

5		Trimester 1	Trimester 2	Trimester 3
READING	<p>On-Going Learning-Reading</p> <ul style="list-style-type: none"> • <i>Read with sufficient accuracy and fluency to support comprehension (e.g., read on level text, read poetry orally, reading strategies)</i>-RFS 5.4 • <i>Read-comprehends literature & informational texts at the high end of the 4-5 text complexity independently and proficiently</i>-RL 5.10 • <i>Collaborative conversations</i> w/diverse partners on grade 5 topics/texts (book clubs: preparation and rules for discussion, link comments, elaborate, pose questions) SL5.1 • <i>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</i>-RL.5.1, RI.5.1 • Determine the meaning of academic and domain-specific words and phrases in text relevant to grade 5 topic or subject area-RI.5.4 • Determine the meaning of words and phrases in text, including figurative language: metaphors and similes-RL.5.4, SL.5.5 			
		LITERARY	INFORMATIONAL-Literary	INFORMATIONAL TEXT-Non-Literary
		<p>NEW LEARNING</p> <ul style="list-style-type: none"> • <i>Central Theme</i>-Key details, characters respond to challenges, <i>summarize text</i>-SL.5.2 • <i>Point of View/Purpose</i>-Narration & speaker's point of view and how they influence events-RI.5.6 • <i>Compare & Contrast-Two or more characters, settings, or events- Stories in same genre</i> with similar topics/themes (e.g., mysteries, adventure), variety of English dialects in literary-RL.5.3,9, L5.3b • Overall Text Structure/Plot-RL.5.5 	<p>NEW LEARNING</p> <ul style="list-style-type: none"> • <i>Main Idea</i>-Two or more main ideas, supported through key details, summarize text-RI.5.2 • <i>Author's Point of View</i>-Multiple accounts of same event/topic, compare point of view-RI.5.6 • Author's Claims/Argument-Reasons and evidence to support points-RI.5.8 	<p>NEW LEARNING</p> <ul style="list-style-type: none"> • <i>Text Structure</i>-Compare/contrast structures in two or more texts (e.g., chronology, compare/contrast, cause/effect, problem/solution) RI.5.5 • Main Idea-Two or more main ideas, supported through key details, <i>summarize text</i>-RI.5.2 • Relationships within two or more individuals, events, ideas, concepts in text-connect to science and social studies RI.5.3 • <i>Integration information from several texts/digital sources</i> on same topic to answer question write/speak knowledgeably -RI.5.9, RI.5.7
WRITING	<p>ON-GOING WRITING- (across content areas)</p> <ul style="list-style-type: none"> • <i>Write routinely over extended and shorter time frames for a range of purposes, tasks and audiences</i>-W.5.10 • <i>Draw evidence from literary and informational texts</i> to support analysis, reflection, and research-W.5.9 • <i>Conventions of capitalization, punctuation, spelling when writing</i>-L.5.2 (comma series, introductory sentence, yes, no, question) • With guidance and support from adults, focus on a topic and strengthen writing as needed by planning, revising and editing-W5.5 a • Use technology to publish writing, in collaboration with peers--W.5.6: Demonstrate sufficient command of key-boards skills to type two pages in single sitting-W.5.6 			
		NARRATIVE	OPINION	INFORMATIVE
		<p><i>Narrative-(mini)</i>-W.5.3</p> <ul style="list-style-type: none"> • <i>Center focus, narrator, sequence of events</i> • Narrative techniques- (e.g., dialogue, descriptions, pacing) • Variety of transitional words and phrases • Use concrete words and phrases, sensory details • Conclusion that follows from events 	<p><i>Opinion</i>-W.5.1</p> <ul style="list-style-type: none"> • Introduce topic, State opinion • <i>Reasons that support opinion-logically ordered</i> • <i>Organizational structure</i>-related ideas logically grouped to support author's purpose • Link opinion and reasons using words, phrases • Concluding statement -section related to opinion • Adapt speech to a variety of contexts -SL.5.6 • Information from print/digital sources; summarize or paraphrase notes/finished work, provide list of sources-W.5.8 (Use underlining, quotation marks, or italics to indicate titles of works.L.5.2.D) • Summarize reasons and evidence a speaker provides to support claim-SL.5.3 	<p><i>Informative</i>-W.5.2</p> <ul style="list-style-type: none"> • <i>Introduce topic clearly, general observation, focus</i> • <i>Organizational Structure</i>-group, formatting (e.g., headings, illust.) • Develop topic-facts, definitions, details, quotat. • Link ideas within/across categories using words, phrases (e.g., in contrast, especially) • Use precise language, domain specific vocabulary • Concluding statement/section related to info • <i>Short research</i> projects using several sources-build knowledge of different aspects of topic-W.5.7 • <i>Information from print/digital sources; summarize/paraphrase notes, list sources-</i> W.5.8 • <i>Report on a topic</i> or an opinion, sequencing ideas, appropriate facts and relevant, descriptive details, speaking clearly, include multimedia-SL.4-5

ON-GOING WORD STUDY-See Grade 5 Scope and Sequence

- ***Apply grade level phonics and word analysis skills in decoding multisyllabic words*** (e.g., Letter-sound correspondences, morphology-roots and affixes-syllabication)-RF.5.3
- ***Spelling grade appropriate words correctly, consulting references as needed***-L5.2e
- Conventions of grammar in writing and speaking-L5.1
- Use knowledge of language and its conventions when writing, speaking, reading and listening-expand, combine, reduce sentences for meaning, interest, style- L.5.3
- Use grade –appropriate conversational, general academic, and domain specific words and phrases that signal contrast, additions, logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)-L.5.6