

# Fifth Grade Literacy Curriculum Map

[K-5 Curriculum Year at a Glance](#)

[K-5 Priority Standards](#) - [5th Grade Deconstructed Standards](#)

**Enduring Understanding:** *Reading, writing, speaking, and listening help us learn about and understand our world.*

**Essential Questions:** *How do literacy skills and strategies help me become a better reader/writer?*

Gradual Release of Responsibility model used throughout Balanced Literacy Components.

• This includes:

- Think Alouds with private participation, ('I do it' - You watch with Turn and Talk)
- Think Together with active participation, ('We do it' - together with Turn, Talk, Share)
- Guided Practice, ('You do it together' - I watch/guide)
- Independent Practice ('You do it alone' - I watch/assess)



Frequent informal assessments to drive differentiated and whole group instruction. Formative Assessments can include, but are not limited to:

- Turn and Talks
- Student Self-Assessment (Fist to 5, Thumbs Up/Down)
- Exit Slips
- Post-It Notes
- Graphic Organizers
- Reading Response Journals
- [Writing Rubrics](#) - End of Genre /Daily Work
- [Running Records](#)
- [Criteria for Success](#)

Periodic Summative assessments are used to reflect on instruction and guide future planning. Summative Assessments include:

[District Assessment Schedule](#)

- [MAP](#)
- [PALS](#)
- [Forward Exam](#)
- [F&P Assessment](#)
- Common Assessments

\*All of the components occur in the literacy block daily. As spelled out in the [Tier One Guarantees](#), *this includes:*

## **Reading Workshop: (75 minutes)**

[Reading Scope and Sequence](#) [Literacy Alignment of Terms](#)

- o Mini-Lesson (10-20 minutes)
- o [Guided Reading](#) (3 - 20 min groups daily)
- o Independent Reading
- o 1:1 Conferencing
- o Literacy Management: Centers, Stations, Daily

## **Writing Workshop (45 minutes)**

[K-5 Year at a Glance](#) [Writing Rubrics](#) [ODW](#)

- o Focus Lesson (10-15 minutes)
- o Small Group
- o Independent Writing
- o 1:1 Conferencing

## **Word Work/Spelling Workshop:**

[Spelling Pacing Guide](#)

- o Spelling and Vocabulary Instruction (15 minutes)

## **Researchers Workshop:**

- o Content-Inquiry Instruction (45 minutes)

[\\*Literacy Curriculum Resources](#)

[Common Core State Standards](#)

Items underlined in blue are "live" hyperlinks. The electronic version of this document can be found on the Elementary Professional Learning Google Site: [Essential Documents](#):  
5th Grade: Literacy: Literacy Curriculum Documents

Updated 7/21/19

<b>Read Aloud</b>	Reading Vocabulary to reinforce during Read Aloud: First Hand vs. Second-Hand Account, Hyperbole, Dialect, Onomatopoeia, Idiom, Flashback, Foreshadowing, Formal and Informal Language, Humor, Mood, Personification, Puns and Word Plays, Symbolism, Tone, Metaphor and Simile, Propaganda, Myth, Memoir, Allusion, Portmanteau, Semantic Gradients and Scales, Derivatives	
<b>Notes about the year</b>	<ul style="list-style-type: none"><li>All comprehension strategies have been taught and assessed and are extended or simply reinforced in 5th grade. Comprehension strategies are taught in a more integrated fashion at this level. Students are expected to use their knowledge of the strategies to go deeper in their comprehension by integrating the use of them. See your coach if you need assistance.</li><li><b>**Teach 2-3 Character Trait per month using <a href="#">5th grade words</a> from the list and the <a href="#">graphic organizers</a>.</b></li></ul>	
<b>SEPTEMBER</b>		
<b>Reading Life/ Launching/ Monitoring Comprehension/Text Features</b>		
<p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>A. <b>Come to discussions prepared</b>, having read or studied required material; explicitly <b>draw on that preparation</b> and other information known about the topic to explore ideas under discussion.</p> <p>B <b>Follow agreed-upon rules for discussions and carry out assigned roles.</b></p> <p>C Pose and respond to specific questions by making comments that contribute to the discussion and <b>elaborate on the remarks of others.</b></p> <p>D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2 <b>Summarize a written text read aloud</b> or information presented in diverse media and formats, including visually, quantitatively, and <b>orally</b>.</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.5.6 <b>Adapt speech to a variety of contexts and tasks</b>, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p> <p><b>**These standards are met repeatedly over the course of the year during the reading mini-lesson.</b></p>		
RF.5.4.A Read grade-level text with purpose and <b>understanding</b> .		
<b>Resources</b>	<b>Assessments -<a href="#">Criteria for Success</a></b>	<b>Learning Target Suggestions</b>

<p><b><u>Essential Resources:</u></b>  <a href="#">The First 20 Days</a>  <a href="#">First 20 Days Slide Presentation</a>          Making Meaning-Unit 1 &amp; 2          Comprehension Toolkit - <a href="#">Book 1</a></p> <p><b>Text Features</b>          Comprehension Toolkit</p> <ul style="list-style-type: none"> <li>• <a href="#">Book 2, Lesson 4</a></li> </ul> <p><a href="#">Content Literacy</a> by Stephanie Harvey</p>	<p><b>Launching/Reading Life</b>  <b>Launching:</b></p> <ul style="list-style-type: none"> <li>• Chooses books they can and want to read</li> <li>• Reads a variety of texts/genres</li> <li>• Reads independently for at least 30 minutes without interruption</li> <li>• Knows where all literacy materials are kept and how to manage them appropriately</li> <li>• Responds to reading orally and in writing.</li> <li>• Expresses opinions and supports ideas with evidence and reasoning</li> </ul> <p style="text-align: center;">Jump to:  <a href="#">September</a>    <a href="#">October/November</a></p> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>• Participates in a Turn and Talk and stays on task</li> <li>• Actively participates in conversation by listening and looking at the person speaking</li> <li>• Recalls, restates, or paraphrases information, big ideas, or points made by others.</li> <li>• Demonstrates balance in conversation by taking turns</li> <li>• Uses tone and nonverbal language in an appropriate way.</li> </ul> <p><b>Monitoring Comprehension:</b>          Accuracy and understanding:</p> <ul style="list-style-type: none"> <li>• Self-corrects when errors detract from meaning</li> <li>• Stops, thinks, and reacts to learn information and expand thinking</li> </ul> <p><b>Text Features:</b>          Using the <a href="#">Scope and Sequence</a> for specific Text Features:</p> <p><input type="checkbox"/> Explains the purpose of the text features and how it aids in their understanding of a topic</p> <p><input type="checkbox"/> <i>Thinks analytically about the significance of the text feature and its importance to the text.</i></p>	<p><b>Group Learning Targets as appropriate for your students.</b></p> <ul style="list-style-type: none"> <li>• I can be a good listener and participate during mini lessons.</li> <li>• I can share my book, strategies, and my thinking about my reading with other students.</li> <li>• I can respectfully use the classroom library.</li> <li>• I can care for books.</li> <li>• I can choose a “just right” book.</li> <li>• I know the procedures to abandon a book</li> <li>• I can build my reading stamina.</li> <li>• I can use different strategies for choosing books.</li> <li>• I can find appropriate ways to solve a problem without interrupting my teacher when he/she is teaching other students.</li> <li>• I can keep a record of the books I am reading.</li> <li>• I can use strategies to maintain my reading stamina.</li> <li>• I can confer with my teacher about my reading.</li> </ul> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>• I know the expectations for classroom discussions.</li> <li>• I am aware of nonverbal communication.</li> <li>• I can adjust my body language to show active listening and respect to the speaker.</li> <li>• I know when to speak and when to listen.</li> <li>• I can draw conclusions based on what I heard.</li> <li>• I can turn and talk to my partner and stay on the topic or task.</li> <li>• I can contribute to the discussion.</li> <li>• I can explain my thinking to my partner or group.</li> <li>• I can refer to the text when sharing my thinking.</li> <li>• I can summarize what the speaker said and offer a meaningful response.</li> <li>• I can listen the intent to learn something.</li> <li>• I can disagree respectfully and offer a contrasting view.</li> <li>• I can participate in a discussion with anyone in my class.</li> </ul> <p><b>Text Features:</b></p> <ul style="list-style-type: none"> <li>• I can identify and understand how text features help me understand NF texts.</li> <li>• I can use text features to help me preview/ review the information in the text.</li> <li>• I can explain the different purposes of the text features.</li> <li>• I can analyze text features to deepen and/or support my understanding of the text.</li> </ul>
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## Literacy Pacing Guide: September

<a href="#">Spelling Workshop</a>	<a href="#">Writing Workshop</a>	<a href="#">Researching Workshop</a>
<p><a href="#">RF5.3</a> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><a href="#">L5.2</a> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><a href="#">L5.1</a> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><a href="#">L5.2</a> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set 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 (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><a href="#">W5.8</a> - 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.</p>
<p><a href="#">Spelling Pacing Guide</a></p> <p><b>Pretest</b> - Give over a period of several days <a href="#">Class Data Sheet</a> (<i>Make a copy &amp; share</i> with Amy Wise)</p> <p><a href="#">Pretest Sample Sentences</a></p> <p><a href="#">Unit 1: Closed</a> <a href="#">Unit 2: Closed</a> <a href="#">Unit 3: Open...</a></p> <p><i>**After instruction, move Divide and Conquer &amp; Context Clue Strategies into Reading Workshop/Guided Reading to reinforce application of strategies</i></p>	<p><b>WW Set-Up</b></p> <p><a href="#">Grammar and Editing</a> - (2 weeks) Creating Sentences/ Paragraph Writing</p> <p><b>Binder Resources:</b> <a href="#">Grammar and Building Sentences</a></p> <p><a href="#">Editing</a></p>	<p>Paraphrasing/Training the Notetaking Process in the Context of the Research Process Think Aloud/Think Together: Unit1: <a href="#">Environments</a></p> <p>(Continued in Oct...)</p>

## OCTOBER/NOVEMBER

## Text Structure      Compare/ Contrast      Cause/Effect

**RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

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.

**RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Resources	Assessments - <a href="#">Criteria for Success</a>	Learning Target Suggestions
<p><b><u>Essential Resources:</u></b></p> <p>Making Meaning Unit 6 (week 2-3) and Unit 7</p> <p><a href="#">Steve Dunn Text Structures Packet</a></p> <p>Comprehension Toolkit</p> <ul style="list-style-type: none"> <li><a href="#">Book 5 - Lesson 20</a></li> </ul> <p><a href="#">Content Literacy</a> by Stephanie Harvey</p> <ul style="list-style-type: none"> <li><a href="#">Lesson 5</a></li> <li><a href="#">Lesson 17</a></li> </ul> <p>Steve Dunn Compare and Contrast Lessons (Weeks 3-4)</p> <p>Compare/Contrast articles from Essential Documents folder (<a href="#">Google Drive</a>)</p>	<p><b>Text Structure/Author's Purpose:</b></p> <ul style="list-style-type: none"> <li>Uses understanding of text structures to determine Main Idea</li> <li>Notices and understands the variety of text structures</li> <li>Notices and understands why an author uses specific text structures when writing a nonfiction (expository) text.</li> </ul> <p><b>Compare/Contrast:</b> <a href="#">WW Rubric - Compare/Contrast</a></p> <ul style="list-style-type: none"> <li>The student is able to compare and contrast two texts (similarities and differences).</li> </ul>	<p><b>Author's Purpose:</b></p> <ul style="list-style-type: none"> <li>I can recognize the author's point of view/claim.</li> <li>I can evaluate the accuracy/credibility of a piece using multiple methods <ul style="list-style-type: none"> <li>Origin of the source</li> <li>Comparing information across text.</li> <li>Date of the source</li> <li>Internet origin (.edu vs .com)</li> <li>Bias/propaganda</li> </ul> </li> </ul> <p><b>Text Structure:</b></p> <ul style="list-style-type: none"> <li>I can identify the different text structures</li> <li>I can recognize signal words that help to identify the text structure being used.</li> <li>I can identify the similarities and differences across the 6 text structures.</li> <li>I can use the text structure to determine the main idea</li> <li>I can explain why the author used a specific text structure in a text.</li> <li>I can use the text structure to identify the author's purpose.</li> <li>I can compare and contrast the text structures used in two or more texts.</li> <li>I can review the text structures and choose the appropriate graphic organizers and complete them to show understanding. <ul style="list-style-type: none"> <li>Sequence/Chronological</li> <li>Question/Answer</li> <li>Cause/Effect</li> <li>Description</li> </ul> </li> <li>I can use the graphic organizers to show understanding of the text structures. <ul style="list-style-type: none"> <li>Problem/Solution (Focus)</li> <li>Compare/Contrast (Focus)</li> </ul> </li> <li></li> </ul> <p><b>Compare/Contrast:</b></p>

		<ul style="list-style-type: none"> <li>• I can identify the similarities in two texts.</li> <li>• I can identify the differences in two texts.</li> <li>• I can write a clear topic sentence to compare two texts.</li> <li>• I can write a clear topic sentence to contrast two texts.</li> <li>• I can write a clear conclusion comparing and contrasting two texts.</li> <li>• I can create a neutral statement to introduce my topic.</li> </ul>
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Literacy Pacing Guide: October/November		
Spelling Workshop	Writer's Workshop	Researchers Workshop
<p><b>RF5.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>L5.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>W5.4</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>L5.1</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L5.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>f. Use punctuation to separate items in a series.*</p> <p>g. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>h. Use a comma to set 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 (e.g., Is that you, Steve?).</p> <p>i. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>j. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>W5.8</b> - 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.</p>
<p><a href="#">Spelling Pacing Guide</a></p> <p><a href="#">Unit 4: Cross-checking</a></p> <p><a href="#">Unit 5: Silent /e/...</a></p> <p><a href="#">Unit 6: Controlling /r/...</a></p> <p><a href="#">Unit 7: Controlling /r/...</a></p> <p><a href="#">Unit 8: C+le...</a></p> <p><a href="#">Unit 9: Review</a></p> <p><a href="#">Unit 10: Long /a/ ai_ _ay_eigh_ _a_a_e</a></p> <p><a href="#">Unit 11: Long /o/ o_o_e_oe_ _ow_oa_</a></p> <p><b>**After instruction, move Divide and Conquer &amp; Context Clue Strategies into Reading Workshop/Guided Reading to reinforce application of strategies</b></p>	<p><b>Compare/Contrast</b> - integrated with Reading Workshop</p> <p><a href="#">Compare/Contrast Rubric</a></p> <p><b>Binder Resources:</b></p> <p><a href="#">Weeks 3 &amp; 4 - Compare and Contrast</a></p> <p><b>Opinion Writing: Citing Text Evidence</b></p> <p>(4 weeks)</p> <p><b>Binder Resources:</b></p> <p><a href="#">Weeks 5-8 Opinion Writing Citing Text Evidence</a></p> <p><a href="#">On Demand Writing - Opinion - Citing Text Evidence</a></p> <p><b>Content Literacy</b> by Stephanie Harvey</p> <ul style="list-style-type: none"> <li>• <a href="#">Recognize Perspectives - Lesson #14</a> (What is the opinion of the author - taking into account different perspectives)</li> </ul>	<p>(Continued from Sept...)</p> <p>Training the Notetaking Process in the Context of the Research Process</p> <p>Think Aloud/Think Together:</p> <p>Unit1:</p> <p><a href="#">Interactions with the Environment</a></p>

## DECEMBER

### Questioning (Inferring)

[October](#)

[December](#)

[January/February](#)

[March](#)

[April/May/June](#)

[Foundational Skills](#)

[Grammar](#)

RF.5.4.A Read grade-level text with purpose and understanding.

[RL.5.1](#) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[RI.5.1](#) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[W.5.9](#) - Draw evidence from literary or informational texts to support analysis, reflection, and research.

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]").

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]").

Resources	Assessments - <a href="#">Criteria for Success</a>	Learning Target Suggestions
<p><b><u>Essential Resources:</u></b></p> <p>Comprehension Toolkit</p> <ul style="list-style-type: none"> <li><a href="#">Book 3 - Lessons 7-9</a></li> </ul> <p>Making Meaning Unit 3</p> <p><a href="#">Content Literacy</a> by Stephanie Harvey</p> <ul style="list-style-type: none"> <li><a href="#">Lesson 19</a></li> </ul> <p><b><u>Supporting Resources:</u></b></p> <p><a href="#">Strategies that Work</a> by Stephanie Harvey</p> <ul style="list-style-type: none"> <li>Chapter 7</li> </ul>	<p><b>Questioning*</b></p> <ul style="list-style-type: none"> <li>Uses higher order questions to deepen the meaning and understanding of the text (author's purpose, theme, or point of view);</li> <li>Asks and answers questions to evaluate and critique the quality of a text</li> <li>Uses evidence in the text to support and defend questions and answer.</li> </ul> <p><b>Inferring</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes inferences pertaining to literary devices/elements and themes using background knowledge and evidence from the text;</li> <li><input type="checkbox"/> Independently uses text evidence to support inferences;</li> <li><input type="checkbox"/> Infers to explain situations (i.e. cause/effect) in the text</li> </ul> <p><b>Quoting</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence is quoted directly from the text to support conclusions or inferences</li> </ul> <p>Cross Reference with:</p> <ul style="list-style-type: none"> <li>(Opinion writing paragraph/essay) W5.1</li> </ul> <p><a href="#">Text Dependent Analysis (TDA) Rubric</a></p> <p><a href="#">Reading Response Rubric (F&amp;P)</a></p> <p><a href="#">Opinion Writing Rubric</a></p>	<p><b>Questioning:*</b></p> <ul style="list-style-type: none"> <li>I can use a question to seek information (beginning Inquiry).</li> <li>I can support and defend answers about a text, by inferring from text evidence, and/or by using an outside source.</li> <li>I can ask and answer higher-order questions.</li> <li>I can use higher-order questions to deepen the meaning and understanding of the text (author's purpose, theme, or point of view)</li> </ul> <p><b>Inferring:</b></p> <ul style="list-style-type: none"> <li>I can define what fiction means.</li> <li>I can explain the difference between fiction and nonfiction</li> <li>I can explain what an inference is.</li> <li>I can quote from the text.</li> <li>I can make an inference.</li> <li>I can identify appropriate text evidence that supports my conclusion.</li> <li>I can explain why the quoted text evidence supports my inference/conclusion.</li> <li>I can create a written response using quoted text evidence to support my inferences and conclusions.</li> </ul> <p><b>Using Text Evidence:</b></p> <ul style="list-style-type: none"> <li>I can cite a source.</li> <li>I can synthesize multiple texts.</li> <li>I can provide text evidence to support my thinking.</li> <li>I can reference the text to support my thinking.</li> <li>I can write an essay analyzing the text and using evidence to support my response.</li> </ul>

*\*Questioning is not part of CCSS - but rather inferring. While questioning can be used as a gateway to inferring, more instructional time should be spent on inferring than questioning.*



## Literacy Pacing Guide: December

<u>Spelling Workshop</u>	<u>Writer's Workshop</u>	<u>Researchers Workshop</u>
<p><b>RF5.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>L5.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>W5.4</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>L5.1</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L5.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>k. Use punctuation to separate items in a series.*</p> <p>l. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>m. Use a comma to set 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 (e.g., Is that you, Steve?).</p> <p>n. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>o. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>W5.8</b> - 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.</p>
<p><a href="#">Spelling Pacing Guide</a></p> <p><a href="#">Unit 12: Long /e/ ea, y, ee, ie, e, e_e</a></p> <p><a href="#">Unit 13: Long /i/ igh, y, ie</a></p> <p><a href="#">Unit 14: ow, ou, oi, oy</a></p> <p><b>**After instruction, move Divide and Conquer &amp; Context Clue Strategies into Reading Workshop/Guided Reading to reinforce application of strategies</b></p>	<p><a href="#">Summarizing (WW Binder Weeks 9-12)</a></p> <p><a href="#">Summarizing Rubric</a></p> <p><a href="#">On Demand Writing - Summarizing</a></p> <p><b>Binder Resources:</b></p> <p><a href="#">Weeks 9-12 Summarizing</a></p>	<p style="text-align: center;">Unit2</p> <p style="text-align: center;"><a href="#">Science systematic process</a></p>

## JANUARY/FEBRUARY

## Plot Map

## Conflict/ Theme

## Foreshadow/ Flashback

**RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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)

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.

**W.5.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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]").

Resources	Assessments - <a href="#">Criteria for Success</a>	Learning Target Suggestions
<p><b><u>Essential Resources:</u></b></p> <p>Making Meaning Unit 4 *Use <u>Star of Fear, Star of Hope</u> to teach Theme using the Toolkit lesson 15. This is a book that can also be analyzed for conflict.</p> <p>Making Meaning Unit 5: Week 1 Unit 6: Week 1</p> <p><b>Foreshadowing:</b> Making Meaning, <u>Letting Swift River Go</u> <u>Encounter</u> by Jane Yolen <u>How Many Days to America?</u> By Eve Bunting <u>Shortcut</u> by David Macaulay</p> <p><b><u>Supporting Resources:</u></b> <b>Serravallo - Reading Strategies Book:</b> Lesson 5.19 "Tenses as a Clue to Flashback and Backstory" Lesson 5.21: Plotting Flashback on a timeline Lesson 5.27: Analyzing historical contexts, Lesson 5.28: levels of setting</p> <p>Lesson 6.20 - Conflict brings complexity</p>	<p><b>Inferring - Fiction:</b></p> <ul style="list-style-type: none"> <li>Makes inferences pertaining to literary devices/elements and themes using background knowledge and evidence from the text;</li> <li>Independently uses text evidence to support inferences;</li> <li>Infers to explain situations (i.e. cause/effect) in the text</li> </ul> <p><b>Narrative Text Structure:</b></p> <ul style="list-style-type: none"> <li>Recognizes and understands variations in plot structure: circular plot, parallel plot, main plot and subplot, flash-forward, time-lapse</li> <li>Thinks analytically about the significance of a title and notice symbolism or multiple meanings</li> <li>Understands the characteristics of settings (cultural, physical, historical) and the way they affect characters' attitudes and decisions</li> <li>Thinks analytically about the setting and its importance to the plot</li> <li>Identifies the central story problem or conflict in a text with multiple episodes or parallel plots</li> <li>Notifies when a text includes a moral lesson (sometimes implied and sometimes explicit) close to the end of the story</li> <li>Notifies how a writer reveals main and supporting characters by what they do, think, say, and by what other say about them or how others respond to them</li> <li>Analyzes the roles of supporting characters and how they are important (or unimportant) in the story and in the development of main characters</li> </ul> <p><b>Theme/Moral/Lesson:</b></p>	<p><b>Inferring:</b></p> <ul style="list-style-type: none"> <li>I can identify the character traits of a major character in the text.</li> <li>I can infer characters' traits, motivations and changes through examining how the writer describes them, what they do, what they say and think and what other characters say about them by using text evidence.</li> <li>I can explain how a character in the story changes over time.</li> <li>I can identify challenges or conflict that a character encounters in a text to determine theme.</li> <li>I can infer the cause of problems or outcomes in the text.</li> <li>I can explain how the writer built interest and suspense across the story.</li> <li>I can explain how the role of the setting in Historical Fiction and Fantasy impacts mood, problem/ conflict and resolution.</li> <li>I can identify the conflict in the text.</li> <li>I can explain how problem and conflict are related.</li> <li>I understand how the conflict impacts the plot.</li> <li>I can determine the theme of a story, poem, or drama</li> <li>I can draw conclusions about themes based on supporting details from the text and my background knowledge. (Fiction)</li> <li>I can infer point of view and analyze how the point of view of the story influences the description of events.</li> <li>I can compare and contrast the point of view from which different stories are narrated.</li> </ul>

<p>7.13 - From seed to theme 7.18 - Character change can reveal lessons</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determines a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges</li> <li><input type="checkbox"/> Determines how the speaker in a poem reflects upon a topic</li> <li><input type="checkbox"/> Infers the writer's purpose</li> <li><input type="checkbox"/> Infers the significance of themes</li> <li><input type="checkbox"/> Notices how the writer communicates the messages in the story, poem or the dialogue in a script</li> <li><input type="checkbox"/> Talks about whether the message of a poem is important and justifies opinion with evidence</li> </ul> <p>Exit Slips: I can infer _____, because I read _____, and I know _____.</p>	
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## Literacy Pacing Guide: January/February

Spelling Workshop	Writer's Workshop	Researchers Workshop
<p><b>RF5.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>L5.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>W5.4</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>L5.1</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L5.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>p. Use punctuation to separate items in a series.*</p> <p>q. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>r. Use a comma to set 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 (e.g., Is that you, Steve?).</p> <p>s. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>t. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>W5.8</b> - 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.</p>
<p><a href="#">Spelling Pacing Guide</a></p> <p><a href="#">Unit 15: au, aw, ou, ough</a></p> <p><a href="#">Unit 16: Changing y to i</a></p> <p><a href="#">Unit 17: Soft/Hard /c/ and /g/</a></p> <p><a href="#">Unit 18: Portmanteau Words</a></p> <p><a href="#">Unit 19: Prefix un-, Suffix -ful</a></p> <p><a href="#">Unit 20: Prefix re-, Suffix -less</a></p> <p><a href="#">Unit 21: Prefix pre-, Suffix -ness</a></p> <p><a href="#">Unit 22: Prefix sub-, Suffix -ship</a></p> <p><a href="#">Unit 23: Prefix semi-, Suffix -able, -ible</a></p> <p><i>**After instruction, move Divide and Conquer &amp; Context Clue Strategies into Reading Workshop/Guided Reading to reinforce application of strategies</i></p>	<p><a href="#">Informational - Synthesizing</a> (week 13-16)</p> <p><a href="#">Synthesizing Rubric</a></p> <p><a href="#">On Demand Writing - Synthesizing</a></p> <p>Prompted Imaginary Narrative (Week 21-31)</p> <p><a href="#">Gap Lessons</a></p> <p><b>Binder Resources:</b></p> <p><a href="#">Weeks 13-16 Synthesizing</a></p>	<p>TA/TT/GP: Unit3 <a href="#">Health</a></p> <p>(Continued in Feb...)</p>

## MARCH

## Text Structure Poetry

**RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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).

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**W.5.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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]").

Resources	Assessments - <a href="#">Criteria for Success</a>	Learning Target Suggestions
<p><b><u>Essential Resources:</u></b></p> <p>Making Meaning Unit 5: Weeks 2&amp;3 - Poetry only</p>	<p><b>Poetry:</b> (Criteria taken from CCSS and Steve Dunn materials)</p> <ul style="list-style-type: none"> <li>• The student is able to determine a theme of a poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic.</li> <li>• The student is able to determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, idioms, puns/word play, personification, and symbolism. <b>(Simile removed from criteria as it is taught in other grades)</b></li> <li>• The student is able to explain how a series of stanzas fit together to provide the overall structure of a poem.</li> <li>• The student is able to analyze how visual elements contribute to the meaning, tone, or beauty of a poem.</li> </ul>	<p><b>Poetry:</b> (Targets from CCSS)</p> <ul style="list-style-type: none"> <li>• I can determine a theme of a poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic.</li> <li>• I can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, puns/word play, personification, and symbolism.</li> <li>• I can identify a stanza</li> <li>• I can explain how a series of stanzas fit together to provide the overall structure of a poem.</li> <li>• I can analyze how visual elements contribute to the meaning, tone, or beauty of a poem</li> <li>• I can interpret the meaning of idioms</li> <li>• I can identify and interpret metaphors</li> <li>• I can identify and interpret personification</li> <li>• I can locate descriptive language and discuss how it adds to the enjoyment of the text</li> <li>• I notice the symbolism that occurs in poetry</li> <li>• I can identify the author's purpose</li> </ul>

## Literacy Pacing Guide: March

<u>Spelling Workshop</u>	<u>Writer's Workshop</u>	<u>Researchers Workshop</u>
<p><b>RF5.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>L5.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>W5.4</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>L5.1</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L5.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>u. Use punctuation to separate items in a series.*</p> <p>v. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>w. Use a comma to set 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 (e.g., Is that you, Steve?).</p> <p>x. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>y. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>W5.8</b> - 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.</p>
<p><u>Spelling Pacing Guide</u></p> <p><u>Unit 24: Prefix mis-, Suffix -tion</u></p> <p><u>Unit 25: Prefix dis-, Suffix -sion</u></p> <p><u>Unit 26: Greek/Latin - graph, sign</u></p> <p><i>**After instruction, move Divide and Conquer &amp; Context Clue Strategies into Reading Workshop/Guided Reading to reinforce application of strategies</i></p>	<p><b>Prompted Imaginary Narrative</b></p> <p><b>Binder Resources:</b></p> <p><u>Weeks 21-22 Imaginary Narrative Prewriting and Drafting</u></p> <p><u>Weeks 23 and 24 Creating Mood with Word Choice</u></p>	<p>(Continued from January...)</p> <p>TA/TT/GP: Unit 3</p> <p>Conflict (work in progress)</p>

## APRIL/MAY/JUNE

**Determining Importance/Summarizing (Fiction - Narrative NonFiction)****Synthesizing Review**

**RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; **summarize the text.**

**RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; **summarize the text.**

**RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. *(Synthesizing)*

**W.5.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.

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]").

Resources	Assessments - <u>Criteria for Success</u>	Learning Target Suggestions
<p><b><u>Essential Resources:</u></b></p> <p>Making Meaning Unit 8:</p> <p><u>Summary Hand</u>: Somebody, Wanted, But, Then, So (Finally)</p> <p>Synthesizing Review</p> <p><u>CTK: Book 6</u> - Summarize and Synthesize</p>	<p><b>Criteria for Success:</b></p> <p><b>Summarizing:</b></p> <p>NonFiction:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determines two or main ideas of a text</li> <li><input type="checkbox"/> Explains how the main ideas are supported by key details</li> <li><input type="checkbox"/> Presents a concise, organized summary that includes all important information;</li> <li><input type="checkbox"/> Expresses the main idea or larger message and reflects the overall structure (expository or narrative) as well as important underlying text structures</li> </ul> <p>Fiction:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summarizes a story, including important aspects of setting, plot (events, problems, climax, resolution), main and supporting characters, character change (where significant), theme or lesson</li> </ul> <p><b>Synthesizing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shares new content from reading a text and provides text evidence</li> <li><input type="checkbox"/> Acquires new content or perspective after reading a text</li> <li><input type="checkbox"/> Puts key information into own words</li> <li><input type="checkbox"/> Forms categories of related information and revises them as new information (matrix).</li> </ul>	<p>Summarizing:</p> <p>NonFiction:</p> <ul style="list-style-type: none"> <li>• I can recognize and understand the differences in firsthand and secondhand accounts of the same event or topic</li> <li>• I can use the Summary Assistant to write a summary.</li> <li>• I can paraphrase non-fiction text to show that I understand and remember it.</li> <li>• I can separate the interesting details from the important information.</li> <li>• I can use the "Again and Again" (WW) strategy to help determine key details and main idea</li> <li>• I can use the "Combining" (WW) strategy to determine key details in a text.</li> <li>• I can determine two or more main ideas of a text</li> <li>• I can determine the key ideas that support the main idea.</li> <li>• I can paraphrase non-fiction text to show that I understand and remember it.</li> <li>• I can summarize nonfiction (historical, scientific, or technical) text to show that I understand and remember it.</li> <li>• I can summarize and synthesize information from multiple texts</li> </ul> <p>Fiction:</p> <ul style="list-style-type: none"> <li>• I can use the Somebody, Wanted, But, Then, So, Finally to summarize a story.</li> <li>• I can identify the conflict in the text.</li> <li>• I can identify the character traits of a major character in the text.</li> <li>• I can infer characters' traits, motivations and changes through examining how the writer describes them, what they do, what they say and think and what other characters say about them by using text evidence.</li> <li>• I can explain how a character in the story changes over time.</li> <li>• I can determine the universal topic of a story</li> <li>• I can determine the theme of a story, poem, or drama</li> </ul>

		<ul style="list-style-type: none"> <li>• I can identify challenges or conflict that a character encounters in a text to determine theme.</li> <li>• I can infer the cause of problems or outcomes in the text.</li> <li>• I can explain how the writer built interest and suspense across the story.</li> <li>• I can explain how the role of the setting in Historical Fiction and Fantasy impacts mood, problem/ conflict and resolution.</li> <li>• I can explain how problem and conflict are related.</li> <li>• I understand how the conflict impacts the plot.</li> <li>• I can draw conclusions about big ideas and themes based on supporting details from the text and my background knowledge. (Fiction)</li> <li>• I can infer point of view and analyze how the point of view of the story influences the description of events.</li> <li>• I can compare and contrast the point of view from which different stories are narrated.</li> </ul>
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Literacy Pacing Guide: April/May/June		
Spelling Workshop	Writer's Workshop	Researchers Workshop
<p><b>RF5.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>L5.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>W5.4</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>L5.1</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L5.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>z. Use punctuation to separate items in a series.*</p> <p>aa. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>bb. Use a comma to set 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 (e.g., Is that</p>	<p><b>W5.8</b> - 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.</p>



	<p>you, Steve?).</p> <p>cc. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>dd. Spell grade-appropriate words correctly, consulting references as needed.</p>	
<p><a href="#">Spelling Pacing Guide</a></p> <p><a href="#">Unit 27: Greek/Latin - cycle. tract</a></p> <p><a href="#">Unit 28: Greek/Latin - meter/metr. cent</a></p> <p><a href="#">Unit 29: Greek/Latin - gram. scribe/script</a></p> <p><a href="#">Unit 30: Greek/Latin - photo. port</a></p> <p><a href="#">Unit 31: Greek/Latin - scop. dict</a></p> <p><a href="#">Unit 32: Greek/Latin - phone. rupt</a></p> <p><i>**After instruction, move Divide and Conquer &amp; Context Clue Strategies into Reading Workshop/Guided Reading to reinforce application of strategies</i></p> <p><b>Post test</b> - Give over a period of several days Use Fall Data Sheet <a href="#">Post Test Sample Sentences</a></p>	<p><b>Prompted Imaginary Narrative</b></p> <p><b>Binder Resources:</b></p> <p><a href="#">Weeks 25 Tag in Front and Back</a></p> <p><a href="#">Weeks 26 Using Similes</a></p> <p><a href="#">Weeks 27-30 Building the Paragraph</a></p> <p><a href="#">On Demand Writing - Narrative</a></p>	<p>TT/GP/IP: Unit 4 Conflict (work in progress) Economics</p>