**5th Grade Reading, English and Spelling Curriculum**

**Foundational Skills**

* **Read on-level text with purpose and understanding.**
* **Reading with accuracy and fluency to support comprehension.**
* **Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.**
* **Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

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Aligned to PA Core Standards and English Language Proficiency Standards

**Grade 5**

**Quarter 1 (Unit 1 and 2)**

**Foundational Skills, Phonics and Word Recognition, and Fluency (Applies to all weeks)**

CC1.1.5.D\*

Know and apply grade-level phonics and word analysis skills in decoding words.

•Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

* Core Goals/Skills: multiple meaning words, synonyms/antonyms, affixes, and word analysis skills

CC1.1.5.E\*

Reading with accuracy and fluency to support comprehension.

•Read on-level text with purpose and understanding.

•Read on level text orally with accuracy, appropriate rate, and expression on successive readings.

•Use context to confirm or self- correct word recognition and understanding, rereading as necessary.

* Core Goals/Skills: accuracy, pace, reading rate, phrasing, intonation, and expression

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| **Reading Literature – Quarter 1** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| 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. | E05.A-C.3.1.1  Compare and contrast texts in the same genre on their approaches to similar themes and topics.  NOTE: “Stories” means narration of events told through the text types of stories, drama or poems. | * Character/Setting Plot: Conflict/ Events/Resolution * Character Traits and Motivations * Theme * Cause and Effect * Author’s Purpose and Perspective * Visual and Multimedia Elements * Vocabulary | \* McGraw – Hill Reading Wonders  Grade 5 | Unit 1  -Week 3  -Week 4  Unit 2  -Week 3  -Week 4  -Week 5 | \* Grade level appropriate novels (Teacher’s choice) |

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| **Informational Text – Quarter 1** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| 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 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.  CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | E05.B-C.2.1.2  Compare and contrast the overall structure of events, ideas, concepts or information and text features in two or more texts.  E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  E05.B-C.3.1.2  Integrate information from several texts on the same topic to demonstrate subject knowledge.  E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  E05.B-C.3.1.3  Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features. | • Compare and Contrast  • Cause and Effect  • Text Features  • Literary Devices  • Fact and Opinion  • Classify  • Author’s perspective  • Author’s claim  • Author’s purpose  • Headings and graphs  • Problem and solution | \* McGraw – Hill Reading Wonders Grade 5 | Grade 5  Unit 1  - Week 1  - Week 2  Unit 2  -Week 1  -Week 2 | \* Grade level appropriate novels (Teacher’s choice) |

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| **Writing – Quarter 1** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  CC.1.4.5.G Write opinion pieces on topics or texts.  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]"). | E05.C.1.1.1  Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure in which the ideas are logically grouped to support the writer’s purpose.  E05.C.1.1.1 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.  E05.C.1.1.2  Provide logically ordered reasons that are supported by facts and details.  Refer to \*E05.A-K.1.1.3 | • Building a Writing Community  • The Writing Process  • Constructed Response  • Sequence of events  • Sensory details  • Transitional words  • Sentences  • Punctuation  • Conjunctions  • Prepositions  • Interjections  • Verb Tenses  • Pronouns | Refer to McGraw Hill |  | \*Argumentative writing  - compare/contrast chart  - debate  \* Journal writing  \* Speech  or  \* Teacher’s choice |

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| **Speaking and Listening – Quarter 1** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |  | * Discussion skills * Presentation skills * Retell/Paraphrase/Summarize * Ask questions * Listening skills * Use of technology |  |  |  |

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| **Text-Dependent Analysis (TDA) – Quarter 1** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
|  | E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. |  |  |  | \* Speeches  \* Writing Prompt  or  \* Teacher’s choice |

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| **Language – Quarter 1** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  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?).  L. 5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). | E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.  E05.D.1.2.1 Use punctuation to separate items in a series.  E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works. | •Sentences and punctuation sentence  •Subjects and predicates; commas  •Compound sentences; punctuation in compound sentences  •Complex sentences; commas  •Run-on sentences; correcting run-on sentences  •Kinds of nouns; capitalizing proper nouns  •Singular and plural nouns; forming plural nouns  •Plural nouns; plural forms and appositives  •Possessive nouns; adding -s or –‘s  •Prepositional phrases; punctuating titles and letters | McGraw Hill practice book |  | \* Teacher’s choice |

**Grade 5**

**Quarter 2 (Unit 3 and 4)**

**Foundational Skills, Phonics and Word Recognition, and Fluency (Applies to all weeks)**

CC1.1.5.D\*

Know and apply grade-level phonics and word analysis skills in decoding words.

•Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

* Core Goals/Skills: multiple meaning words, synonyms/antonyms, affixes, and word analysis skills

CC1.1.5.E\*

Reading with accuracy and fluency to support comprehension.

•Read on-level text with purpose and understanding.

•Read on level text orally with accuracy, appropriate rate, and expression on successive readings.

•Use context to confirm or self- correct word recognition and understanding, rereading as necessary.

* Core Goals/Skills: accuracy, pace, reading rate, phrasing, intonation, and expression

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| **Reading Literature – Quarter 2** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| 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.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  CC.1.3.5.E Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | E05.A-K.1.1.2 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. | * Summarize * Character/Setting Plot: characterization * Conflict/Events/   Resolution   * Character Traits, motivations, and perspective * Theme * Stanza * Meter * Author’s Purpose and Perspective * Imagery * Visual and Multimedia Elements * Vocabulary | \* McGraw – Hill Reading Wonders  Grade 5 | Unit 3  -Week 1  -Week 2  Unit 4  -Week 3  -Week 4  -Week 5 | \* Grade level appropriate novels (Teacher’s choice) |

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| **Informational Text – Quarter 2** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| 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.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.  CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution). | E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.  E05.B-C.2.1.2 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts. | * Compare and Contrast * Inference * Main Idea and Details * Author’s perspective * Author’s claim * Text Features * Literary Devices * Problem and solution   Vocabulary | \* McGraw – Hill Reading Wonders Grade 5 | Grade 5  Unit 3  - Week 3  - Week 4  - Week 5  Unit 4  -Week 1  -Week 2 | \* Grade level appropriate novels (Teacher’s choice) |

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| **Writing – Quarter 2** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| CC.1.4.5.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.  CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. | E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer’s purpose.  E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.  E05.C.1.2.6 Provide a concluding section related to the information or explanation presented. | * Building a Writing Community * The Writing Process * Constructed Response * Author’s purpose * Quote from text * Site evidence * Determine 2 or more main ideas * Transitional words * Sentences * Punctuation * Conjunctions * Prepositions * Interjections * Verb Tenses * Pronouns | Refer to McGraw Hill |  | \*Expository writing  -formal letter  -timeline  \* Journal writing  \* Speech  or  \* Teacher’s choice |

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| **Speaking and Listening – Quarter 2** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  b. Follow agreed-upon rules for discussions and carry out assigned roles. |  | * Discussion skills * Presentation skills * Retell/paraphrase/   summarize   * Ask questions * Listening skills * Use of technology |  |  | \* Presentations  \* Speeches  \* PowerPoint  \* Media  or  \* Teacher’s choice |

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| **Text-Dependent Analysis (TDA) – Quarter 2** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
|  | E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. |  |  |  | \* Speeches  \* Writing Prompt  or  \* Teacher’s choice |

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| **Language – Quarter 2** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.  L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figurative language, including similes and metaphors, in context. 2. Recognize and explain the meaning of common idioms, adages, and proverbs.   Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense.  E05.D.1.1.2 Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).  E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.  E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figurative language (e.g., simile, metaphor, personification) in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs.  c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | * Affixes * Root Words * Multiple Meaning Words * Figurative Language * Simile * Metaphor * Idioms * Adages * Proverbs * Synonym * Antonym * Homophones * Homograph * Action verbs * Verb tense * Main and helping verbs * Irregular verbs * Pronouns; antecedents * Pronoun/verb agreement | McGraw Hill practice book |  | \* Teacher’s choice |

**Grade 5**

**Quarter 3 (Unit 5)**

**Foundational Skills, Phonics and Word Recognition, and Fluency (Applies to all weeks)**

CC1.1.5.D\*

Know and apply grade-level phonics and word analysis skills in decoding words.

•Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

* Core Goals/Skills: multiple meaning words, synonyms/antonyms, affixes, and word analysis skills

CC1.1.5.E\*

Reading with accuracy and fluency to support comprehension.

•Read on-level text with purpose and understanding.

•Read on level text orally with accuracy, appropriate rate, and expression on successive readings.

•Use context to confirm or self- correct word recognition and understanding, rereading as necessary.

* Core Goals/Skills: accuracy, pace, reading rate, phrasing, intonation, and expression

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| **Reading Literature – Quarter 3** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| CC.1.3.5.C Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.  CC.1.3.5.K Read and comprehend literary fiction on grade-level, reading independently and proficiently. | E05.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact). | * Character/Setting Plot: * Conflict/Events/Resolution * Character Traits and Motivations * Compare/Contrast * Visual and Multimedia Elements * Vocabulary | \* McGraw – Hill Reading Wonders  Grade 5 | Unit 5  -Week 3  -Week 4 | \* Grade level appropriate novels (Teacher’s choice) |

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| **Informational Text – Quarter 3** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.  CC.1.2.5.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.  CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence. | E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.  E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text. | * Inference * Author’s perspective * Main Idea and Details * Text Features * Literary Devices * Fact and Opinion * Vocabulary | \* McGraw – Hill Reading Wonders Grade 5 | Grade 5  Unit 5  - Week 1  - Week 2  - Week 5 | \* Grade level appropriate novels (Teacher’s choice) |

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| **Writing – Quarter 3** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| CC.1.4.5.M Write narratives to develop real or imagined experiences or events.  CC.1.4.5.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. | E05.C.1.3.2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.  E05.C.1.3.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events.  E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.  E05.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events. | * Building a Writing Community * The Writing Process * Expository Writing * Constructed Response * Sequence of events * Sensory details * Transitional words * Sentences * Punctuation * Conjunctions * Prepositions * Interjections * Verb Tenses * Pronouns | Refer to McGraw Hill |  | \*Personal Narrative  \* Journal writing  **\*TDA**  \* Speech  or  \* Teacher’s choice |

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| **Speaking and Listening – Quarter 3** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. |  | * Discussion skills * Presentation skills * Retell/Paraphrase/Summarize * Ask questions * Listening skills * Use of technology |  |  | \* Presentations  \* Speeches  \* PowerPoint  \* Media  or  \* Teacher’s choice |

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| **Text-Dependent Analysis (TDA) – Quarter 3** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
|  | E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organized structure in which ideas are logically grouped to support the writer’s purpose.  E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences. |  |  |  | \* Speeches  \* Writing Prompt  or  \* Teacher’s choice |

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| **Language – Quarter 3** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  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.  a. Use punctuation to separate items in a series.  b. Use a comma to separate an introductory element from the rest of the sentence. | E05.D.1.1.5 Use correlative conjunctions (e.g., either/or, neither/nor).  E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.\* E05.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they’re).\*  E05.D.1.2.1 Use punctuation to separate items in a series.\*  E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.  E05.D.1.2.3 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?).  E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.  E05.D.1.2.5 Spell grade-appropriate words correctly. | * Conjunctions, prepositions, and interjections * Appositives   /Clauses   * Complex sentences; commas with clauses * Adjectives; capitalization and punctuation * Comparative and superlative * Comparing with good and bad; irregular comparative forms * Correlative conjunctions * Recognize and correct fragments and run-on sentences * Commas to separate items in a series | McGraw Hill practice book |  | \* Teacher’s choice |

**Grade 5**

**Quarter 4 (Unit 6)**

**Foundational Skills, Phonics and Word Recognition, and Fluency (Applies to all weeks)**

CC1.1.5.D\*

Know and apply grade-level phonics and word analysis skills in decoding words.

•Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

* Core Goals/Skills: multiple meaning words, synonyms/antonyms, affixes, and word analysis skills

CC1.1.5.E\*

Reading with accuracy and fluency to support comprehension.

•Read on-level text with purpose and understanding.

•Read on level text orally with accuracy, appropriate rate, and expression on successive readings.

•Use context to confirm or self- correct word recognition and understanding, rereading as necessary.

* Core Goals/Skills: accuracy, pace, reading rate, phrasing, intonation, and expression

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| **Reading Literature – Quarter 4** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| CC.1.3.5.A Determine a theme of a text 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.  CC.1.3.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. | E05.A-K.1.1.2 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.  E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | * Conflict/Events/Resolution * Point of View * Print and Graphic features * Plot: Flashback * Theme * Summarize * Visual and Multimedia Elements * Vocabulary | \* McGraw – Hill Reading Wonders  Grade 5 | Unit 6  -Week 1  -Week 2  -Week 5 | \* Grade level appropriate novels (Teacher’s choice) |

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| **Informational Text – Quarter 4** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).  CC.1.2.5.G 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. | E05.B-C.2.1.2 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.  E05.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features. | * Cause and Effect * Inference * Text Features * Literary Devices * Fact and Opinion * Vocabulary | \* McGraw – Hill Reading Wonders Grade 5 | Grade 5  Unit 6  - Week 3  - Week 4 | \* Grade level appropriate novels (Teacher’s choice) |

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| **Writing – Quarter 4** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. | E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.  E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.  E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).  E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.   E05.E.1.1.5 Establish and maintain a formal style.  E05.E.1.1.6 Provide a concluding section related to the analysis presented. | * Building a Writing Community * The Writing Process * Informational Writing * Constructed Response * Sensory details * Publish * Transitional words * Sentences * Punctuation * Conjunctions * Prepositions * Interjections * Verb Tenses * Pronouns | Refer to McGraw Hill |  | \*Research report  \* Journal writing  \*TDA  \* Speech  or  \* Teacher’s choice |

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| **Speaking and Listening – Quarter 4** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally |  | * Discussion skills * Presentation skills * Retell/Paraphrase/Summarize * Ask questions * Listening skills * Use of technology |  |  | \* Presentations  \* Speeches  \* PowerPoint  \* Media  or  \* Teacher’s choice |

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| **Text-Dependent Analysis (TDA) – Quarter 4** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
|  | E05.E.1.1.5 Establish and maintain a formal style. |  |  |  | \* Speeches  \* Writing Prompt  or  \* Teacher’s choice |

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| **Language – Quarter 4** | | | | | |
| **Core Focus Standards** | **Eligible Content** | **Core Skills** | **District Materials** | **Suggested Order** | **Exemplars** |
| L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation to separate items in a series.  b. Use a comma to separate an introductory element from the rest of the sentence.  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?).  d. Use underlining, quotation marks, or italics to indicate titles of works.  e. Spell grade-appropriate words correctly, consulting references as needed.  L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figurative language, including similes and metaphors, in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs.  Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | E05.D.1.2.1 Use punctuation to separate items in a series.  E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.  E05.D.1.2.3 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?).  E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.  E05.D.1.2.5 Spell grade-appropriate words correctly.  E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figurative language (simile, metaphor, personification) in context  b. Recognize and explain the meaning of common idioms, adages, and proverbs.  c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | * Conventions of standard English capitalization, punctuation, grammar, usage, and spelling * Use sentences of varying length * Expand, combine, and reduce sentences for meaning, reader/listener interest, and style * Pronouns, prepositional phrases * Adverbs; capitalization and abbreviations in Letters and Formal E-mails * Adverbs that compare * Negatives * Sentence combining * Produce complete sentences * Recognize fragments and run-on sentences | McGraw Hill practice book |  | \* Teacher’s choice |