



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2013

Subject Content: Language Arts Grade 5

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

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

<p>details that describe characters in a story or drama.</p> <p>I can identify the similarities of two or more characters in a story or drama.</p> <p>I can identify the differences between two or more characters in a story or drama.</p> <p>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”).</p> <p>I can apply grade level-level phonics and word analysis skills in decoding words.</p> <p>I can identify syllabication patterns.</p> <p>I can identify root words.</p> <p>I can explain the meanings of prefixes and suffixes.</p> <p>I can accurately read words with Latin and Greek roots.</p>	<p>details that describe settings and events in a story or drama.</p> <p>I can identify the similarities of two or more settings or events in a story or drama.</p> <p>I can identify the differences between two or more settings or events in a story or drama.</p> <p>I can read on-level text with purpose with understanding.</p> <p>I can compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, and poems.</p> <p>I can explain the function of conjunctions, prepositions, and interjections in particular sentences.</p> <p>I can form the perfect verb tenses, and use the perfect verb tenses.</p> <p>I can use combined knowledge of letter sound correspondences, syllabication patterns, and morphology to read</p>	<p>contrast two or more characters, settings, and events in a text using specific details from the text.</p> <p>I can summarize a written text aloud.</p> <p>I can summarize information presented in diverse media and formats, including visually, quantitatively and orally.</p> <p>I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>I can synthesize phonics and word analysis skills to decode words.</p> <p>I can read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>I can draw evidence from key ideas and details as support for research.</p> <p>I can analyze key ideas and details in a text as evidence for support understanding of text.</p>	<p>academic and domain-specific words and phrases in a text relevant to a topic.</p> <p>I can identify independently in an informational text the key ideas and details, craft and structure, and integration of knowledge and ideas.</p> <p>I can determine meaning of domain-specific words and phrases in a text relevant to a grade topic or subject area.</p> <p>I can identify an author’s particular points in a text.</p> <p>I can identify which evidence and reasons support each point.</p> <p>I can expand, combine, and reduce sentences for meaning, interest, and style.</p> <p>I can describe the use of story elements in narrative.</p> <p>I can describe characteristics of narratives.</p>	<p>meaning of general academic and domain-specific words and phrases in a text relevant to a topic.</p> <p>I can comprehend independently in an informational text the key ideas and details, craft and structure, and integration of knowledge and ideas.</p> <p>I can explain how an author uses evidence and reasons to support particular points in a text.</p> <p>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)”).</p> <p>I can orient the reader by establishing a situation, and introducing a narrator and characters.</p> <p>I can organize story events to determine a</p>	<p>author uses evidence /reasons to support particular points in a text.</p> <p>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.</p> <p>I can identify key ideas and details which provide evidence to support conclusions about the text accessed through research.</p> <p>I can cite textual evidence to support analysis of what the text says explicitly.</p> <p>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</p>
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Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
<p>*Watch Larry Bell video to learn the power verbs and their meaning. (Ex. Compare/Contrast.) (Larry Bell’s strategy such as “UNRA”A”VEL” can be used throughout the year.)</p> <p>* Read aloud Activity</p> <p>*Act out the story</p> <p>*Leveled Readers</p> <p>*In the passage, “The Fox and the Mole”, use the “Quilt Square” activity to compare and contrast two of the characters. Use details from the passage to support your answer.</p> <p>*Use a Venn diagram to compare/contrast characters.</p> <p>*Complete web clusters for character traits</p> <p>*Extended Response on comparing and contrasting two characters.</p> <p>*http://www.cde.ca.gov/ta/tg/sr/documents/cstrtge/la5.pdf (page 31)</p> <p>*Discuss how a story’s plot</p>	<p>*Larry Bell’s Strategy: UNRA”A”VEL</p> <p>* Read aloud activity (per page – have students summarize or write a short summary then discuss their thinking)</p> <p>*Act out the story using “Reader’s Theatre”</p> <p>*Leveled Readers</p> <p>*Have students read and compare/contrast two stories of the same genre from the reading textbook or other resource.</p> <p>*Compare/Contrast the settings/events with the story using a T-chart.</p> <p>*Use a Venn diagram to compare/contrast settings & events.</p> <p>*Constructive response/Extended Response on comparing and contrasting two events and settings.</p> <p>*Reader’s Response: Ask Questions from Text (How did the character</p>	<p>*Larry Bell’s Strategy: UNRA”A”VEL</p> <p>*Marzano Summarizing Strategies: http://www.slideshare.net/ageller/marzano-summarizing-and-not-taking</p> <p>*Complete roles and responsibilities for a film crew: http://www.readwritethink.org/classroom-resources/lessonplans/literature-circle-roles-reframed-877.html?tab=3#tabs</p> <p>*Demonstrate summarizing strategies for students.</p> <p>* Discuss and model how to write a summary.</p> <p>*Have students write summaries of stories that were read aloud.</p> <p>*Students can also present these summaries orally using the document reader.</p> <p>*Journal Entry: In what ways can good readers</p>	<p>*Larry Bell’s Strategy: UNRA”A”VEL</p> <p>*K-W-L Chart</p> <p>*Read aloud activity (per page – have students summarize or write a short summary then discuss their thinking)</p> <p>*Read and discuss informational articles.</p> <p>* Have students keep a notebook of the vocabulary terms (general & domain specific) words. Write the definition down, give an example, and use the vocabulary words in a sentence. Students can also draw a picture or create a symbol for the vocabulary word. (<i>This activity will be ongoing throughout the year.</i>)</p> <p>* Discuss how run-on sentences and sentence fragments need to be changed in order to improve writing. Discuss what makes a complete sentence.</p>	<p>*Larry Bell’s Strategy: UNRA”A”VEL</p> <p>*K-W-L Chart</p> <p>*Bell Ringers: Language (Provide daily practice of skills.)</p> <p>*Read aloud activity (per page – have students summarize or write a short summary then discuss their thinking)</p> <p>*Have students distinguish between fact/opinion.</p> <p>*Have student distinguish between evidence that is relevant to author’s argument and evidence that irrelevant or appeals to the reader’s emotions. (Study Island/Coach book series)</p> <p>*Have students write a narrative using the writing process. (Model this process with them.)</p> <p>*Have students complete a graphic organizer in order to</p>	<p>*Larry Bell’s Strategy: UNRA”A”VEL</p> <p>*K-W-L Chart</p> <p>*Read aloud activity (per page – have students summarize or write a short summary then discuss their thinking)</p> <p>*Use Leveled Readers</p> <p>*Demonstrator</p> <p>*Use quotations of famous scientists</p> <p>*Multiple definitions of invasive species</p> <p>*Descriptions of different methods of control</p> <p>*Have students distinguish between fact/opinion.</p> <p>*Have student distinguish between evidence that is relevant to author’s argument and evidence that irrelevant or appeals to the reader’s emotions. (Study</p>

<p>unfolds in a series of episodes. Then have students complete Tri-folds with the details for each stage of plot development.</p> <p>*Describe how characters respond or change as the plot moves toward a resolution.</p> <p>* As the students read, have a pencil ready. Make a slash-mark to indicate syllable breaks only if and when they need some assistance with a word.</p> <p>*Accelerated Reading Program</p> <p>*Read aloud to students and use Guided Reading Questions.</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion</p> <p>*Tri-folds (www.smartboardgoodies.com) (Reading Street)</p> <p>*JC-schools</p> <p>*Tell Me Why Activity: Can you tell me why your group thinks...? Can you</p>	<p>act throughout the story?)</p> <p>*Ask guided questions about key details in a text with prompting and support</p> <p>*Reader’s Theatre scripts can help to develop this skill. See: http://www.teachinghearts.net/readerstheater.htm Or http://www.aaronshp.com/rt/RTE.html</p> <p>*Accelerated Reading Program</p> <p>*Reading aloud to students (Text CD and Teacher Reads).</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion (Think/Pair/Share)</p> <p>*Double Bubble – Double Bubble map documents similarities and differences that develop among basic story elements (two large circles for 2 individuals, events, ideas, or concepts; four circles down the middle for</p>	<p>identify main characters and plot of a story?</p> <p>*Accelerated Reading Program</p> <p>*Tell Me Why Activity: Can you tell me why your group thinks...? Can you 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.</p>	<p>*Have students practice changing sentence fragments and run-on sentences to complete sentences.</p> <p>*Use strategies from Angela Hilterbrand's workshop.</p> <p>*Use student friendly scoring guide/rubric.</p> <p>*Accelerated Reading Program</p> <p>*Reading aloud to students.</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion</p> <p>*Use samples of writing to model</p>	<p>organizer their events in the story.</p> <p>*Use strategies from Angela Hilterbrand’s workshop.</p> <p>*Use student friendly scoring guide/rubric.</p> <p>*Accelerated Reading Program</p> <p>*Reading aloud to students.</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion</p> <p>*Use samples of writing to model</p>	<p>Island/Coach book series)</p> <p>*Demonstrate how to use a variety of transition words and phrases, and have students use them in their narrative.</p> <p>*Have students write their conclusion for their narrative.</p> <p>*Use peers to make suggestions and then have students edit their narrative.</p> <p>*Use strategies from Angela Hilterbrand’s workshop.</p> <p>*Use student friendly scoring guide/rubric.</p> <p>*Accelerated Reading Program</p> <p>*Reading aloud to students.</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion</p>
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<p>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.</p>	<p>common traits or opinions)</p>				
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Multiple Choice Questions • Graphic Organizer (Analyzing Characters) • Constructive Response <p>Summative</p> <ul style="list-style-type: none"> • Teacher-made assessment: <ul style="list-style-type: none"> -Multiple Choice -Short Answer -Constructive Response -Extended Response <p>Common (PLC Teams will design the common</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Multiple Choice • Graphic Organizer • Constructive Response • Short Answer <p>Summative</p> <ul style="list-style-type: none"> • Teacher-made assessment: <ul style="list-style-type: none"> -Multiple Choice -Short Answer -Constructive Response -Extended Response <p>Common (PLC Teams will design the common</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Multiple Choice • Graphic Organizer • Short Answer <p>Summative</p> <ul style="list-style-type: none"> • Teacher-made assessment: <ul style="list-style-type: none"> -Multiple Choice -Short Answer -Constructive Response -Extended Response <p>Common (PLC Teams will design the common</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Multiple Choice • Graphic Organizer • Constructive response • Short Answer <p>Summative</p> <ul style="list-style-type: none"> • Teacher-made assessment: <ul style="list-style-type: none"> -Multiple Choice -Short Answer -Constructive Response -Extended Response <p>Common (PLC Teams will design the common</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Multiple Choice • Constructive Response • Graphic Organizer • Write a personal narrative <p>Summative</p> <ul style="list-style-type: none"> • Teacher-made assessment: <ul style="list-style-type: none"> -Multiple Choice -Short Answer -Constructive Response -Extended Response <p>Common (PLC Teams will design the common</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Multiple Choice • Graphic Organizer <p>Summative</p> <ul style="list-style-type: none"> • Teacher-made assessment: <ul style="list-style-type: none"> -Multiple Choice -Short Answer -Constructive Response -Extended Response • On-demand writing: Write a narrative based on a given task. <p>Common (PLC Teams will design the</p>

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.)	assessments, i.e., grade level, and/or depts.)	common assessments, i.e., grade level, and/or depts.)
<p>Resources Needed</p> <ul style="list-style-type: none"> • Scott Foresman: Reading Street • Leveled Readers • <u>Crosswalk Coach for the Common Core Standards (Grade 5: English/Language Arts)</u> • <u>Common Core Clinics: Grade 5-Language Arts</u> • Reading Upgrade VBC.COM • http://jc-schools.net/curriculum.htm (Power Points) • www.studyisland.com • www.fcrr.org/studentactivities/literature • Larry Bell Video: <i>12 Powerful Words</i> • <i>Best Practices in Reading</i> (Triumph Learning) 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Scott Foresman: Reading Street • Leveled Readers • <u>Crosswalk Coach for the Common Core Standards</u> • <u>Common Core Clinics: Grade 5-Language Arts</u> • Reading Upgrade VBC.COM • http://jc-schools.net/curriculum.htm (Power Points) • www.studyisland.com • Larry Bell Video: <i>12 Powerful Words</i> • Strategies Game www.fcrr.org/studentactivities 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Scott Foresman: Reading Street • Leveled Readers • <u>Crosswalk Coach for the Common Core Standards</u> • <u>Common Core Clinics: Grade 5-Language Arts</u> • Reading Upgrade VBC.COM • http://jc-schools.net/curriculum.htm (Power Points) • www.studyisland.com • Larry Bell Video: <i>12 Powerful Words</i> • Strategies Game www.fcrr.org/studentactivities 	<p>Resources Needed</p> <ul style="list-style-type: none"> • <u>Crosswalk Coach for the Common Core Standards</u> • Notebook from Angela Hilterbrand's workshop • Reading Upgrade VBC.COM • www.studyisland.com • Larry Bell Video: <i>12 Powerful Words</i> • Drops in a Bucket • Educationworld.com (Everyday Edit) • Internet4classrooms.com • Discoveryeducation.com 	<p>Resources Needed</p> <ul style="list-style-type: none"> • <u>Crosswalk Coach for the Common Core Standards</u> • Notebook from Angela Hilterbrand's workshop • Reading Upgrade VBC.COM • www.studyisland.com • Larry Bell Video: <i>12 Powerful Words</i> 	<p>Resources Needed</p> <ul style="list-style-type: none"> • <u>Crosswalk Coach for the Common Core Standards</u> • Notebook from the Angela Hilterbrand's workshop • Reading Upgrade VBC.COM • www.studyisland.com • Larry Bell Video: <i>12 Powerful Words</i>

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

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 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 Sub-Topics Genre Theme Drama Scenes	Identify Sub-Topics Point of view Quotes/Quotations Verb tense	Identify Sub-Topics Point of view Quotes/Quotations Conjunctions	Identify Sub-Topics Affixes and Roots Relationships/ Interactions	Identify Sub-Topics Integrating information Purpose Tasks Idea development	Identify Sub-Topics Purpose Task Idea development Organization

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

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

<p>thinking)</p> <ul style="list-style-type: none"> *Act out the story *Leveled Readers * Bell Ringers: Language (Everyday Edit – Education World, Smartboard Goodies, Daily Edit) *Have students read two stories that are same genre and have similar themes from the reading textbook or other resources. *Compare/Contrast the theme or topic of the story. *Use a Venn diagram to compare/contrast settings & events. *Journal Entry: How do we identify theme or main idea relationships in a text and use them to connect ideas and make inferences? *Constructive response/Extended response on comparing and contrasting two events and settings. 	<p>writing. (Ex. first person, third person, and third limited). Discuss the clues to look for when distinguished point of view.</p> <ul style="list-style-type: none"> * Have students read short passages to distinguish the differences between the different points of view. (Study Island) *Discuss how perspective of the author affects the tone of a passage. *Have students identify quotes from the passage that demonstrate the author’s point of view/perspective. *Explain the difference between past, present, and future tenses. Explain that perfect tense shows action already completed. *Give students a passage; have them use these rules of verb tense to determine which verb tense should be used. *Use strategies from Angela Hilterbrand’s workshop. 	<p>different points of view in writing. (Ex. first person, third person, and third limited). Review the clues to look for when distinguished point of view.</p> <p>[Internet4classrooms and Youtube)</p> <ul style="list-style-type: none"> * Have students read short passages to distinguish the differences between the different points of view. (Study Island) *Discuss how perspective of the author affects the tone of passage. *Have students identify quotes from the passage that demonstrate the author’s point of view/ perspective. *Explain when to use the conjunctions: <i>either/or, neither, nor</i>. *Accelerated Reading Program *Reading aloud to students. *Independent reading *Silent reading followed 	<p>procedure such as instructions or recipe.</p> <ul style="list-style-type: none"> *Have students create a timeline or a sequence chain *Have students follow directions for how to make a paper snowflake. (Lesson 10 – Crosswalk Coach) *Review the skill cause and effect using a cause and effect graphic organizer. *Give students a list of the most common affixes. Discuss how using affixes can change the meaning of the words. (Crosswalk Coach and Study Island both have a list of common affixes.) *Accelerated Reading Program *Reading aloud activity (per page – have students summarize or write a short summary then discuss their thinking) *Independent reading 	<ul style="list-style-type: none"> *Have students conduct research on the Internet or other resources in order to integrate information from several texts on the same topic in order to write or speak about the research. *Have the cooperative groups write about their findings and present them to the class. *Accelerated Reading Program *Reading aloud to students. *Independent reading *Silent reading followed by discussion 	<p>guide/rubric.</p> <ul style="list-style-type: none"> *Accelerated Reading Program *Reading aloud to students. *Independent reading *Silent reading followed by discussion
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<p>* Review the rules for using commas to separate items in a series and after an introductory element.</p> <p>*Use the document camera: Give students a passage; have them use these rules to figure out where to put the comma.</p> <p>*Use strategies from Angela Hilterbrand’s workshop.</p> <p>*Accelerated Reading Program</p> <p>*Reading aloud to students (CD, Teacher Read).</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion</p> <p>*Read and summarize (paragraph or page)</p>	<p>*Accelerated Reading Program</p> <p>*Reading aloud to students.</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion</p>	<p>by discussion</p>	<p>*Silent reading followed by discussion</p>		
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Learning Logs • Bell Ringers: Language • Multiple Choice • Class Response 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Learning Logs • Bell Ringers: Language • Multiple Choice • Class Response System (Clickers) 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Learning Logs • Multiple Choice • Class Response System (Clickers) • Graphic Organizer 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Learning Logs • Multiple Choice • Graphic Organizer (Sequence, cause, and effect) 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Learning Logs • Multiple Choice • Graphic Organizer • Conduct a research project using 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Learning Logs • Multiple Choice • Graphic Organizer

<ul style="list-style-type: none"> System (Clickers) Graphic Organizer (Venn Diagram) Constructive Response Extended Response <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher-made assessment: <ul style="list-style-type: none"> -Multiple Choice -Constructive Response -Extended Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> Graphic Organizer Constructive Response Extended Response <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher-made assessment: <ul style="list-style-type: none"> -Multiple Choice -Constructive Response -Extended Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> Constructive Response <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher-made assessment: <ul style="list-style-type: none"> -Multiple Choice -Constructive Response -Extended Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher-made assessment: <ul style="list-style-type: none"> -Multiple Choice -Constructive Response -Extended Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>cooperative grouping.</p> <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher-made assessment: <ul style="list-style-type: none"> -Multiple Choice -Constructive Response -Extended Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher-made assessment: <ul style="list-style-type: none"> -Multiple Choice -Assessment -Constructive Response Conduct an individual research project <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> Scott Foresman: Reading Street Leveled Readers <u>Crosswalk Coach for the Common Core Standards (Grade 5: English/Language Arts)</u> <u>Common Core Clinics: Grade 5- Language Arts</u> Notebook from 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> Scott Foresman: Reading Street Leveled Readers <u>Crosswalk Coach for the Common Core Standards (Grade 5: English/Language Arts)</u> <u>Common Core Clinics: Grade 5-Language Arts</u> Notebook from 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> Scott Foresman: Reading Street Leveled Readers <u>Crosswalk Coach for the Common Core Standards</u> <u>Common Core Clinics: Grade 5-Language Arts</u> Reading Upgrade VBC.COM http://jc- 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> <u>Crosswalk Coach for the Common Core Standards</u> Reading Upgrade VBC.COM http://jc-schools.net/curriculum.htm (Power Points) www.studyisland.com Larry Bell Video: 12 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> <u>Crosswalk Coach for the Common Core Standards</u> http://www.edinformatics.com/testing Reading Upgrade VBC.COM www.studyisland.com Larry Bell Video: 12 Powerful Words 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> <u>Crosswalk Coach for the Common Core Standards</u> Reading Upgrade VBC.COM www.studyisland.com Larry Bell Video: 12 Powerful Words

<p>Angela Hilterbrand's workshop.</p> <ul style="list-style-type: none"> • Reading Upgrade VBC.COM • http://jc-schools.net/curriculum.htm (Power Points) • www.studyisland.com • Larry Bell Video: 12 Powerful Words 	<p>Angela Hilterbrand's workshop.</p> <ul style="list-style-type: none"> • Reading Upgrade VBC.COM • http://jc-schools.net/curriculum.htm (Power Points) • www.studyisland.com • Larry Bell Video: 12 Powerful Words 	<ul style="list-style-type: none"> • schools.net/curriculum.htm (Power Points) • www.studyisland.com • Larry Bell Video: 12 Powerful Words 	<p>Powerful Words</p>		
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Weeks 13 - 15	Weeks 16 - 18
Unit/Topic Literature	Unit/Topic Informational Text
<p style="text-align: center;">KENTUCKY CORE ACADEMIC STANDARDS</p> <p>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.</p> <p>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 <i>poem</i>.</p> <p>RI.5.2. Determine a theme of a story, drama, or <i>poem</i> from details in the text, including how characters in a story or drama respond to challenges or <i>how the speaker in a poem reflects upon a topic</i>; summarize the text.</p> <p>RF.5.4 (b). Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>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.</p> <p>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. <i>**This skill will be ongoing throughout</i></p>	<p style="text-align: center;">KENTUCKY CORE ACADEMIC STANDARDS</p> <p>RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>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.</p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2 (e). Spell grade---appropriate words correctly, consulting references as needed. <i>**This skill will be ongoing throughout the school year**</i></p>

<p><i>the year**</i></p> <p>L.5.4 (c). Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.5.5 (a). Interpret figurative language, including similes and metaphors, in context.</p>					
CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics Figurative Language: Metaphors and Similes Evidence and Support	Identify Sub-Topics Poetry Stanzas Cause and Effect Using Context Clues	Identify Sub-Topics Reference Materials Poetry Theme of a Poem Stanzas	Identify Sub-Topics Reasons and Evidence Quoting from a Text Spelling (Rules) Dictionary	Identify Sub-Topics Multimedia Components: graphics, sounds, visual displays Solving Problems Spelling (Rules) Dictionary	Identify Sub-Topics Multimedia Components: graphics, sounds, visual displays Solving Problems Spelling (Rules) Dictionary
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS
I CAN STATEMENTS: I can identify examples of figurative language in a text, such as similes and metaphors. I can interpret the meaning of figurative language, including similes and metaphors, used in a text.	I CAN STATEMENTS: I can explain how a series of chapters, scenes, or <i>stanzas</i> fit together to provide the overall structure of a particular story, drama, or <i>poem</i> . I can read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading. I can use context (e.g., cause/effect	I CAN STATEMENTS: I can identify a theme of a poem from details in the text, including how the speaker in a poem reflects upon a topic. I can read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading. I can consult reference materials, both print and digital, to find the	I CAN STATEMENTS: I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. I can explain explicitness of text by quoting accurately from the text. I can draw inferences using textual information. I can obtain information	I CAN STATEMENTS: I can use multimedia components (e.g., graphics, sound) and visual displays n presentations when appropriate to enhance development of main ideas or themes. I can collect relevant information and data. I can locate an answer or solve a problem efficiently from various	I CAN STATEMENTS: I can use multimedia components (e.g., graphics, sound) and visual displays n presentations when appropriate to enhance development of main ideas or themes. I can draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question

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

<p>*Distinguish the difference between similes and metaphors. Have students explain what they think the metaphors and similes mean.</p> <p>*Discuss what alliteration is and have students practice examples from poetry.</p> <p>*Reading aloud to students.</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion</p>	<p>*Short answer</p> <p>*Use strategies from Angela Hilterbrand's workshop.</p> <p>*Act out the story using Reader's Theatre</p> <p>*Leveled Readers</p> <p>*Reading aloud to students.</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion</p> <p>*Partner reading (note-taking, summarizing, sharing)</p>	<p>*Short multiple choice</p> <p>*Reading aloud to students.</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion</p> <p>*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.)</p>	<p><i>*Spellingcity</i></p> <p>*Journal Entry: How do we recognize, justify, and text the validity of generalizations or inferences?</p> <p>*Word Journals (e.g. question, "How do we use/apply word structures to assist us in comprehending vocabulary meanings?" when discussing affixes and roots.)</p>	<p>*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.</p> <p>*Have students use reference materials such as encyclopedias, periodicals, and the Internet in order to gather information.</p>	<p>*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.</p> <p>*Have students use reference materials such as encyclopedias, periodicals, and the Internet in order to gather information.</p>
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Teacher Questioning Techniques • Thumps Up • Multiple Choice • Short Answer • Class Response System (Clickers) for selection tests, Study Island, teacher made tests, etc. • Constructive response 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Teacher Questioning Techniques • Multiple Choice • Short Answer • Class Response System (Clickers) for selection tests, Study Island, teacher made tests, etc 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Teacher Questioning Techniques • Multiple Choice • Short Answer • Class Response System (Clickers) for selection tests, Study Island, teacher made tests, etc 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Teacher Questioning Techniques • Thumps Up • Multiple Choice • Short Answer • Class Response System (Clickers) for selection tests, Study Island, teacher made tests, etc 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Teacher Questioning Techniques • Thumps Up • Multiple Choice • Short Answer • Class Response System (Clickers) for selection tests, Study Island, teacher made tests, etc 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Teacher Questioning Techniques • Thumps Up • Multiple Choice • Short Answer • Class Response System (Clickers) for selection tests, Study Island, teacher made tests, etc

<p align="center">Summative</p> <ul style="list-style-type: none"> Teacher-made Assessments: <ul style="list-style-type: none"> -Multiple Choice -Constructive Response <p align="center">Common PLC Teams will design the common assessments, i.e., grade level, and/or depts.</p>	<p align="center">Summative</p> <ul style="list-style-type: none"> Teacher-made Assessments: <ul style="list-style-type: none"> -Multiple Choice -Constructive Response <p align="center">Common PLC Teams will design the common assessments, i.e., grade level, and/or depts.</p>	<p align="center">Summative</p> <ul style="list-style-type: none"> Teacher-made Assessments: <ul style="list-style-type: none"> -Multiple Choice -Constructive Response <p align="center">Common PLC Teams will design the common assessments, i.e., grade level, and/or depts.</p>	<p align="center">Summative</p> <ul style="list-style-type: none"> Teacher-made Assessments: <ul style="list-style-type: none"> -Multiple Choice <p align="center">Common PLC Teams will design the common assessments, i.e., grade level, and/or depts.</p>	<p align="center">Summative</p> <ul style="list-style-type: none"> Teacher-made Assessments: <ul style="list-style-type: none"> -Multiple Choice Power Point Presentation <p align="center">Common PLC Teams will design the common assessments, i.e., grade level, and/or depts.</p>	<p align="center">Summative</p> <ul style="list-style-type: none"> Teacher-made Assessments: <ul style="list-style-type: none"> -Multiple Choice Power Point Presentation <p align="center">Common PLC Teams will design the common assessments, i.e., grade level, and/or depts.</p>
<p align="center">Resources Needed</p> <ul style="list-style-type: none"> 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 	<p align="center">Resources Needed</p> <ul style="list-style-type: none"> 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.com Larry Bell Video: 12 Powerful Words 	<p align="center">Resources Needed</p> <ul style="list-style-type: none"> 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 	<p align="center">Resources Needed</p> <ul style="list-style-type: none"> Crosswalk Coach for the Common Core Standards Notebook from Angela Hilterbrand's workshop. www.studyisland.com Larry Bell Video: 12 Powerful Words 	<p align="center">Resources Needed</p> <ul style="list-style-type: none"> Crosswalk Coach for the Common Core Standards Notebook from Angela Hilterbrand's workshop. www.studyisland.com Larry Bell Video: 12 Powerful Words 	<p align="center">Resources Needed</p> <ul style="list-style-type: none"> Crosswalk Coach for the Common Core Standards Notebook from Angela Hilterbrand's workshop. www.studyisland.com Larry Bell Video: 12 Powerful Words

Weeks 19 - 21	Weeks 22 - 24
Unit/Topic Literature	Unit/Topic Informational Text
KENTUCKY CORE ACADEMIC STANDARDS	KENTUCKY CORE ACADEMIC STANDARDS

<p>I can identify a theme of a story, drama, or poem from details in the text.</p> <p>I can summarize a text.</p> <p>I can explain how characters in a story or drama respond to challenges.</p> <p>I can explain how the speaker in a poem reflects upon a topic.</p> <p>I can summarize the key ideas and details of a story, drama, or poem.</p>	<p>I can identify the key ideas and details, craft and structure, and integration of knowledge and ideas in a literary text.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>I can explain how the supporting details of a text determine the main ideas.</p> <p>I can summarize a text.</p> <p>I can gather relevant information from print and digital sources.</p> <p>I can identify a source list.</p> <p>I can describe the events or main ideas of multiple accounts.</p> <p>I can distinguish between first hand or second hand accounts.</p> <p>I can identify and explain words, phrases, and clauses used to link</p>	<p>I can use underlining, quotation marks, or italics to indicate titles of works.</p> <p>I can identify two or more central ideas of a text.</p> <p>I can explain how multiple ideas are supported by key details.</p> <p>I can summarize the multiple ideas of a text using key details.</p> <p>I can summarize information in notes and finished work.</p> <p>I can paraphrase information in notes and finished work.</p> <p>I can compare and contrast multiple accounts of the same event or topic.</p> <p>I can describe the similarities and differences in each point of view.</p> <p>I can support my analysis with evidence from the texts.</p>	<p>I can identify two or more main ideas of a text and explain how they are supported by key details; summarize the text</p> <p>I can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>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.</p> <p>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,</p>
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			<p>opinion and reasons (e.g., consequently, specifically).</p> <p>I can identify organizational structures that provide logical grouping of ideas.</p> <p>I can explain an author’s purpose.</p> <p>I can determine how to introduce the topic or text clearly.</p> <p>I can formulate an opinion about a topic or text.</p> <p>I can group related ideas logically to support purpose.</p> <p>I can write logically ordered reasons that are supported by facts and details.</p>	<p>I can link opinion and reasons using words, phrases, and clauses.</p> <p>I can introduce a topic or text, clearly state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>I can write a concluding statement or section related to the opinion presented.</p>	<p>using words and phrases, and a concluding statement or section related to the opinion presented.</p>
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
<p>Theme</p> <p>Drama</p> <p>Story</p> <p>Poem</p> <p>Character Development</p> <p>Summarize text</p>	<p>Theme</p> <p>Drama</p> <p>Story</p> <p>Poem</p> <p>Character Development</p> <p>Summarize text</p>	<p>Theme</p> <p>Drama</p> <p>Story</p> <p>Poem</p> <p>Character Development</p> <p>Summarize text</p>	<p>Titles of Words</p> <p>Quotation Marks</p> <p>Italics</p> <p>Underlining</p> <p>Main/central idea</p> <p>Supporting/key details</p> <p>Reason</p> <p>Facts</p>	<p>Similarities</p> <p>Differences</p> <p>Point of view</p> <p>Perspective</p> <p>Opinion</p> <p>Conclusion</p> <p>Main/central idea</p> <p>Supporting/key details</p>	<p>Similarities</p> <p>Differences</p> <p>Point of view</p> <p>Perspective</p> <p>Print sources</p> <p>Digital sources</p>
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested

Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
<p>*Larry Bell’s Strategy: UNRA”A”VEL</p> <p>* Read aloud activity (per page – have students summarize or write a short summary then discuss their thinking)</p> <p>*Act out the story</p> <p>*Leveled Readers</p> <p>*Accelerated Reading Program</p> <p>*Reading aloud to students.</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion</p>	<p>*Larry Bell’s Strategy: UNRA”A”VEL</p> <p>* Read aloud activity (per page – have students summarize or write a short summary then discuss their thinking)</p> <p>*Act out the story</p> <p>*Leveled Readers</p> <p>*Accelerated Reading Program</p> <p>*Reading aloud to students.</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion</p>	<p>*Larry Bell’s Strategy: UNRA”A”VEL</p> <p>* Read aloud activity (per page – have students summarize or write a short summary then discuss their thinking)</p> <p>*Act out the story</p> <p>*Leveled Readers</p> <p>*Accelerated Reading Program</p> <p>*Reading aloud to students.</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion</p>	<p>*Larry Bell’s Strategy: UNRA”A”VEL</p> <p>*Use strategies from Angela Hilterbrand’s workshop.</p> <p>*Use a student-friendly scoring guide/rubric.</p> <p>*Accelerated Reading Program</p> <p>*Journal Entry: Why should a good reader compare and contrast across texts?</p> <p>*Use samples of writing to model</p> <p>*Write a persuasive letter.</p>	<p>*Larry Bell’s Strategy: UNRA”A”VEL</p> <p>*Use strategies from Angela Hilterbrand’s workshop.</p> <p>*Use a student-friendly scoring guide/rubric.</p> <p>*Accelerated Reading Program</p> <p>*Journal Entry: How do we compare/contrast information across two texts and use this to connect ideas or make inferences?</p> <p>*Use samples of writing to model</p> <p>*Write a persuasive article.</p>	<p>*Larry Bell’s Strategy: UNRA”A”VEL</p> <p>*Use strategies from Angela Hilterbrand’s workshop.</p> <p>*Journal Entry: How do we recognize, justify, and text the validity of generalizations and inferences?</p> <p>*Use samples of writing to model</p> <p>*Use a student-friendly scoring guide/rubric.</p> <p>*Accelerated Reading Program</p>
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Teacher Observation/Teacher Questioning • Multiple Choice • Short Answer • Graphic Organizer • Constructive Response 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Teacher Observation/Teacher Questioning • Multiple Choice • Short Answer • Graphic Organizer • Constructive Response 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Teacher Observation/Teacher Questioning • Multiple Choice • Short Answer • Graphic Organizer • Constructive Response 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Class Response System (Clickers) • Constructive Response 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Class Response System (Clickers) • Constructive Response 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Class Response System (Clickers) • Constructive Response

<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher-made Assessments: <ul style="list-style-type: none"> -Multiple choice -Short Answer -Constructive Response -Extended Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher-made Assessments: <ul style="list-style-type: none"> -Multiple choice -Short Answer -Constructive Response -Extended Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher-made Assessments: <ul style="list-style-type: none"> -Multiple choice -Short Answer -Constructive Response -Extended Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher-made Assessments: <ul style="list-style-type: none"> -Multiple choice -Short Answer -Constructive Response -Extended Response On-Demand Writing prompt: Write a persuasive letter. <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher-made Assessments: <ul style="list-style-type: none"> -Multiple choice -Short Answer -Constructive Response -Extended Response On-Demand Writing prompt: Write a persuasive article. <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher-made Assessments: <ul style="list-style-type: none"> -Multiple choice -Short Answer -Constructive Response -Extended Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> Crosswalk Coach for the Common Core Standards Common Core Clinics: Grade 5-Language Arts Notebook from Angela Hilterbrand's workshop. www.studyisland.com http://jc-schools.net/curriculum.htm (Power Points) www.studyisland.com Larry Bell Video: 12 Powerful Words 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> Crosswalk Coach for the Common Core Standards Notebook from Angela Hilterbrand's workshop. www.studyisland.com http://jc-schools.net/curriculum.htm (Power Points) Larry Bell Video: 12 Powerful Words 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> 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

I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
<p>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.</p> <p>I can identify multimedia and visual elements within a text.</p> <p>I can identify the meaning, tone, and beauty of a text.</p>	<p>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.</p> <p>I can analyze how visual elements contribute to a text’s meaning, tone, and beauty.</p> <p>I can analyze how multimedia elements contribute to a text’s meaning, tone, and beauty.</p> <p>I can identify words and phrases that signal contrast, addition, and other logical relationships.</p>	<p>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).</p> <p>I can make meaning of vocabulary that signals contrast, addition, and other logical relationships.</p>	<p>I can identify the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of a text or part of a text.</p> <p>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.</p> <p>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.</p> <p>I can, with some guidance and support, use keyboarding skills, software to produce and publish writing, and the Internet to communicate with others.</p>	<p>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.</p> <p>I can follow agreed-upon rules for discussion and carry out assigned roles.</p> <p>I can, with some guidance and support, evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others.</p>	<p>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.</p> <p>I can pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>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.</p>
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary

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

<ul style="list-style-type: none"> • Crosswalk Coach for the Common Core Standards • Common Core Clinics: Grade 5-Language Arts • Notebook from Angela Hilterbrand’s workshop. • www.studyisland.com • Larry Bell Video: 12 Powerful Words 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Crosswalk Coach for the Common Core Standards • Common Core Clinics: Grade 5-Language Arts • www.studyisland.com • Larry Bell Video: 12 Powerful Words 	<ul style="list-style-type: none"> • Crosswalk Coach for the Common Core Standards • www.studyisland.com • Larry Bell Video: 12 Powerful Words 	<ul style="list-style-type: none"> • Crosswalk Coach for the Common Core Standards • www.studyisland.com • Larry Bell Video: 12 Powerful Words 	<ul style="list-style-type: none"> • Crosswalk Coach for the Common Core Standards • www.studyisland.com • Larry Bell Video: 12 Powerful Words
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Weeks 31 - 33	Weeks 34 - 36
Unit/Topic Literature	Unit/Topic Informational Text
<p>KENTUCKY CORE ACADEMIC STANDARDS</p> <p>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.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2 (a). Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia, when useful to aiding comprehension.</p> <p>W.5.2 (b). Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2 (c). Link ideas within and across categories of information using words, Phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>W.5.2 (d). Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>KENTUCKY CORE ACADEMIC STANDARDS</p> <p>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.</p> <p>L.5.5 (b). Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.5.5 (c). Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases including those that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition).</p>

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 Sub-Topics Reading and Comprehending Literature Introducing a Topic Adapting a Speech	Identify Sub-Topics Reading and Comprehending Literature Introducing a Topic Adapting a Speech	Identify Sub-Topics Reading and Comprehending Literature Introducing a Topic Adapting a Speech	Identify Sub-Topics Idioms Adages Proverbs Synonyms Antonyms Homographs	Identify Sub-Topics Informational Reading State Assessment	Identify Sub-Topics Informational Reading State Assessment
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS
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 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 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 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 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 STATEMENTS: 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 STATEMENTS: 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 STATEMENTS: 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.

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

<p>UNRA”A”VEL</p> <p>*Use strategies from Angela Hilterbrand’s workshop.</p> <p>*Use student-friendly rubric/scoring guide.</p> <p>*Accelerated Reading Program</p> <p>*Act out the story</p> <p>*Leveled Readers</p> <p>*Write an informational article/brochure.</p> <p>*Reading aloud to students.</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion</p> <p>*Use sample writings to model</p>	<p>UNRA”A”VEL</p> <p>*Use strategies from Angela Hilterbrand’s workshop.</p> <p>*Use student-friendly rubric/scoring guide.</p> <p>*Accelerated Reading Program</p> <p>*Act out the story</p> <p>*Leveled Readers</p> <p>*Write an informational article/brochure.</p> <p>*Reading aloud to students.</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion</p> <p>*Use sample writings to model</p>	<p>UNRA”A”VEL</p> <p>*Use strategies from Angela Hilterbrand’s workshop.</p> <p>*Use student-friendly rubric/scoring guide.</p> <p>*Accelerated Reading Program</p> <p>*Act out the story</p> <p>*Leveled Readers</p> <p>*Write an informational article/brochure.</p> <p>*Reading aloud to students.</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion</p> <p>*Use sample writings to model</p>	<p>Program</p> <p>*Distinguish the difference between Proverbs, Idioms, and Adages.</p> <p>*Distinguish the difference between antonyms and synonyms.</p> <p>*Reading aloud to students.</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion</p>	<p>UNRA”A”VEL</p> <p>*Accelerated Reading Program</p> <p>*K-W-L Chart</p> <p>*Reading aloud to students.</p> <p>*Journal Entry: How do we use textural evidence to influence our literary and informational interpretations?</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion</p> <p>*Test practice (format)</p>	<p>UNRA”A”VEL</p> <p>*Accelerated Reading Program</p> <p>*K-W-L Chart</p> <p>*Reading aloud to students.</p> <p>*Independent reading</p> <p>*Silent reading followed by discussion</p>
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Write an informational/persuasive article/brochure 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Write an informational/persuasive article/brochure 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Class Response System (Clickers) • Constructive Response 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Constructive Response • Graphic Organizer 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Constructive Response • Graphic Organizer

<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher-made Assessments: <ul style="list-style-type: none"> -Multiple choice -Short Answer -Constructive Response -Extended Response On-demand writing: informational/persuasive article. (This will be completed during Week 33) <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher-made Assessments: <ul style="list-style-type: none"> -Multiple choice -Short Answer -Constructive Response -Extended Response On-demand writing: informational/persuasive article. (This will be completed during Week 33) <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher-made Assessments: <ul style="list-style-type: none"> -Multiple choice -Short Answer -Constructive Response -Extended Response On-demand writing: informational/persuasive article. <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher-made assessment Study island assessment Multiple Choice Short Answer <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher-made Assessments: <ul style="list-style-type: none"> -Multiple choice -Short Answer -Constructive Response -Extended Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher-made Assessments: <ul style="list-style-type: none"> -Multiple choice -Short Answer -Constructive Response -Extended Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> Crosswalk Coach for the Common Core Standards www.studyisland.com http://jc-schools.net/curriculum.htm (Power Points) Larry Bell Video: 12 Powerful Words Smartboardgoodies.com YouTube Discoveryeducation.com 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> Crosswalk Coach for the Common Core Standards Scott Foresman: Reading Street Leveled Readers Larry Bell Video: 12 Powerful Words Smartboardgoodies.com YouTube Discoveryeducation.com 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> Crosswalk Coach for the Common Core Standards Scott Foresman: Reading Street Leveled Readers Larry Bell Video: 12 Powerful Words Smartboardgoodies.com YouTube Discoveryeducation.com

<ul style="list-style-type: none"> Discoveryeducation.com 	<ul style="list-style-type: none"> YouTube Discoveryeducation.com 	<ul style="list-style-type: none"> Discoveryeducation.com 			
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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
educationworld.com
kathyschrock.com
teachertube.com
readingrockets.com
readinga_z.com
pbskids.org
internet4classrooms.com
supertacherworksheets.com
wltkweb.com
jc-schools.net
havefunteacher.com
enchantedlearning.com
fcr.org/curriculum
teachervision.com
timeforlearning.com
lessonplanet.com
teacherscorner.net
kims-corner.com
learninggamesforkids.com
slideshare.net
pppst.com

softschools.com
www.humphriesclass.com/videos/cause--effect-pap
www.teacherspayteachers.com
www.cherylsclassroomtips.com
www.blblogs.typepad.com
www.flocabulary.com/prefixes