, fill in the blank, partner nonsense words, draw the word. Apply knowledge of common Latin roots and affixes to determine the meaning of new words. Daily activities: crossword puzzles, fill in the blank, partner nonsense words, draw the word. Apply the skill of breaking down words into parts (e.g., affixes and Latin roots, stems) in order to understand each parts' contribution to the meaning. Daily activities: crossword puzzles, fill in the blank, partner nonsense words, draw the word.	affix root origin parts of speech	The intent of this standard is to focus on how affixes contribute to the meaning of a base word, not just to memorize a list of prefixes, suffixes, and root words. Apply basic morphological knowledge to understand unknown words. Know the shortcomings for vocabulary building activities that require looking up words in a dictionary and writing a sentence with the word.	4.RC.12: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.	6.RC.13: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (E)
5.RC.14	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).	Multiple	https://drive.google.com/file/d/1kXLS8AV8FMHRKagHoN4NFZb7XtcNTp4J/view?usp=drive_link Smekens - https://docs.google.com/document/d/1xTYzcFDK9UiaMiySa7QbTyv-NQfQneQS-peAWBmay0/edit?tab=t.0#heading=h.gidgxs	5.RC.14	In Which Lesson Will You Teach Students To: Demonstrate an understanding of the meaning of figurative language such as metaphors and similes and/or other forms that the author uses in the text. Each type of figurative language is introduced one per week. They are then spiraled all year long. Determine the meaning of unknown words in context by using strategies such as questioning, inferencing, and rereading. Cold reads, discuss unknown meanings or unknown word usage during every reading comprehension. Demonstrate understanding of how word choice and figurative language impact meaning. figurative language short stories	literature figurative language phrase(s) imagery symbolism	Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. They identify words that add to the meaning and tone of the text. Know the shortcomings for vocabulary building activities that require looking up words in a dictionary and writing a sentence with the word.	4.RC.13: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).	8.RC.11: Interpret figures of speech (e.g., verbal irony, puns) in context.

Writing
Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.

Quarter	Notes	Framework	Evidence Statement	Vocabulary	Clarification Statement	Looking Back	Looking Ahead		
5.W.1	Write persuasive compositions in a variety of forms that: a. Clearly present a position in an introductory statement to an identified audience. b. Support the position with qualitative and quantitative facts and details from various sources, including texts. c. Use an organizational structure to group related ideas that support the purpose. d. Use language appropriate for the identified audience. e. Connect reasons to the position using words, phrases, and clauses. f. Provide a concluding statement or section related to the position presented. (E)	Qtr. 3	Lotts of Learning St. Patrick's Day Persuasive Writing https://drive.google.com/file/d/179Nw_pGXKxbINjryK0oAZJY7Al_Yis3E/view?usp=drive_link Smekens - https://docs.google.com/document/d/1xTYzcFDKl9Uia_miySa7QbTyv-NQfneQS-peAWBmay0/edit?tab=t.0#heading=h.gjdgxs	5.W.1	In Which Lesson Will You Teach Students To: Determine relevant reasons and information to support a point of view. Day 3-4 Write an introduction that includes a position with facts and details from various sources. Day 2 - hook and thesis Connect the reasons by using words, phrases, and clauses. Day 3-4 Compose a concluding statement or a section that summarizes the position presented. Day 5-7 Organize ideas in a way that makes sense to support the stated position. Day 2-8	persuasive writing/persuasion position introductory statement audience purpose qualitative facts quantitative facts details sources reasons phrase organizational structure conclusion	Persuasive writing is important because it provides students opportunities to develop their critical thinking skills and research abilities.	4.W.1: Write persuasive compositions in a variety of forms that: In an introductory statement, clearly state an opinion to a particular audience. Support the opinion with facts and details from various sources, including texts. Use an organizational structure to group related ideas that support the purpose. Connect opinion and reasons using words and phrases. Provide a concluding statement or section related to the position presented. (E)	6.W.1: Write arguments in a variety of forms that: Introduce claim(s) using strategies such as textual analysis, comparison/contrast, and cause/effect. Use an organizational structure to group related ideas that support the argument. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Establish and maintain a consistent style and tone appropriate to the purpose and audience. Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons. Provide a concluding statement or section that follows from the argument presented. (E)
5.W.2	Write informative compositions on a variety of topics that: a. Introduce a topic ; organize sentences and paragraphs logically, using an organizational form that suits the topic. b. Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics. c. Connect ideas within and across categories using transition words (e.g., therefore, in addition). d. Include text features (e.g., formatting, photographs, maps, diagrams) and multimedia when useful to aid comprehension. e. 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. f. Provide a concluding statement or section related to the information or explanation presented. (E)	Multiple	President Pennants Caribou Writing https://drive.google.com/file/d/11Ww_o3BZWfPR4by4_w-HfO3BMF1xfXYOk/view?usp=drive_link Abraham Lincoln https://docs.google.com/document/d/1xTYzcFDKl9Uia_miySa7QbTyv-NQfneQS-peAWBmay0/edit?tab=t.0#heading=h.gjdgxs	5.W.2	In Which Lesson Will You Teach Students To: Write ideas and information about a topic clearly. Day 1-14 Organize facts and details, and if necessary, add informative text features (e.g., headings), illustrations, and/or multimedia. Day 1-14 Use multiple elements to develop the topic such as facts, definitions, details, quotations, or other ways that may be related to the topic. Day 1-14 Connect ideas to other categories of information using transition words. Day 1-14 Use vocabulary that is specific to the topic. Day 1-14 Provide a concluding statement that summarizes the information/explanation of a topic. Day 1-14	informative writing details fact quotation source transition words text features tone main idea(s)/topic audience concluding statement	Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader's knowledge of a given topic. It is imperative to make the distinction between informative/explanatory writing and opinion writing. It is important to emphasize that Informative/explanatory writing is not meant to convince people of a belief or influence people's behaviors. Fifth graders write informative/explanatory pieces to investigate a topic and clearly communicate ideas and information about the topic.	4.W.2: Write informative compositions on a variety of topics that: Provide an introductory paragraph with a clear main idea. Provide supporting paragraphs with topic and summary sentences. Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. Connect ideas using words and phrases. Include text features (e.g., formatting, photographs, maps) and multimedia when useful to aid comprehension. Use language and vocabulary appropriate to the audience and topic. Provide a concluding statement or section. (E)	6.W.2: Write informative compositions in a variety of forms that: Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. Use appropriate transitions to clarify the relationships among ideas and concepts. Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Establish and maintain a writing style appropriate to the purpose and audience. Provide a concluding statement or section that follows from the information or explanation presented. (E)
5.W.3	Write narrative compositions in a variety of forms that: a. Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). b. Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations . d. Use precise and expressive vocabulary and figurative language for effect . e. Provide an ending that follows from the narrated experiences or events. (E)	Qtr. 2	https://docs.google.com/document/d/10iB74xIKtXoWKLl0gBpk3nouNQAn1E4kVJZ1of1S90Y/edit?tab=t.0 Smekens - https://docs.google.com/document/d/1xTYzcFDKl9Uia_miySa7QbTyv-NQfneQS-peAWBmay0/edit?tab=t.0#heading=h.gjdgxs	5.W.3	In Which Lesson Will You Teach Students To: Create narratives with clear sequences of events that establish a setting and introduce a narrator and/or characters. Day 1-10 Organize an event sequence using transition words and phrases. Day 1-5 Develop events when writing a narrative using dialogue, description, and pacing. Day 1-5 Show the response of characters to situations when writing a narrative. Day 3 Show Don't Tell Use a variety of phrases that transition the sequences of events in narrative writing. Day 5-6 Vivid Verbs Use language (e.g., precise, expressive, figurative language) to convey events accurately. Day 4-5 Imagery Write a conclusion that follows the narrated events. Day 6-7	narrative writing exposition setting narrator characters situation event sequence conflict climax resolution descriptive details transition dialogue pacing figurative language	Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details, and incorporate other literary elements to evoke reactions from and create effects for the reader.	4.W.3: Write narrative compositions in a variety of forms that: Establish an introduction with context to allow the reader to imagine the world of the event or experience. Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. Employ vocabulary with sufficient sensory (i.e., sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. Provide an ending that follows the narrated experiences or events. (E)	6.W.3: Write narrative compositions in a variety of forms that: Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide an ending that follows from the narrated experiences or events. (E)

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5.W.4	Apply the writing process to – a. 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 . b. Use technology to interact and collaborate with others to publish legible documents.	Multiple	5.W.4 In Which Lesson Will You Teach Students To: Engage in all steps of the writing process, including planning, revising, editing, rewriting. Plan for writing by organizing ideas that are relevant to the topic. Day 1-2 Generate an initial draft. Day 2-3 Routinely use a recursive process to publish final drafts. Day 3-5 Revise drafts to improve clarity, coherence, and organization. Day 5-6 Revise to ensure that elements such as logical order and transitions are evident in the writing. Day 6-7 Edit writing aligned to standards. Day 7-8 Publish drafts for an authentic audience. Day 9-10 Publish in a variety of formats (e.g., reading aloud, posting on a blog, displays, entering contests). Day 11-12	draft editing revision/revising publish technology/digital tools recursive	Model the writing process in order to help students understand the structure of writing. This begins by helping students identify an appropriate topic for writing. The teacher works with students to facilitate the use of graphic organizers to help students organize their thoughts or the information collected. The teacher guides students' writing so it is organized to meet the intended outcomes. Students then revise and edit their writing to ensure it meets expectations for writing conventions, correct grammar, and spelling. Peer review and editing are important parts of this process. The teacher can conduct writing conferences with students during the drafting and revising processes to support students with writing pieces. During the editing process, the teacher and peers guide students and consider the task and purpose of the piece. Guiding questions for this purpose might include, "Do I identify my topic?" and "Are the facts, definitions, and details grouped in a way that clearly explains my topic and achieves my purpose for writing?".	4.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); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). Use technology to interact and collaborate with others to produce and publish legible documents.	6.W.4: Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent with some guidance and support from peers and adults. Use technology to interact and collaborate with others to generate, produce, and publish writing.
5.W.5	Conduct research assignments and tasks on a topic. a. With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?). b. Identify and acquire information through reliable primary and secondary sources . c. Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. d. Avoid plagiarism and follow copyright guidelines for use of sources whenever appropriate (e.g., text, images, multimedia). e. Present the research information, choosing from a variety of sources. (E)		5.W.5 In Which Lesson Will You Teach Students To: Select appropriate sources (e.g., text, articles, encyclopedias, atlas, search engines, databases) to obtain information to support the student's idea, topic or task. European Explorers, Spy Research Formulate their own questions to discover facts on a certain topic. Use their questions to find information on the topic. Scientific Method, European Explorers Take notes to record and summarize information about the topic being researched. President Pennants American Revolutionary War Spies Analyze gathered information for relevance (i.e., Will it support the topic?) and determine whether the information should be included in the writing. President Pennants, American Revolutionary War Spies, European Explorers Use graphic organizers to move information into a structure used when writing a research report. President Pennants, American Revolutionary War Spies, European Explorers Reference sources of information when citing text evidence. President Pennants ,American Revolutionary War Spies, European Explorers Present the information in a variety of formats. President Pennants, European Explorers, American Revolutionary War Spies	topic research question primary source secondary source summarize paraphrase supporting details direct quotations cite plagiarism	Students investigate different angles of a topic using a variety of sources. They use the information to complete short research projects that build knowledge about the topic.	4.W.5: Conduct research on a topic. Identify a specific question to address (e.g., What is the history of the Indy 500?). Use organizational features of print and digital sources to efficiently locate further information. Determine the reliability of the sources. Summarize and organize information in their own words, giving credit to the source. Present the research information, choosing from a variety of formats. (E)	6.W.5: Conduct research assignments and tasks to build knowledge about the research process and the topic under study. Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?). Gather relevant information from multiple sources and annotate sources. Assess the credibility of each source. Quote or paraphrase the information and conclusions of others. Avoid plagiarism and provide basic bibliographic information for sources. Present information, choosing from a variety of formats. (E)

Quarter	Notes	Framework	Evidence Statement	Vocabulary	Clarification Statement	Looking Back	Looking Ahead		
5.W.6	Demonstrate command of English grammar and usage, focusing on: a. Verbs – I. Writing sentences that use the correct (e.g., I have walked, I had walked, I will have walked) verb tenses . II. Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). b. Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence. c. Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor). (E)	Multiple	Weekly Language Review Imlovinilit Grammar curriculum https://drive.google.com/file/d/1wCGhWqH3EoVVGQ-uXpGtQexbVVhx4FXXP/view?usp=drive_link Smekens - https://docs.google.com/document/d/1xTYzcFDKi9Uia-miysa7QbTyy-NQfneQS-peAWBmay0/edit?tab=t.0#heading=h.gjdgxs	5.W.6	In Which Lesson Will You Teach Students To: Use verbs and prepositions to add clarity and variety to their writing. Lesson 4-1 Action, Linking, and Helping Verbs Lesson -4-3 perfect verb tenses Lesson 5-1 prepositions Lesson 5-2 prepositional phrases Recognize that using more clear and precise verbs and prepositions will increase the understanding and enjoyment of their reading. Strong verb lessons Lesson 4-1 Action, Linking, and Helping Verbs Lesson -4-3 perfect verb tenses Lesson 5-1 prepositions Lesson 5-2 prepositional phrases Writing demonstrates understanding of different types of sentences including correlative conjunctions. Lesson 2-4 Simple, compound, and complex sentences Lesson 2-5 independent and dependent clauses Lesson 9-2 Correlative Conjunctions	prepositions and prepositional phrases verb verb tense correlative conjunctions simple sentence compound sentence complex declarative sentence interrogative sentence imperative sentence exclamatory sentence	Model the writing syntax in order to help students understand the structure of writing. Evidence suggests that studying syntax and grammar out of context through rote memorization does not result in improved performance. Integrate syntax/grammar instruction into the revision and editing process. Pull individual sentences from students' text as well as their writing to help them make sense of various sentence structures.	4.W.6: Demonstrate command of English grammar and usage, focusing on: 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. Verbs – Writing sentences that use progressive verb tenses. Recognizing and correcting inappropriate shifts in verb tense. Using modal auxiliaries (e.g., can, may, must). Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence. Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence. Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so) correctly. (E)	6.W.6: Demonstrate command of English grammar and usage, focusing on: Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents). Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons. (E)
5.W.7	Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Applying correct usage of capitalization in writing. b. Punctuation – I. Applying correct usage of apostrophes and quotation marks in writing. II. 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. c. Spelling – Applying correct spelling patterns and generalizations in writing. (E)	Multiple	Weekly Language Review Imlovinilit Grammar curriculum https://drive.google.com/file/d/1wCGhWqH3EoVVGQ-uXpGtQexbVVhx4FXXP/view?usp=drive_link Smekens - https://docs.google.com/document/d/1xTYzcFDKi9Uia-miysa7QbTyy-NQfneQS-peAWBmay0/edit?tab=t.0#heading=h.gjdgxs	5.W.7	In Which Lesson Will You Teach Students To: Use correct capitalization in writing. Lesson 1-1 Hard and Fast Rules for Capitalization Use apostrophes for the purpose of: showing possession. 1-3 Hard and Fast Rules for Apostrophes forming contractions. 1-3 Hard and Fast Rules for Apostrophes Use quotation marks for the purpose of: punctuating various forms of dialogue correctly. adding dialogue to their writing. 1-4 Hard and Fast Rules for Quotation Marks Use commas in sentences for the purpose of: separating coordinating conjunctions. separating direct speech from the surrounding text. 1-2 Hard and Fast Rules for Commas Use knowledge of learned syllable types and patterns when spelling regular words. Use knowledge of learned syllable types and patterns when spelling irregular words.	capitalization punctuation apostrophe quotation marks comma appositive spelling patterns and generalizations	Students are expected to use all of the spelling patterns they have studied correctly. Be sure that reading and spelling are taught together. They are mutually beneficial so this will create more opportunities for students to practice applying common patterns.	4.W.7: Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate. Punctuation – Correctly using apostrophes to form possessives and contractions. Correctly using quotation marks and commas to mark direct speech. Using a comma before a coordinating conjunction in a compound sentence. Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words. (E)	6.W.7: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Punctuation – Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Using semicolons to connect main clauses and colons to introduce a list or quotation. (E)

Communication and Collaboration
Learning Outcome: Students participate and engage in collaborative discussions and paraphrase information provided in grade-level texts and presentations.

5.CC.6	Review claims made in various types of media and evaluate evidence used to support these claims.	Qtr. 3	https://docs.google.com/document/d/1M-oqPwTbx9Y9tVnx6EAuyIW_KILjQ6hlniF_AL3M9zI/edit?tab=t.0 Smekens - https://docs.google.com/document/d/1xTYzcFDKi9Uia-miysa7QbTyy-NQfneQS-peAWBmay0/edit?tab=t.0#heading=h.gjdgxs	5.CC.6	In Which Lesson Will You Teach Students To: Lesson 1-5 "Save the Snakes", "Cats vs. Dogs", and "School Uniforms" Use various media, when appropriate, to enhance oral presentations. Spy research, Early European Explorers, Novel projects, president pennants	claim evaluate evidence	The student will interpret and evaluate the various ways visual image-makers (e.g., graphic artists, illustrators, news photographers) represent meaning and distinguish fact, opinion, and fiction in print and nonprint media.	4.CC.7: Recognize claims in print, image, and multimedia and identify evidence used to support these claims. (E)	6.CC.8: Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)
5.CC.7	Identify the role of the media in focusing people's attention on events and in forming their opinions on issues. (E) New to fifth grade	Qtr. 3	https://docs.google.com/document/d/1FWfo1nvgvuFLBurod2zzpXiEnHTnUxbeUmnMTSVUwyE/edit?tab=t.0 Author's Purpose commercials Smekens - https://docs.google.com/document/d/1xTYzcFDKi9Uia-miysa7QbTyy-NQfneQS-peAWBmay0/edit?tab=t.0#heading=h.gjdgxs	5.CC.7	In Which Lesson Will You Teach Students To: Identify the role that media sources have in forming opinions. Author's purpose commercials Know that media sources include online, visual, and print sources. Daily review media activity Infer the messages conveyed through media sources. Daily review media activity Understand that evidence can be examples, facts, or images. Lesson 1-5 Know that facts, examples, and explanations can be used as support for an opinion. Lesson 1-5	media literacy opinion issue	The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning and distinguish fact, opinion, and fiction in print and nonprint media.	This concept is not specifically addressed in the Indiana Academic Standards prior to this grade level.	This concept is not specifically addressed in the Indiana Academic Standards in subsequent grade levels.

Quarter

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