

FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!" Summer 2013

Subject Content:	Language Arts	Grade <u>5</u>
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Weeks 1 – 3	Weeks 4 – 6
Unit/Topic	Unit/Topic
Literature	Informational Text
KENTUCKY CORE ACADEMIC STANDARDS	KENTUCKY CORE ACADEMIC STANDARDS
RL.5.3. Compare and contrast two or more characters, settings, or events in a story	RI.5.4. Determine the meaning of general academic and domain specific
or drama, drawing on specific details in the text (e.g., how characters interact).	words and phrases in a text relevant to a grade 5 topic or subject area. **This skill will be ongoing throughout the year**
RF.5.3 (a). Use combined knowledge of all letter-sound correspondences,	
syllabication patterns, and morphology (e.g., roots, and affixes) to read accurately	RI.5.8. Explain how an author uses reasons and evidence to support particular
unfamiliar multisyllabic words in context and out of context.	points in a text, identifying which reasons and evidence support which point(s).
RF.5.4 (a). Read on-level text with purpose and understanding.	
RF.5.4 (c). Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **This skill will be ongoing throughout the year**	RI.5.10. By the end of the year, read and comprehend informational text, including history/social studies, science, and technical text, at the high end of the grades 4-5 text complexity band independently and proficiently. **This standard can be worked on throughout the year especially in content area classes**
W.5.9. Draw evidence from literary or informational texts to support analysis,	
reflection, and research.	L.5.3 (a). Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
W.5.9 (a). Apply grade 5 Reading standards to literature (e.g., "Compare and	
contrast two or more characters, settings, or events in a story or a drama, drawing	W.5.3. Write narratives to develop real or imagined experiences or events
on specific details in the text [e.g., how characters interact"). **This skills will be ongoing throughout the year**	using effective technique, descriptive details, and clear event sequences.
L.5.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	W.5.3 (a). Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
L.5.1 (a). Explain the function of conjunctions, prepositions, and interjections in	W.5.3 (b). Use narrative techniques, such as dialogue, description, and pacing,

general and their function in particular sentences. L.5.1 (b). Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. L.5.3 (b). Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems). SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			situations. W.5.3 (c). Use a variety of the sequence of events. W.5.3 (d). Use concrete wexperiences and events provide a conclevents. W.5.3 (e). Provide a conclevents. W.5.5. With Guidance and strengthen writing as neetyping a new approach. W.5.9. Draw evidence from the reflection, and research. W.5.9 (b). Apply grade 5 For Explain how an author use.	usion that follows from the d support from peers and a ded by planning, revising an m literary or informational deading standards to inform ses reasons and evidence to	s, and clauses to manage ory details to convey narrated experiences or dults develop and nd editing, rewriting, or text to support analysis, national texts (e.g., o support particular
	CURRICULUM		points in a text, identifying which reasons and evidence support which point(s)") CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Identify Sub-Topics Compare and contrast characters Words with 2 and 3 syllables Drawing evidence from literary texts	Identify Sub-Topics Compare and contrast settings/events Fluency Conjunctions, prepositions, and interjections Dialects Verb tenses	Identify Sub-Topics Sequence Summarize Determining the meaning of text	Identify Sub-Topics Academic and domain specific words Expanding, combining, and reducing sentences	Identify Sub-Topics Evidence/Support Sequence of events Writing a narrative	Identify Sub-Topics Evidence/Support Sequence of events Transition words Sensory details Conclusion
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS
I CAN STATEMENTS: I can identify specific	I CAN STATEMENTS: I can identify specific	I CAN STATEMENTS: I can compare and	I CAN STATEMENTS: I can identify general	I CAN STATEMENTS: I can identify the	I CAN STATEMENTS: I can explain how an

details that describe characters in a story or drama.
I can identify the similarities of two or more characters in a story or drama.
I can identify the differences between two or more characters in a story or drama.
I can apply grade 5 Reading standards to literature (e.g., "Compare and Contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text").
I can apply grade level- level phonics and word analysis skills in decoding words.
I can identify syllabication patterns.
I can identify root words.
I can explain the meanings of prefixes and suffixes.
I can accurately read words with Latin and

Greek roots.

details that describe	contrast two or more
settings and events in a	characters, settings, and
story or drama.	events in a text using
	specific details from the
I can identify the	text.
similarities of two or	
more settings or events	I can summarize a
in a story or drama.	written text aloud.
I can identify the	I can summarize
differences between two	information presented in
or more settings or	diverse media and
events in a story or	formats, including
drama.	visually, quantitatively

I can read on-level text

with purpose with

I can compare and

contrast the varieties of

registers) used in stories,

I can explain the function

interjections in particular

I can form the perfect

perfect verb tenses.

I can use combined

knowledge of letter

sound correspondences,

and morphology to read

syllabication patterns,

verb tenses, and use the

English (e.g., dialects,

dramas, and poems.

of conjunctions,

sentences.

prepositions, and

understanding.

d in У and orally.

I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

I can synthesize phonics and word analysis skills to decode words.

I can read accurately unfamiliar multisyllabic words in context and out of context.

I can draw evidence from key ideas and details as support for research.

I can analyze key ideas and details in a text as evidence for support understanding of text.

academic and domainspecific words and phrases in a text relevant to a topic.

I can identify independently in an informational text the key ideas and details, craft and structure, and integration of knowledge and ideas.

I can determine meaning of domainspecific words and phrases in a text relevant to a grade topic or subject area.

I can identify an author's particular points in a text.

I can identify which evidence and reasons support each point.

I can expand, combine, and reduce sentences for meaning, interest, and style.

I can describe the use of story elements in narrative.

I can describe characteristics of narratives.

meaning of general academic and domainspecific words and phrases in a text relevant to a topic.

I can comprehend independently in an informational text the key ideas and details, craft and structure, and integration of knowledge and ideas.

I can explain how an author uses evidence and reasons to support particular points in a text.

I can apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)").

I can orient the reader by establishing a situation, and introducing a narrator and characters.

I can organize story events to determine a

author uses evidence /reasons to support particular points in a text.

I can, by the end of the year, read and comprehend informational text, including history/social studies, science, and technical at the high end of the grades 4---5 text complexity band independently and proficiently.

I can identify key ideas and details which provide evidence to support conclusions about the text accessed through research.

I can cite textual evidence to support analysis of what the text says explicitly.

I can apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence

	multisyllabic words in	I can reflect on key ideas		logical sequence that	support which
	and out of context.	and details in a text as	I can explain how the	unfolds naturally and	point(s)").
		evidence for support	sequence of events	results in a conclusion.	βστ(σ/ /.
		understanding of text.	affects the story's		I can write a narrative
			conclusion.	I can use a variety of	that effectively
				transitions to move the	establishes a situation,
			I can explain how	events along.	uses techniques such
			transitional words,		as dialogue and
			phrases and clauses	I can use narrative	description to develop
			advance the sequence	techniques, such as	experiences, events,
			of events.	dialogue and	and characters, utilizes
				description, and	appropriate
			I can describe narrative	concrete and/or sensory	transitional words/
			techniques such as	details to develop	phrases, includes
			dialogue, description,	experiences and events.	sensory details, and
			pacing, etc.		leads to a conclusion.
				I can develop characters	
				through dialogue,	I can develop and
				description, actions, and	strengthen my writing
				reactions.	by planning, revising,
					and editing with the
					guidance and support
					of my peers and adults.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Characters	Characters	Diverse media	Academic Language	Evidence	Evidence
Events	Events	Formats	Domain specific words	Support	Support
Setting	Plot development	Visually	Topic	Narrator	Audience
Plot	Setting	Quantitatively	Subject area	Characters	Transition words and
Drama	Accuracy	Orally	Expand	Event sequence	phrases
Story elements	Appropriate rate	Greek Affixes/Roots	Combine	Narrative techniques:	Sensory details
Specific details	Expression	Latin Affixes/Roots	Reduce	dialogue, pacing, events,	Conclusion
Letter sound	Successive readings		Interest	characters	Plan
Correspondence	Conjunctions		Style		Revise
Syllabication patterns	Prepositions				Edit
Morphology	Interjections				Rewrite
Multisyllabic words	Dialects				
Roots	Registers				
Affixes					
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested

Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
*Watch Larry Bell video to	*Larry Bell's Strategy:	*Larry Bell's Strategy:	*Larry Bell's Strategy:	*Larry Bell's Strategy:	*Larry Bell's Strategy:
learn the power verbs and	UNRA"A"VEL	UNRA"A"VEL	UNRA"A"VEL	UNRA"A"VEL	UNRA"A"VEL
their meaning. (Ex.					
Compare/Contrast).)	* Read aloud activity (per	*Marzano Summarizing	*K-W-L Chart	*K-W-L Chart	*K-W-L Chart
(Larry Bell's strategy such	page – have students	Strategies:			
as "UNRA"A"VEL" can be	summarize or write a	http://www.slideshare.n	*Read aloud activity	*Bell Ringers: Language	*Read aloud activity
used throughout the year.)	short summary then	et/ageller/marzano-	(per page – have	(Provide daily practice	(per page – have
	discuss their thinking)	summarizing-and-not-	students summarize or	of skills.)	students summarize or
* Read aloud Activity	a	taking	write a short summary	- C. C	write a short summary
Tread aroun retirity	*Act out the story using	- Commission of the Commission	then discuss their	*Read aloud activity	then discuss their
*Act out the story	"Reader's Theatre"	*Complete roles and	thinking)	(per page – have	thinking)
net out the story	reduct 3 medic	responsibilities for a film		students summarize or	(6)
*Leveled Readers	*Leveled Readers	crew:	*Read and discuss	write a short summary	*Use Leveled Readers
Leveled Redders	Leveled Redders	http://www.readwritethi	informational articles.	then discuss their	Ose Leveled Redders
*In the passage, "The Fox	*Have students read and	nk.org/classroom-	informational articles.	thinking)	*Demonstrator
and the Mole", use the	compare/contrast two	resources/lessonplans/lit	* Have students keep a	(8)	Demonstrator
"Quilt Square" activity to	stories of the same genre	erature-circle-roles-	notebook of the	*Have students	*Use quotations of
compare and contrast two	from the reading	reframed-	vocabulary terms	distinguish between	famous scientists
of the characters. Use	textbook or other	877.html?tab=3#tabs	(general & domain	fact/opinion.	Turrious scientists
details from the passage	resource.	<u> </u>	specific) words. Write	lucy opinion.	*Multiple definitions of
to support your answer.	i ess ai ee.	*Demonstrate	the definition down,	*Have student	invasive species
to support your unswer.	*Compare/Contrast the	summarizing strategies	give an example, and	distinguish between	invasive species
*Use a Venn diagram to	settings/events with the	for students.	use the vocabulary	evidence that is relevant	*Descriptions of
compare/contrast	story using a T-chart.	Tor students.	words in a sentence.	to author's argument	different methods of
characters.	story damig a r chart.	* Discuss and model how	Students can also draw	and evidence that	control
characters.	*Use a Venn diagram to	to write a summary.	a picture or create a	irrelevant or appeals to	Control
*Complete web clusters	compare/contrast	to write a summary.	symbol for the	the reader's emotions.	*Have students
for character traits	settings & events.	*Have students write	vocabulary word. (This	(Study Island/Coach	distinguish between
lor character traits	seemily a events.	summaries of stories that	activity will be ongoing	book series)	fact/opinion.
*Extended Response on	*Constructive	were read aloud.	throughout the year.)	book series,	race, opinion.
comparing and contrasting	response/Extended	Were read aloud.	throughout the year.	*Have students write a	*Have student
two characters.	Response on comparing	*Students can also	* Discuss how run-on	narrative using the	distinguish between
ciro citaracters.	and contrasting two	present these summaries	sentences and sentence	writing process. (Model	evidence that is
*http://www.cde.ca.gov/t	events and settings.	orally using the	fragments need to be	this process with them.)	relevant to author's
a/tg/sr/documents/cstrtge	2.2 4.14 324111831	document reader.	changed in order to	and process with themin	argument and evidence
la5.pdf (page 31)	*Reader's Response: Ask	accument reduct.	improve writing.	*Have students	that irrelevant or
(bage 31)	Questions from Text	*Journal Entry: In what	Discuss what makes a	complete a graphic	appeals to the reader's
*Discuss how a story's plot	(How did the character	ways can good readers	complete sentence.	organizer in order to	emotions. (Study
Discuss flow a story s plot	(110W did the character	ways can good reducts	complete sentence.	organizer in order to	cinotions. (Study

	T	I	T	T	I
unfolds in a series of	act throughout the	identify main characters		organizer their events in	Island/Coach book
episodes. Then have	story?)	and plot of a story?	*Have students practice	the story.	series)
students complete Tri-			changing sentence		
folds with the details for	*Ask guided questions	*Accelerated Reading	fragments and run-on	*Use strategies from	*Demonstrate how to
each stage of plot	about key details in a text	Program	sentences to complete	Angela Hilterbrand's	use a variety of
development.	with prompting and		sentences.	workshop.	transition words and
	support	*Tell Me Why Activity:			phrases, and have
*Describe how characters		Can you tell me why your	*Use strategies from	*Use student friendly	students use them in
respond or change as the	*Reader's Theatre scripts	group thinks? Can you	Angela Hilterbrand's	scoring guide/rubric.	their narrative.
plot moves toward a	can help to develop this	find at least two of the	workshop.		
resolution.	skill. See:	main ideas of this text		*Accelerated Reading	*Have students write
	http://www.teachinghea	and key details that	*Use student friendly	Program	their conclusion for
* As the students read,	rt.net/readerstheater.ht	support them? Can you	scoring guide/rubric.		their narrative.
have a pencil ready. Make	<u>m</u> Or	summarize the main		*Reading aloud to	
a slash-mark to indicate	http://www.aaronshep.c	points? Can you tell me	*Accelerated Reading	students.	*Use peers to make
syllable breaks only if and	om/rt/RTE.html	how these ideas, people,	Program		suggestions and then
when they need some		and events are the same?		*Independent reading	have students edit
assistance with a word.	*Accelerated Reading	Can you tell me how they	*Reading aloud to		their narrative.
	Program	are different? Show me	students.	*Silent reading followed	
*Accelerated Reading		in the text. Think about		by discussion	*Use strategies from
Program	*Reading aloud to	these events and tell me	*Independent reading		Angela Hilterbrand's
	students (Text CD and	how they are connected.		*Use samples of writing	workshop.
*Read aloud to students	Teacher Reads).		*Silent reading followed	to model	
and use Guided Reading			by discussion		*Use student friendly
Questions.	*Independent reading				scoring guide/rubric.
			*Use samples of writing		
*Independent reading	*Silent reading followed		to model		*Accelerated Reading
	by discussion (Think/Pair/				Program
*Silent reading followed	Share)				
by discussion					*Reading aloud to
	*Double Bubble – Double				students.
*Tri-folds	Bubble map documents				
(www.smartboardgoodies.	similarities and				*Independent reading
com (Reading Street)	differences that develop				
	among basic story				*Silent reading
*JC-schools	elements (two large				followed by discussion
	circles for 2 individuals,				
*Tell Me Why Activity: Can	events, ideas, or				
you tell me why your	concepts; four circles				
group thinks? Can you	down the middle for				

find at least two of the main ideas of this text and key details that support them? Can you summarize the main points? Can you tell me how these ideas, people, and events are the same? Can you tell me how they are different? Show me in the text. Think about these events and tell me how they are connected.	common traits or opinions)				
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
 Multiple Choice Questions Graphic Organizer (Analyzing Characters) Constructive Response 	 Multiple Choice Graphic Organizer Constructive Response Short Answer 	Multiple ChoiceGraphic OrganizerShort Answer	 Multiple Choice Graphic Organizer Constructive response Short Answer 	 Multiple Choice Constructive Response Graphic Organizer Write a personal narrative 	Multiple ChoiceGraphic Organizer
Summative Teacher-made assessment: -Multiple Choice -Short Answer -Constructive Response -Extended Response	Summative Teacher-made assessment: -Multiple Choice -Short Answer -Constructive Response -Extended Response	Summative Teacher-made assessment: -Multiple Choice -Short Answer -Constructive Response -Extended Response	Summative Teacher-made assessment: -Multiple Choice -Short Answer -Constructive Response -Extended Response	Summative Teacher-made assessment: -Multiple Choice -Short Answer -Constructive Response -Extended Response	• Teacher-made assessment: -Multiple Choice -Short Answer -Constructive Response -Extended Response • On-demand writing: Write a narrative based on a given task.
Common (PLC Teams will design the common	Common (PLC Teams will design the common	Common (PLC Teams will design the common	Common (PLC Teams will design the common	Common (PLC Teams will design the common	Common (PLC Teams will design the

	ssessments, i.e., grade evel, and/or depts.)	assessments, i.e., grade level, and/or depts.)	assessments, i.e., grade level, and/or depts.)	assessments, i.e., grade level, and/or depts.)	assessments, i.e., grade level, and/or depts.)	i.e., grade level, and/or depts.)
•	Resources Needed Scott Foresman: Reading Street Leveled Readers Crosswalk Coach for the Common Core Standards (Grade 5: English/Language Arts) Common Core Clinics: Grade 5-Language Arts Reading Upgrade VBC.COM http://jc- schools.net/curriculu m.htm (Power Points)	Resources Needed Scott Foresman: Reading Street Leveled Readers Crosswalk Coach for the Common Core Standards Common Core Clinics: Grade 5- Language Arts Reading Upgrade VBC.COM http://jc- schools.net/curriculu m.htm (Power	Resources Needed Scott Foresman: Reading Street Leveled Readers Crosswalk Coach for the Common Core Standards Common Core Clinics: Grade 5- Language Arts Reading Upgrade VBC.COM http://jc- schools.net/curriculu m.htm (Power	Resources Needed Crosswalk Coach for the Common Core Standards Notebook from Angela Hilterbrand's workshop Reading Upgrade VBC.COM www.studyisland.com Larry Bell Video: 12 Powerful Words Drops in a Bucket Educationworld.com	Resources Needed Crosswalk Coach for the Common Core Standards Notebook from Angela Hilterbrand's workshop Reading Upgrade VBC.COM www.studyisland.comm Larry Bell Video: 12 Powerful Words	
•	www.studyisland.com www.fcrr.org/student activities/literature Larry Bell Video: 12 Powerful Words Best Practices in Reading (Triumph Learning)	Points) www.studyisland.co m Larry Bell Video: 12 Powerful Words Strategies Game www.fcrr.org/studen tactivities	Points) www.studyisland.co m Larry Bell Video: 12 Powerful Words Strategies Game www.fcrr.org/studen tactivities	 (Everyday Edit) Internet4classrooms .com Discoveryeducation. com 		

Weeks 7 - 9	Weeks 10 - 12
Unit/Topic	Unit/Topic
Reading Literature	Informational Text
KENTUCKY CORE ACADEMIC STANDARDS	KENTUCKY CORE ACADEMIC STANDARDS
RL.5.1. Quote accurately from a text when explaining what the text says explicitly	RI.5.3. Explain the relationships or interactions between two or more
and when drawing inferences from the text. **This skill will be ongoing throughout	individuals, events, ideas, or concepts in a historical, scientific, or technical
the year**	text based on specific information in the text.

RL.5.5. Explain how a series of chapters, scenes, or stanzas, fit together to provide
the overall structure of a particular <i>story, drama</i> , or poem. **This skill will be
ongoing throughout the year**

- RL.5.6. Describe how a narrator or speaker's point of view influences how events are described.
- RL.5.9. Compare and Contrast stories in the same genre on their approaches to similar themes and topics.
- L.5.1. Demonstrate command of the conventions of the Standard English grammar and usage when writing or speaking.
- L.5.1 (c). Use Verb tense to convey various times, sequences, states, and conditions.
- L.5.1 (d). Recognize and correct inappropriate shifts in verb tense.
- L.5.1 (e). Use Correlative conjunctions (e.g., either/or, neither/nor
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.2 (a). Use punctuation to separate items in a series.
- L.5.2 (b). Use a comma to separate an introductory element from the rest of the sentence.
- L.5.2 (c). Use a comma to set off the words *yes and no* (e.g. Yes, thank you), to set off a tag questions from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (Is that you, Steve?).

- RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the topic knowledgeably.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- L.5.4 (b). Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- W.5.4. Produce clear and coherent writing in which development and organization are appropriate to task, purpose, and audience.
- W.5.7. Conduct short research projects that uses several sources to build knowledge through investigation of different aspects of a topic.
- W.5.10. Write routinely over extended time frames (time for research, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purpose, and audiences. **This skill will be ongoing throughout the year**

	CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Identify	Identify	Identify	Identify	Identify	Identify	
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	
Genre	Point of view	Point of view	Affixes and Roots	Integrating information	Purpose	
Theme	Quotes/Quotations	Quotes/Quotations	Relationships/	Purpose	Task	
Drama	Verb tense	Conjunctions	Interactions	Tasks	Idea development	
Scenes				Idea development	Organization	

Chapters				Organization	Investigation
Using commas				Investigation	Research
				Research	
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
Loon identify the	Lean common and	1	Loon identify the	Loon into cuato	Loon ovaloin the
I can identify the characteristics of a	I can compare and	I can compare and	I can identify the information from each	I can integrate information from	I can explain the
	contrast stories in the	contrast how two or more			relationships or
genre.	same genre that have	stories of the same genre	text on the same topic.	several texts on the	interactions between
Land the stiff all a	similar themes and topics.	approach a similar theme	1	same topic in order to	two or more
I can identify the	Land the stiff of the sail	or topic.	I can integrate	write or speak about the	individuals, events,
characteristics of a	I can identify relevant		information from several	topic knowledgeably.	ideas, or concepts in a
theme or topic in a text.	events in a story or drama.	I can infer the	texts on the same topic.		historical, scientific, or
		characteristics of the		I can write for various	technical text based
I can explain how a	I can describe how the	narrator or speaker.	I can explain the	purposes and to various	on specific
series of chapters,	narrator's point of view		relationships or	audiences for short or	information in the
scenes, or stanzas fits	influences the description	I can describe how a	interactions between two	extended time frames in	text.
together to provide the	of the event.	narrator's and a speaker's	or more individuals,	order to complete a	
overall structure of a		point of view influences	events, ideas, or	range of discipline-	I can develop and
story, drama, or poem.	I can describe how the	how events are described.	concepts in multiple	specific tasks.	organize a clear,
	speaker's point of view		types of informational		coherent writing piece
I can define influences	influences how the events	I can summarize a text	text.	I can discriminate	with idea
as used in a story or	are described.	when explaining what the	_	between various	development and
drama.		text says explicitly and	I can use specific	research sources (e.g.,	organization
	I can summarize a text	when drawing inferences	information from text to	atlas, map,	appropriate to task,
I can identify a	when explaining what the	from the text.	support the relationship	encyclopedia, Internet).	purpose, and
narrator's and a	text says explicitly and		identified between		audience.
speaker's point of view.	when drawing inferences	I can draw inferences from	individuals, ideas, or	I can compare/contrast	
	from the text.	textual information.	concepts in multiple	information from	I can conduct short
I can describe a			types of informational	various research	research projects that
narrator's and a	I can use verb tense to	I can use correlative	text.	sources.	use several sources to
speaker's point of view.	convey various times such	conjunctions (e.g.,			build knowledge
	as sequences, states, and	either/or, neither/nor).	I can identify the various	I can interpret	through investigation
I can use punctuation	conditions.		research sources.	information derived	of different aspects of
(commas) to separate				from various sources.	a topic.
items in a series.	I can recognize and		I can identify different		
	correct inappropriate		aspects of a topic.	I can participate in short	I can question
I can use a comma to	shifts in verb.			research and writing	information to build
separate an introductory			I can identify common	projects.	knowledge of a topic.
element from the rest of	I can use a comma to set		grade-appropriate Greek		

the sentence.	off the words yes and no		and Latin affixes and	I can conduct	I can write for various
the sentence.	(e.g., Yes, thank you), to		roots as clues to the	investigations on	purposes and to
	set off a tag question from		meaning of a word.	different aspects of a	various audiences for
	the rest of the sentence		meaning of a word.	topic.	short or extended
	(e.g., It's true, isn't it?),		I can use common,	topic.	time frame for a range
1	and to indicate direct		grade-appropriate Greek	I can analyze the reason	of discipline-specific
1	address (Is that you,		and Latin affixes and	for writing a piece to	tasks, purposes, and
	Steve?).		roots as clues to the	decide on task, purpose,	audiences.
1	steve: j.		meaning of a word.	and audience.	audiences.
			meaning of a word.	and addience.	
			I can identify the various	I can determine suitable	
			purposes for writing.	idea development strategies and	
			I can identify and	organization	
			understand the various	appropriate to task,	
			organizational structures	purpose, and audience.	
1			related to different		
			genres or purposes for		
			writing.		
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Genre	Verb tense	Point of view	Relationship	Integrate	Investigation
Theme/Topics	Narrator	Perspective	Interactions	Audience	Research
Drama	Perspective	Quotes	Historical event	Purpose	Purpose
Scenes/Chapters	Relevant	Conjunctions	Scientific concept	Task	Task
Point of view	Influences		Affixes		
Comma	Events		Roots		
Introductory element	Quotes				
Suggested	Suggested	Suggested	Suggested Strategies/	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Activities	Strategies/Activities	Strategies/Activities
*Larry Bell's Strategy:	*Larry Bell's Strategy:	*Larry Bell's Strategy:	*Larry Bell's Strategy:	*Larry Bell's Strategy:	*Conduct a short
UNRA"A"VEL	UNRA"A"VEL	UNRA"A"VEL	UNRA"A"VEL	UNRA"A"VEL	research Project
ONIVA A VLL	ONINA A VLL	ONINA A VLL	OININA A VLL	OIVINA A VLL	research rioject
* Read aloud activity	*Bell Ringers:	*Bell Ringers:	*Review time order	*K-W-L Chart	*Have students write
(per page – have	Language/grammar	Language/grammar	words such as now,		about their findings.
students summarize or			before, first, second, and	*Cooperative Groups:	
write a short summary	*Distinguish between the	*Have students	finally to show the	To conduct a research	*Use a student
then discuss their	different points of views in	distinguish between the	sequence of events or a	project	friendly scoring

thinking)	writing. (Ex. first person,	different points of view in	procedure such as		guide/rubric.
0,	third person, and third	writing. (Ex. first person,	instructions or recipe.	*Have students conduct	
*Act out the story	limited). Discuss the clues	third person, and third	·	research on the Internet	*Accelerated Reading
,	to look for when	limited). Review the clues	*Have students create a	or other resources in	Program
*Leveled Readers	distinguished point of	to look for when	timeline or a sequence	order to integrate	
	view.	distinguished point of	chain	information from	*Reading aloud to
* Bell Ringers: Language		view.		several texts on the	students.
(Everyday Edit –	* Have students read	[Internet4classrooms and	*Have students follow	same topic in order to	
Education World,	short passages to	Youtube)	directions for how to	write or speak about the	*Independent reading
Smartboard Goodies,	distinguish the differences	,	make a paper snowflake.	research.	
Daily Edit)	between the different	* Have students read	(Lesson 10 – Crosswalk		*Silent reading
, ,	points of view. (Study	short passages to	Coach)	*Have the cooperative	followed by discussion
*Have students read	Island)	distinguish the differences	,	groups write about their	,
two stories that are	,	between the different	*Review the skill cause	findings and present	
same genre and have	*Discuss how perspective	points of view. (Study	and effect using a cause	them to the class.	
similar themes from the	of the author affects the	Island)	and effect graphic		
reading textbook or	tone of a passage.	,	organizer.	*Accelerated Reading	
other resources.		*Discuss how perspective		Program	
	*Have students identify	of the author affects the	*Give students a list of		
*Compare/Contrast the	quotes from the passage	tone of passage.	the most common	*Reading aloud to	
theme or topic of the	that demonstrate the		affixes. Discuss how	students.	
story.	author's point of	*Have students identify	using affixes can change		
	view/perspective.	quotes from the passage	the meaning of the	*Independent reading	
*Use a Venn diagram to		that demonstrate the	words. (Crosswalk Coach		
compare/contrast	*Explain the difference	author's point of view/	and Study Island both	*Silent reading followed	
settings & events.	between past, present,	perspective.	have a list of common	by discussion	
	and future tenses. Explain		affixes.)		
*Journal Entry: How do	that perfect tense shows	*Explain when to use the			
we identify theme or	action already completed.	conjunctions: either/or,	*Accelerated Reading		
main idea relationships		neither, nor.	Program		
in a text and use them	*Give students a passage;				
to connect ideas and	have them use these rules	*Accelerated Reading	*Reading aloud activity		
make inferences?	of verb tense to	Program	(per page – have		
	determine which verb		students summarize or		
*Constructive	tense should be used.	*Reading aloud to	write a short summary		
response/Extended		students.	then discuss their		
response on comparing	*Use strategies from		thinking)		
and contrasting two	Angela Hilterbrand's	*Independent reading			
events and settings.	workshop.		*Independent reading		
		*Silent reading followed			

* Review the rules for	*Accelerated Reading	by discussion	*Silent reading followed		
using commas to	Program	,	by discussion		
separate items in a			,		
series and after an	*Reading aloud to				
introductory element.	students.				
*Use the document	*Independent reading				
camera: Give students a					
passage; have them use	*Silent reading followed				
these rules to figure out	by discussion				
where to put the					
comma.					
*Use strategies from					
Angela Hilterbrand's					
workshop.					
*A analoustad Dandius					
*Accelerated Reading					
Program					
*Reading aloud to					
students (CD, Teacher					
Read).					
neauj.					
*Independent reading					
6					
*Silent reading followed					
by discussion					
*Read and summarize					
(paragraph or page)					
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Learning Logs	Learning Logs	Learning Logs	 Learning Logs 	Learning Logs	Learning Logs
Bell Ringers:	Bell Ringers: Language	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice
Language	Multiple Choice	Class Response	Graphic Organizer	Graphic Organizer	Graphic Organizer
Multiple Choice	Class Response	System (Clickers)	(Sequence, cause,	Conduct a research	0.000001801201
Class Response	System (Clickers)	Graphic Organizer	and effect)	project using	
Class Hesponse	System (Shekers)	Orapino Organizer		h. olege gamp	

System (Clickers) Graphic Organizer (Venn Diagram) Constructive Response Extended Response	 Graphic Organizer Constructive Response Extended Response 	Constructive Response		cooperative grouping.	
Summative	Summative	Summative	Summative	Summative	Summative
Teacher-made assessment: -Multiple Choice -Constructive Response -Extended Response	 Teacher-made assessment: -Multiple Choice -Constructive Response -Extended Response 	 Teacher-made assessment: -Multiple Choice -Constructive Response -Extended Response 	Teacher-made assessment: -Multiple Choice -Constructive Response -Extended Response	Teacher-made assessment: -Multiple Choice -Constructive Response -Extended Response	 Teacher-made assessment: -Multiple Choice -Assessment -Constructive Response Conduct an individual research project
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
 Scott Foresman: Reading Street Leveled Readers Crosswalk Coach for the Common Core Standards (Grade 5: English/Language Arts) Common Core Clinics: Grade 5- Language Arts Notebook from 	 Scott Foresman: Reading Street Leveled Readers Crosswalk Coach for the Common Core Standards (Grade 5: English/Language Arts) Common Core Clinics: Grade 5-Language Arts Notebook from 	 Scott Foresman: Reading Street Leveled Readers Crosswalk Coach for the Common Core Standards Common Core Clinics: Grade 5-Language Arts Reading Upgrade VBC.COM http://jc- 	 Crosswalk Coach for the Common Core Standards Reading Upgrade VBC.COM http://jc-schools.net/curriculum.htm (Power Points) www.studyisland.comm Larry Bell Video: 12 	 Crosswalk Coach for the Common Core Standards http://www.edinfor matics.com/testing Reading Upgrade VBC.COM www.studyisland.comm Larry Bell Video: 12 Powerful Words 	 Crosswalk Coach for the Common Core Standards Reading Upgrade VBC.COM www.studyisland.com Larry Bell Video: 12 Powerful Words

Angela Hilterbrand's	Angela Hilterbrand's	schools.net/curriculu	Powerful Words	
workshop.	workshop.	m.htm (Power Points)		
 Reading Upgrade 	 Reading Upgrade 	• <u>www.studyisland.com</u>		
VBC.COM	VBC.COM	• Larry Bell Video: 12		
• http://jc-	• http://jc-	Powerful Words		
schools.net/curricul	schools.net/curriculu			
<u>um.htm</u> (Power	m.htm (Power Points)			
Points)	• <u>www.studyisland.com</u>			
• <u>www.studyisland.co</u>	Larry Bell Video: 12			
<u>m</u>	Powerful Words			
Larry Bell Video: 12				
Powerful Words				

Weeks 13 - 15	Weeks 16 - 18
Unit/Topic Literature	Unit/Topic Informational Text
KENTUCKY CORE ACADEMIC STANDARDS	KENTUCKY CORE ACADEMIC STANDARDS
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors.	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.5. Explain how a series of chapters, scenes, or stanzas, fit together to provide the overall structure of a particular story, drama, or <u>poem</u> .	RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.2. Determine a theme of a story, drama, or <u>poem</u> from details in the text, including how characters in a story or drama respond to challenges or <u>how the</u> <u>speaker in a poem reflects upon a topic</u> ; summarize the text.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
RF.5.4 (b). Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays n presentations when appropriate to enhance development of main ideas or themes.
L.5.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.4 (a). Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or a phrase. **This skill will be ongoing throughout	L.5.2 (e). Spell gradeappropriate words correctly, consulting references as needed. **This skill will be ongoing throughout the school year**

the year**					
	e materials, both print and d line or clarify the precise me				
L.5.5. Demonstrate under nuances in word meaning	standing of figurative langua s.	ge, word relationships, and			
L.5.5 (a). Interpret figurati		es and metaphors, in context.			
	CURRICULUM			CURRICULUM	
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics Reference Materials	Sub-Topics Reasons and Evidence	Sub-Topics Multimedia	Sub-Topics Multimedia
Figurative Language: Metaphors and Similes	Poetry Stanzas	Poetry	Quoting from a Text	Components: graphics,	Components: graphics,
Evidence and Support	Cause and Effect	Theme of a Poem	Spelling (Rules)	sounds, visual displays	sounds, visual displays
Evidence and Support	Using Context Clues	Stanzas	Dictionary	Solving Problems	Solving Problems
	Oshig context clacs	3(4)1243	Dictionary	Spelling (Rules)	Spelling (Rules)
				Dictionary	Dictionary
				Dietionary	Dietionary
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can identify examples	I can explain how a series	I can identify a theme of a	I can summarize the	I can use multimedia	I can use multimedia
of figurative language in	of chapters, scenes, or	poem from details in the	points a speaker makes	components (e.g.,	components (e.g.,
a text, such as similes	stanzas fit together to	text, including how the	and explain how each	graphics, sound) and	graphics, sound) and
and metaphors.	provide the overall	speaker in a poem reflects	claim is supported by	visual displays n	visual displays n
	structure of a particular	upon a topic.	reasons and evidence.	presentations when	presentations when
I can interpret the	story, drama, or <u>poem</u> .			appropriate to enhance	appropriate to enhance
meaning of figurative		I can read on-level prose	I can explain explicitness	development of main	development of main
language, including	I can read on-level prose	and poetry orally with	of text by quoting	ideas or themes.	ideas or themes.
similes and	and poetry orally with	accuracy, appropriate rate,	accurately from the text.		
metaphors, used in a	accuracy, appropriate	and expression on		I can collect relevant	I can draw on
text.	rate, and expression on	successive reading.	I can draw inferences	information and data.	information from
	successive reading.		using textual		multiple print or digital
		I can consult reference	information.	I can locate an answer	sources, demonstrating
	I can use context (e.g.,	materials, both print and		or solve a problem	the ability to locate an
	cause/effect	digital, to find the	I can obtain information	efficiently from various	answer to a question

	relationships and	pronunciation and	from sources.	print and digital sources.	quickly or to solve a
	comparisons in text) as a	determine or clarify the			problem efficiently.
	clue to the meaning of a	precise meaning of key	I can identify digital	I can organize	
	word or a phrase	words and phrases.	sources.	information to answer	I can quote accurately
				efficiently.	from a text when
	I can use a comma to		I can identify problem-		explaining what the
	separate an introductory		solving steps.	I can quote accurately	text says explicitly and
	element from the rest of			from a text when	when drawing
	the sentence		I can apply spelling	explaining what the text	inferences from the
			rules.	says explicitly and when	text.
				drawing inferences from	
			I can identify and	the text.	I can spell grade-
			correct misspelled		appropriate words
			words.	I can spell grade-	correctly, consulting
				appropriate words	references as needed.
			I can consult references	correctly, consulting	
			as needed for spelling.	references as needed.	
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Figurative Language:	Context clues	Poem	Claims	Graphics	Graphics
Metaphors	Cause & Effect	Theme	Evidence/Reasons	Sound	Sound
Similes	Comparison	Reference Materials	Quote	Print Sources	Print Sources
Rhymes	Stanza	Dictionary	Inferences	Digital Sources	Digital Sources
Evidence/reasons	Poem/poetry		Spelling	Multimedia	Multimedia
Support			Dictionary	Presentation	Presentation
				Spelling	Spelling
				Dictionary	Dictionary
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
*Bell Ringers: Language	*Bell Ringers: Language	*Bell Ringers: Language	*Bell Ringers: Language	*Bell Ringers: Language	*Bell Ringers: Language
*Skill related 5-minute	*Skill related 5-minute	*Skill related 5-minute Ice	*Skill related 5-minute	*Skill related 5-minute	*Skill related 5-minute
Ice Breakers	Ice Breakers	Breakers	Ice Breakers	Ice Breakers	Ice Breakers
*Have students read	*Read aloud activity (per		*Short multiple choice	*K-W-L Chart	*Use spelling games
aloud using "Popcorn	page – have students	*Read aloud to students			strategy from Angela
method"	summarize or write a		*Use spelling games	*Use spelling games	Hilterbrand's
culou	short summary then	*Short answer	strategy from Angela	strategy from Angela	workshop.
*Short answer	discuss their thinking)	Short driswer	Hilterbrand's workshop.	Hilterbrand's workshop.	1
JHOIT GHISWEI	alseass their trilliking/		Time brains a workshop.		

*Distinguish the difference between similes and metaphors. Have students explain what they think the metaphors and similes mean. *Discuss what alliteration is and have students practice examples from poetry. *Reading aloud to students. *Independent reading *Silent reading followed by discussion	*Short answer *Use strategies from Angela Hilterbrand's workshop. *Act out the story using Reader's Theatre *Leveled Readers *Reading aloud to students. *Independent reading *Silent reading followed by discussion *Partner reading (note- taking, summarizing, sharing)	*Short multiple choice *Reading aloud to students. *Independent reading *Silent reading followed by discussion *Word Journals (e.g. question, "How do we use context clues to help us analyze/interpret word meanings?" when discussing the parts of a dictionary entry.)	*Spellingcity *Journal Entry: How do we recognize, justify, and text the validity of generalizations or inferences? *Word Journals (e.g. question, "How do we use/apply word structures to assist us in comprehending vocabulary meanings?" when discussing affixes and roots.)	*Put students in cooperative groups in order to create a power point presentation over a topic of interest to the group. Have students put graphics and sounds into their power point presentations. *Have students use reference materials such as encyclopedias, periodicals, and the Internet in order to gather information.	*Put students in cooperative groups in order to create a power point presentation over a topic of interest to the group. Have students put graphics and sounds into their power point presentations. *Have students use reference materials such as encyclopedias, periodicals, and the Internet in order to gather information.
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
 Teacher Questioning Techniques Thumps Up Multiple Choice Short Answer Class Response System (Clickers) for selection tests, Study Island, teacher made tests, etc. Constructive response 	 Teacher Questioning Techniques Multiple Choice Short Answer Class Response System (Clickers) for selection tests, Study Island, teacher made tests, etc 	 Teacher Questioning Techniques Multiple Choice Short Answer Class Response System (Clickers) for selection tests, Study Island, teacher made tests, etc 	 Teacher Questioning Techniques Thumps Up Multiple Choice Short Answer Class Response System (Clickers) for selection tests, Study Island, teacher made tests, etc 	 Teacher Questioning Techniques Thumps Up Multiple Choice Short Answer Class Response System (Clickers) for selection tests, Study Island, teacher made tests, etc 	 Teacher Questioning Techniques Thumps Up Multiple Choice Short Answer Class Response System (Clickers) for selection tests, Study Island, teacher made tests, etc

Summative	Summative	Summative	Summative	Summative	Summative
Teacher-made Assessments: -Multiple Choice -Constructive Response Common PLC Teams will design the common assessments, i.e., grade level, and/or depts.	Teacher-made Assessments: -Multiple Choice -Constructive Response Common PLC Teams will design the common assessments, i.e., grade level, and/or depts.	 Teacher-made Assessments: -Multiple Choice -Constructive Response Common PLC Teams will design the common assessments, i.e., grade level, and/or depts. 	Teacher-made Assessments: -Multiple Choice Common PLC Teams will design the common assessments, i.e., grade level, and/or depts.	 Teacher-made Assessments: -Multiple Choice Power Point Presentation Common PLC Teams will design the common assessments, i.e., grade level, and/or depts. 	 Teacher-made Assessments: -Multiple Choice Power Point Presentation Common PLC Teams will design the common assessments, i.e., grade level,
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	and/or depts. Resources Needed
 Crosswalk Coach for the Common Core Standards Common Core Clinics: Grade 5-Language Arts http://jc-schools.net/curricul um.htm (Power Points) www.studyisland.comm Larry Bell Video: 12 Powerful Words 	 Crosswalk Coach for the Common Core Standards Notebook from Angela Hilterbrand's workshop. Common Core Clinics: Grade 5-Language Arts http://jc-schools.net/curriculum.htm (Power Points) www.studyisland.comm Larry Bell Video: 12 Powerful Words 	Crosswalk Coach for the Common Core Standards Common Core Clinics: Grade 5-Language Arts http://jc-schools.net/curriculum.htm (Power Points) www.studyisland.com Larry Bell Video: 12 Powerful Words	 Crosswalk Coach for the Common Core Standards Notebook from Angela Hilterbrand's workshop. www.studyisland.comm Larry Bell Video: 12 Powerful Words 	 Crosswalk Coach for the Common Core Standards Notebook from Angela Hilterbrand's workshop. www.studyisland.comm Larry Bell Video: 12 Powerful Words 	 Crosswalk Coach for the Common Core Standards Notebook from Angela Hilterbrand's workshop. www.studyisland.com Larry Bell Video: 12 Powerful Words

_	Literature	Informational Text
	Unit/Topic	Unit/Topic
	Weeks 19 - 21	Weeks 22 - 24

including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.			RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. W.5.1. Write opinion pieces or texts, supporting a point of view with reasons information. W.5.1 (a). Introduce a topic or text, clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. W.5.1 (b). Provide logically ordered reasons that are supported by facts and details. W.5.1 (c). Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). W.5.1 (d). Provide a concluding statement or section related to the opinion presented. W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. L.5.2 (d). Use underlining, quotation marks, or italics to indicate titles of works.			
	CURRICULUM		works.	CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	
Identify	Identify	Identify	Identify	Identify	Identify	
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	
Theme	Comprehending Literature	Reading and	Titles of Works	Similarities and	Similarities and	
	Theme	Comprehending Literature	Main Ideas	Differences	Differences	
		_	Supporting Details	Main Ideas	Relevant information	
		_		Supporting Details		
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	

I CAN STATEMENTS:

I can identify a theme of a story, drama, or poem from details in the text.

I can summarize a text.

I can explain how characters in a story or drama respond to challenges.

I can explain how the speaker in a poem reflects upon a topic.

I can summarize the key ideas and details of a story, drama, or poem. I can identify the key ideas and details, craft and structure, and integration of knowledge and ideas in a literary text.

I can identify a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. I can by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

I can identify a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. I can identify when underlining or italics indicate the title of a book, play, film, long musical work, broadcast series; and when quotation marks indicate a title of other titles such as an article, poem, or story.

I can explain how the supporting details of a text determine the main ideas.

I can summarize a text.

I can gather relevant information from print and digital sources.

I can identify a source list.

I can describe the events or main ideas of multiple accounts.

I can distinguish between first hand or second hand accounts.

I can identify and explain words, phrases, and clauses used to link I can use underlining, quotation marks, or italics to indicate titles of works.

I can identify two or more central ideas of a text.

I can explain how multiple ideas are supported by key details.

I can summarize the multiple ideas of a text using key details.

I can summarize information in notes and finished work.

I can paraphrase information in notes and finished work.

I can compare and contrast multiple accounts of the same event or topic.

I can describe the similarities and differences in each point of view.

I can support my analysis with evidence from the texts.

I can identify two or more main ideas of a text and explain how they are supported by key details; summarize the text

I can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

I can recall relevant information from experiences or gather relevant information from print and digital sources; summarizes or paraphrase information in notes and finished work, and provide a list of sources.

I can write an opinion piece on a topic or text, supporting a point of view with logical reasons and information, including a clear introduction of topic or text, statement of opinion, logical organizational structure, reasons that are supported by facts and details, links between opinion and reasons,

			opinion and reasons	I can link opinion and	using words and phrases,
			(e.g., consequently,	reasons using words,	and a concluding
			specifically).	phrases, and clauses.	statement or section
					related to the opinion
			I can identify	I can introduce a topic	presented.
			organizational	or text, clearly state an	
			structures that provide	opinion, and create an	
			logical grouping of	organizational structure	
			ideas.	in which ideas are	
				logically grouped to	
			I can explain an author's	support the writer's	
			purpose.	purpose.	
			I can determine how to	I can write a concluding	
			introduce the topic or	statement or section	
			text clearly.	related to the opinion	
				presented.	
			I can formulate an		
			opinion about a topic or		
			text.		
			I can group related ideas		
			logically to support		
			purpose.		
			Lean visite legicalli		
			I can write logically ordered reasons that		
			are supported by facts and details.		
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Critical Vocabulary	Citical Vocabulary	Citical Vocabulary	Critical vocabulary	Citical Vocabulary	Critical Vocabulary
Theme	Theme	Theme	Titles of Words	Similarities	Similarities
Drama	Drama	Drama	Quotation Marks	Differences	Differences
Story	Story	Story	Italics	Point of view	Point of view
Poem	Poem	Poem	Underlining	Perspective	Perspective
Character Development	Character Development	Character Development	Main/central idea	Opinion	Print sources
Summarize text	Summarize text	Summarize text	Supporting/key details	Conclusion	Digital sources
			Reason	Main/central idea	
			Facts	Supporting/key details	
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested

Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
*Larry Bell's Strategy:	*Larry Bell's Strategy:	*Larry Bell's Strategy:	*Larry Bell's Strategy:	*Larry Bell's Strategy:	*Larry Bell's Strategy:
UNRA"A"VEL	UNRA"A"VEL	UNRA"A"VEL	UNRA"A"VEL	UNRA"A"VEL	UNRA"A"VEL
* Read aloud activity	* Read aloud activity (per	* Read aloud activity (per	*Use strategies from	*Use strategies from	*Use strategies from
(per page – have	page – have students	page – have students	Angela Hilterbrand's	Angela Hilterbrand's	Angela Hilterbrand's
students summarize or	summarize or write a	summarize or write a	workshop.	workshop.	workshop.
write a short summary	short summary then	short summary then			
then discuss their thinking)	discuss their thinking)	discuss their thinking)	*Use a student-friendly scoring guide/rubric.	*Use a student-friendly scoring guide/rubric.	*Journal Entry: How do we recognize, justify,
	*Act out the story	*Act out the story			and text the validity of
*Act out the story			*Accelerated Reading	*Accelerated Reading	generalizations and
	*Leveled Readers	*Leveled Readers	Program	Program	inferences?
*Leveled Readers					
	*Accelerated Reading	*Accelerated Reading	*Journal Entry: Why	*Journal Entry: How do	*Use samples of
*Accelerated Reading	Program	Program	should a good reader	we compare/contrast	writing to model
Program			compare and contrast	information across two	
	*Reading aloud to	*Reading aloud to	across texts?	texts and use this to	*Use a student-friendly
*Reading aloud to	students.	students.		connect ideas or make	scoring guide/rubric.
students.			*Use samples of writing	inferences?	
	*Independent reading	*Independent reading	to model		*Accelerated Reading
*Independent reading				*Use samples of writing	Program
	*Silent reading followed	*Silent reading followed	*Write a persuasive	to model	
*Silent reading followed	by discussion	by discussion	letter.		
by discussion				*Write a persuasive	
				article.	
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
 Teacher 	Teacher	Teacher	Multiple Choice	Multiple Choice	Multiple Choice
Observation/	Observation/Teacher	Observation/Teacher	Short Answer	Short Answer	Short Answer
Teacher Questioning	Questioning	Questioning	 Class Response 	Class Response	Class Response
Multiple Choice	Multiple Choice	Multiple Choice	System (Clickers)	System (Clickers)	System (Clickers)
Short Answer	Short Answer	Short Answer	• Constructive	• Constructive	Constructive
Graphic Organizer	Graphic Organizer	Graphic Organizer	Response	Response	Response
• Constructive	Constructive	Constructive	пеэропас	пеоропос	пеэропэс
Response	Response	Response			
пеэропэе	пезропзе	Кезропзе			

Summative	Summative	Summative	Summative	Summative	Summative
 Teacher-made Assessments: -Multiple choice -Short Answer -Constructive Response -Extended Response 	 Teacher-made Assessments: -Multiple choice -Short Answer -Constructive Response -Extended Response 	Teacher-made Assessments: -Multiple choice -Short Answer -Constructive Response -Extended Response	 Teacher-made Assessments: -Multiple choice -Short Answer -Constructive Response -Extended Response On-Demand Writing prompt: Write a persuasive letter. 	 Teacher-made Assessments: -Multiple choice -Short Answer -Constructive Response -Extended Response On-Demand Writing prompt: Write a persuasive article. 	 Teacher-made Assessments: -Multiple choice -Short Answer -Constructive Response -Extended Response
Common (PLC Teams	Common (PLC Teams will	Common (PLC Teams will	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams
will design the common	design the common	design the common	will design the common	will design the common	will design the
assessments, i.e., grade level, and/or depts.)	assessments, i.e., grade level, and/or depts.)	assessments, i.e., grade level, and/or depts.)	assessments, i.e., grade	assessments, i.e., grade	common assessments, i.e., grade level,
level, and/or depts.)	ievei, and/or depts.)	level, and/or depts.)	level, and/or depts.)	level, and/or depts.)	and/or depts.)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
 Crosswalk Coach for the Common Core Standards Common Core Clinics: Grade 5-Language Arts Scott Foresman: Reading Street Leveled Readers http://jc-schools.net/curricul um.htm (Power Points) www.studyisland.comm Larry Bell Video: 12 Powerful Words 	 Crosswalk Coach for the Common Core Standards Common Core Clinics: Grade 5-Language Arts Scott Foresman: Reading Street Leveled Readers http://jc-schools.net/curriculum.htm (Power Points) www.studyisland.com Larry Bell Video: 12 Powerful Words 	 Crosswalk Coach for the Common Core Standards Common Core Clinics: Grade 5-Language Arts Scott Foresman: Reading Street Leveled Readers http://jc- schools.net/curriculu m.htm (Power Points) www.studyisland.com Larry Bell Video: 12 Powerful Words 	 Crosswalk Coach for the Common Core Standards Common Core Clinics: Grade 5-Language Arts Notebook from Angela Hilterbrand's workshop. http://jc-schools.net/curricul um.htm (Power Points) www.studyisland.comm Larry Bell Video: 12 Powerful Words 	 Crosswalk Coach for the Common Core Standards Notebook from Angela Hilterbrand's workshop. www.studyisland.comm http://jc-schools.net/curriculum.htm (Power Points) Larry Bell Video: 12 Powerful Words 	 Crosswalk Coach for the Common Core Standards Notebook from Angela Hilterbrand's workshop. www.studyisland.com Larry Bell Video: 12 Powerful Words

Weeks 25 - 27 Weeks 28 - 30

	Unit/Topic Literature			Unit/Topic Informational Text	
KENTU	CKY CORE ACADEMIC STANI	DARDS	KENTUCKY CORE ACADEMIC STANDARDS		
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).			RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as		
and using appropriate facts or themes; speak clearly at L.5.6. Acquire and use accur specific words and phrases	text or present an opinion, so and relevant, descriptive det an understandable pace. rately grade-appropriate gen including those that signal co	eral academic and domain- ontrast, addition, and other	to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. SL.5.1 (a). Come to discussions prepared, having read or studied required		
addition).			material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.5.1 (b). Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1 (c). Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1 (d). Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		
	CURRICULUM			CURRICULUM	
Week 25 Identify Sub-Topics Reporting on a Topic Using Facts	Week 26 Identify Sub-Topics Structure	Week 27 Identify Sub-Topics Visual and Multimedia Elements	Week 28 Identify Sub-Topics Compare and Contrast Exploring Ideas	Week 29 Identify Sub-Topics Compare and Contrast Following Rules for	Week 30 Identify Sub-Topics Compare and Contrast Pose and Respond
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	Discussion LEARNING TARGETS	LEARNING TARGETS

I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. I can identify multimedia and visual elements within a text. I can identify the meaning, tone, and beauty of a text.	I can explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. I can analyze how visual elements contribute to a text's meaning, tone, and beauty. I can analyze how multimedia elements contribute to a text's meaning, tone, and beauty. I can identify words and phrases that signal contrast, addition, and other logical relationships.	I can analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). I can make meaning of vocabulary that signals contrast, addition, and other logical relationships.	I can identify the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of a text or part of a text. I can describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. I can prepare for discussion by reading or studying the required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion. I can, with some guidance and support, use keyboarding skills, software to produce and publish writing, and the Internet to communicate with	I can compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text in two or more texts. I can follow agreed-upon rules for discussion and carry out assigned roles. I can, with some guidance and support, evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others.	I can compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. I can pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. I can, with some guidance and support, use technology, including the Internet, to produce and publish writing, use technology to interact and collaborate with others, and use keyboarding skills to type two or more pages in a single sitting.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	others. Critical Vocabulary	Critical Vocabulary	Critical Vocabulary

Main Idea	Chapters/Stanza	Visual elements	Chronology/sequence	Chronology/sequence	Chronology/sequence
Supporting details	Scenes	Multimedia elements	Comparison	Comparison	Comparison
Theme	Tone	Meaning	Cause/effect	Cause/effect	Cause/effect
Opinion	Story	Tone	Problem/solution	Problem/solution	Problem/solution
Facts	Drama	Beauty	Stay on topic	Rules of	Participation
Beauty	Poem			Conversation/Discussion	Posing a question
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
*Use strategies from	* Read aloud activity	*Accelerated Reading	*Accelerated Reading	*K-W-L Chart	*K-W-L Chart
Angela Hilterbrand's		Program	Program		
workshop.	*Act out the story			*Have students create	*Accelerated Reading
		* Read aloud activity	*Reading aloud to	their own rules for	Program
*Accelerated Reading	*Leveled Readers		students.	discussion.	
Program		*Act out the story			*Reading aloud to
	*Accelerated Reading		*Independent reading	*Reading aloud to	students.
*Have students write a	Program	*Leveled Readers		students.	
persuasive/informational			*Silent reading followed		*Independent reading
speech. Students would	*Reading aloud to	*Reading aloud to	by discussion	*Independent reading	4
have to state an opinion	students.	students.			*Silent reading
and back their opinion up			*Compare/Contrast the	*Silent reading followed	followed by discussion
with facts.	*Independent reading	*Independent reading	structure and content of	by discussion	***
			two informational		*Have students
	*Silent reading followed	*Silent reading followed	articles on a similar	*Accelerated Reading	complete a Venn
	by discussion	by discussion	topic using various	Program	Diagram of how the
			graphic organizers.	4.1	structure and content
				*Have students	of the passages are
			*Journal Entry: How do	complete a Venn	similar.
			good readers identify	Diagram of how the	*1
			text structure of a	structure and content of	*Journal Entries: How
			nonfiction text?	the passages are similar.	do author's use cause
			*Unvo students	*lournal Enter :: Llass	and effect relationships
			*Have students	*Journal Entry: How	to help readers
			complete a Venn	does a good reader use	understand
			Diagram of how the	cause and effect to	relationships? How do
			structure and content of	summarize a selection?	we identify cause and
			the passages are similar.	*Have students noin	effect relationships in a text and use it to
			*Have students nair	*Have students pair	connect ideas and
			*Have students pair	with a buddy to	connect ideas and

level, and/or depts.) Resources Needed	level, and/or depts.) Resources Needed	level, and/or depts.) Resources Needed	level, and/or depts.) Resources Needed	level, and/or depts.) Resources Needed	i.e., grade level, and/or depts.) Resources Needed
Common (PLC Teams will design the common assessments, i.e., grade	design the common assessments, i.e., grade	Common (PLC Teams will design the common assessments, i.e., grade	Common (PLC Teams will design the common assessments, i.e., grade	Common (PLC Teams will design the common assessments, i.e., grade	Common (PLC Teams will design the common assessments,
 Student will give a persuasive or informational speech in front of their peers. Short Answer 	Teacher-made Assessments: -Multiple choice -Short Answer -Constructive Response -Extended Response	Teacher-made Assessments: -Multiple choice -Short Answer -Constructive Response -Extended Response	• Teacher-made Assessments: -Multiple choice -Short Answer -Constructive Response -Extended Response	Teacher-made Assessments: -Multiple choice -Short Answer -Constructive Response -Extended Response	• Teacher-made Assessments: -Multiple choice -Short Answer -Constructive Response -Extended Response
Balanced Assessment: Formative Reading and discussion Oral Questioning Teacher Observation Graphic Organizers Short Answer	Balanced Assessment: Formative Reading and discussion Multiple Choice Class Response System (Clickers) Constructive Response Graphic Organizers Short Answer	Balanced Assessment: Formative Reading and discussion Multiple Choice Class Response System (Clickers) Constructive Response Graphic Organizers Short Answer	Balanced Assessment: Formative Reading and discussion Multiple Choice Class Response System (Clickers) Constructive Response Graphic Organizers Short Answer	Balanced Assessment: Formative Reading and discussion Multiple Choice Class Response System (Clickers) Constructive Response Graphic Organizers Short Answer	and different. Balanced Assessment: Formative Reading and discussion Multiple Choice Class Response System (Clickers) Constructive Response Graphic Organizers Short Answer
			with a buddy to compare/contrast their own ideas about how the passage is similar and different.	compare/contrast their own ideas about how the passage is similar and different.	*Have students pair with a buddy to compare/contrast their own ideas about how the passage is similar

•	Crosswalk Coach for
	the Common Core
	<u>Standards</u>
•	Common Core Clinic
	Grade 5-Language

- Common Core Clinics: Grade 5-Language
 Arts
- Notebook from Angela Hilterbrand's workshop.
- www.studyisland.com
- Larry Bell Video: 12
 Powerful Words

explain the topic.

- Crosswalk Coach for the Common Core Standards
- Common Core Clinics:
 Grade 5-Language
 Arts
- Scott Foresman: Reading Street
- Leveled Readers
- www.studyisland.com
- Larry Bell Video: 12
 Powerful Words

W.5.2 (d). Use precise language and domain-specific vocabulary to inform about or

- Crosswalk Coach for the Common Core Standards
- Common Core Clinics: Grade 5-Language Arts
- <u>www.studyisland.com</u>
- Larry Bell Video: 12Powerful Words

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- <u>www.studyisland.co</u> <u>m</u>
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 Powerful Words
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- Larry Bell Video: 12 Powerful Words
- <u>Crosswalk Coach</u> <u>for the Common</u> <u>Core Standards</u>
- www.studyisland.c om
- Larry Bell Video:
 12 Powerful Words

Weeks 31 - 33	Weeks 34 - 36
Unit/Topic	Unit/Topic
Literature	Informational Text
KENTUCKY CORE ACADEMIC STANDARDS	KENTUCKY CORE ACADEMIC STANDARDS
RL.5.10. By the end of the year, read and comprehend literature, including stories,	RI.5.10: By the end of the year, read and comprehend informational text,
dramas, and poetry, at the high end of the grades 4–5 text complexity band	including history/social studies, science, and technical text, at the high end of
independently and proficiently.	the grades 4-5 text complexity band independently and proficiently.
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas	L.5.5 (b). Recognize and explain the meaning of common idioms, adages,
and information clearly.	and proverbs.
W.F. 2 (a) Introduce a topic clearly provide a consul charmation and facus and	
W.5.2 (a). Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings),	L.5.5 (c). Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
illustrations, and multimedia, when useful to aiding comprehension.	anconyma, nomographa, to better understand each of the words.
	L.5.6. Acquire and use accurately grade-appropriate general academic and
W.5.2 (b). Develop the topic with facts, definitions, concrete details, quotations, or	domain-specific words and phrases including those that signal contrast,
other information and examples related to the topic.	addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition).
W.5.2 (c). Link ideas within and across categories of information using words,	Similarly, moreover, in addition,
Phrases, and clauses (e.g., in contrast, especially).	

W.5.2 (e). Provide a concluding statement or section related to the information or explanation presented.					
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.					
CURRICULUM				CURRICULUM	
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
Reading and	Reading and	Reading and	Idioms	Informational Reading	Informational Reading
Comprehending	Comprehending	Comprehending Literature	Adages	State Assessment	State Assessment
Literature	Literature	Introducing a Topic	Proverbs		
Introducing a Topic	Introducing a Topic	Adapting a Speech	Synonyms		
Adapting a Speech	Adapting a Speech		Antonyms		
			Homographs		
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can, by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. I can identify a topic and related information grouped logically, including formatting, illustrations, and multimedia to aid comprehension. I can support a topic with facts, definitions,	I can, by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. I can develop a written topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. I can introduce a topic clearly, provide a general observation & focus, and	I can, by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. I can write an informative/explanatory text that includes a topic written clearly, a general observation and focus, related information grouped logically, including formatting, illustrations, and multimedia when useful	I can recognize and explain the meaning of common idioms, adages, and proverbs. I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	I can, by the end of the year, read and comprehend informational text, including history/social studies, science, and technical at the high end of the grades 4-5 text complexity band independently and proficiently. I can use accurately grade appropriate general academic words and phrases. I can use accurately grade appropriate domain specific words	I can, by the end of the year, read and comprehend informational text, including history/social studies, science, and technical at the high end of the grades 4-5 text complexity band independently and proficiently. I can use words and phrases that signal contrast, addition, and logical relationships.

concrete details,	group related	to aiding comprehension		and phrases.	
quotations, other	information logically;	and develops a topic with			
information, and	include formatting (e.g.,	facts, definitions, concrete			
examples related to the	headings), illustrations,	details, quotations, other			
topic.	and multimedia, when	information, and			
	useful to aiding	examples related to the			
I can support a topic with	comprehension.	topic.			
linked ideas within and					
across categories of	I can link ideas within and	I can link ideas within and			
information using words,	across categories of	across categories of			
phrases, and clauses.	information using	information using words,			
	appropriate words,	phrases, and clauses.			
I can support a topic with	phrases, and clauses				
precise language and	(e.g., in contrast,	I can use precise language			
domain-specific	especially).	and domain-specific			
vocabulary to inform		vocabulary to inform			
about or explain the	I can write a concluding	about or explain a topic.			
topic.	statement or section that				
	relates to information or	I can write a concluding			
I can support a topic with	explanation presented.	statement or section			
a concluding statement		related to the information			
or section related to the	I can adapt speech to a	or explanation presented.			
information or	variety of contexts and				
explanation presented.	tasks, using formal	I can adapt speech to a			
	English when appropriate	variety of contexts and			
	to task and situation.	tasks, using formal English			
		when appropriate to task			
		and situation.			
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Facts	Facts	Facts	Adages	Informational Reading	Informational Reading
Definitions/vocabulary	Definitions/vocabulary	Definitions/vocabulary	Idioms	Skills & Terms	Skills & Terms
Supporting details	Supporting details	Supporting details	Proverbs		
Headings	Headings	Headings	Synonyms		
Illustrations	Illustrations	Illustrations	Antonyms		
Concluding Statements	Concluding Statements	Concluding Statements	Homographs		
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
*Larry Bell's Strategy:	*Larry Bell's Strategy:	*Larry Bell's Strategy:	*Accelerated Reading	*Larry Bell's Strategy:	*Larry Bell's Strategy:

UNRA"A"VEL	UNRA"A"VEL	UNRA"A"VEL	Program	UNRA"A"VEL	UNRA"A"VEL
*Use strategies from	*Use strategies from	*Use strategies from	*Distinguish the	*Accelerated Reading	*Accelerated Reading
Angela Hilterbrand's	Angela Hilterbrand's	Angela Hilterbrand's	difference between	Program	Program
workshop.	workshop.	workshop.	Proverbs, Idioms, and		
			Adages.	*K-W-L Chart	*K-W-L Chart
*Use student-friendly	*Use student-friendly	*Use student-friendly			
rubric/scoring guide.	rubric/scoring guide.	rubric/scoring guide.	*Distinguish the	*Reading aloud to	*Reading aloud to
			difference between	students.	students.
*Accelerated Reading	*Accelerated Reading	*Accelerated Reading	antonyms and		
Program	Program	Program	synonyms.	*Journal Entry: How do	*Independent reading
				we use textural	
*Act out the story	*Act out the story	*Act out the story	*Reading aloud to	evidence to influence	*Silent reading followed
			students.	our literary and	by discussion
*Leveled Readers	*Leveled Readers	*Leveled Readers		informational	
			*Independent reading	interpretations?	
*Write an informational	*Write an informational	*Write an informational			
article/brochure.	article/brochure.	article/brochure.	*Silent reading followed by discussion	*Independent reading	
*Reading aloud to	*Reading aloud to	*Reading aloud to	by discussion	*Silent reading followed	
students.	students.	students.		by discussion	
				,	
*Independent reading	*Independent reading	*Independent reading		*Test practice (format)	
*Silent reading followed	*Silent reading followed	*Silent reading followed			
by discussion	by discussion	by discussion			
*Use sample writings to	*Use sample writings to	*Use sample writings to			
model	model	model			
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice	Multiple Choice
Short Answer	Short Answer	Short Answer	Short Answer	Short Answer	Short Answer
Write an	Write an	- JHOLL AHSWEI	Class Response	Constructive Response	Constructive Response
informational/persua	informational/persua		System (Clickers)	Graphic Organizer	Graphic Organizer
sive article/brochure	sive article/brochure		Constructive	, , , ,	
sive article/ brochare	Sive article/ brochure		Response		
			response		

		Summative		Summative	Summative	
Summative	Summative		Summative			
 Teacher-made Assessments: -Multiple choice -Short Answer -Constructive Response -Extended Response On-demand writing: informational/persua sive article. (This will be completed during Week 33) 	 Teacher-made Assessments: -Multiple choice -Short Answer -Constructive Response -Extended Response On-demand writing: informational/persua sive article. (This will be completed during Week 33) 	 Teacher-made Assessments: -Multiple choice -Short Answer -Constructive Response -Extended Response On-demand writing: informational/persuas ive article. 	 Teacher-made assessment Study island assessment Multiple Choice Short Answer 	Teacher-made Assessments: -Multiple choice -Short Answer -Constructive Response -Extended Response	Teacher-made Assessments: -Multiple choice -Short Answer -Constructive Response -Extended Response	
vveek 33)	Week 33)	Common (PLC Teams will		Common (PLC Teams	Common (PLC Teams	
Common (PLC Teams will	Common (PLC Teams will	design the common	Common (PLC Teams	will design the common	will design the common	
design the common	design the common	assessments, i.e., grade	will design the common	assessments, i.e., grade	assessments, i.e., grade	
assessments, i.e., grade	assessments, i.e., grade	level, and/or depts.)	assessments, i.e., grade	level, and/or depts.)	level, and/or depts.)	
level, and/or depts.)	level, and/or depts.)		level, and/or depts.)			
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	
 Crosswalk Coach for the Common Core Standards Notebook from Angela Hilterbrand's Workshop. Scott Foresman: Reading Street Leveled Readers http://jc-schools.net/curriculum.htm (Power Points) Larry Bell Video: 12 Powerful Words Smartboardgoodies.com YouTube 	 Crosswalk Coach for the Common Core Standards Notebook from Angela Hilterbrand's Workshop Scott Foresman: Reading Street Leveled Readers http://jc-schools.net/curriculum.htm (Power Points) Larry Bell Video: 12 Powerful Words Smartboardgoodies.com 	 Crosswalk Coach for the Common Core Standards Notebook from Angela Hilterbrand's Workshop Scott Foresman: Reading Street Leveled Readers http://jc-schools.net/curriculum.htm (Power Points) Larry Bell Video: 12 Powerful Words Smartboardgoodies.com YouTube 	 Crosswalk Coach for the Common Core Standards www.studyisland.comm http://jc-schools.net/curriculum.htm (Power Points) Larry Bell Video: 12 Powerful Words Smartboardgoodies. com YouTube Discoveryeducation. com 	 Crosswalk Coach for the Common Core Standards Scott Foresman: Reading Street Leveled Readers Larry Bell Video: 12 Powerful Words Smartboardgoodies. com YouTube Discoveryeducation. com 	 Crosswalk Coach for the Common Core Standards Scott Foresman: Reading Street Leveled Readers Larry Bell Video: 12 Powerful Words Smartboardgoodies. com YouTube Discoveryeducation. com 	

• Discoveryeducation.c	•	YouTube	•	Discoveryeducation.co		
om	•	Discoveryeducation.c		m		
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Grade 5 TEXT EXEMPLARS:

Alice's Adventures in Wonderland (Lewis Carroll), The Secret Garden (Frances Hodgson Burnett), Tuck Everlasting (Natalie Babbitt), M. C. Higgins, the Great (Virginia Hamilton), Bud, Not Buddy (Christopher Paul Curtis), England the Land (Erinn Banting), A History of US (Joy Hakim), My Librarian Is a Camel: How Books Are Brought to Children Around the World (Margriet Ruurs), Horses (Seymour Simon), Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea (Sy Montgomery), Volcanoes (Seymour Simon), We Are the Ship: The Story of Negro League Baseball (Kadir Nelson), Seeing Eye to Eye (Leslie Hall), Kenya's Long Dry Season (Nellie Gonzalez Cutler), Underground Railroad (Henrietta Buckmaster)

Grade 5 Website Resources:

readworks.org

manatee.k12.fl.us

schooltube.com/video

abcteach.com

worksheetworks.com

www.smartboardgoodies.com

www.readwritethink.com

eduationworld.com

kathyschrock.com

teachertube.com

readingrockets.com

readinga z.com

pbskids.org

internet4classrooms.com

supertacherworksheets.com

waltkesweb.com

<u>jc-schools.net</u>

havefunteacher.com

 $\underline{enchanted learning.com}$

fcrr.org/curriculum

 $\underline{\text{teachervision.com}}$

timeforlearning.com

<u>lessonplanet.com</u>

teacherscorner.net

kimscorner.com

learninggamesforkids.com

slideshare.net

pppst.com

softschools.com

www.humphriesclass.com/videos/cause--effect-pap

www.teacherspayteachers.com

www.cherylsclassroomtips.com

www.bllblogs.typepad.com

www.flocabulary.com/prefixes