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| **COMMON CORE STATE STANDARDS** | **OBJECTIVE** | **ESSENTIAL VOCABULARY** | **RESOURCES** | **LESSON FOCUS** | **MATERIALS, EXAMPLES AND EXPLANATIONS** | **ASSESSMENTS** |
| **Comprehension** | | | | **Comprehension/**  **Fluency**  **J – L 4**  **Skill:**  Sequence of Events  **Strategy:** Monitor/Clarify  **Genre:** Narrative Nonfiction/  Poetry | **Read Aloud J – L 4**  **“Learning the Ropes”** T232-T233   * Target Skill: Sequenceof Events * Projectable 4.1 CLLG: p. 47 * Target Vocabulary T233   **Main Selection “Double Dutch”**  T240-T250Genre: Narrative   * CLLG: p. 46 * Introduce: Sequence of   Events; Monitor/Clarify T238-T239   * Projectable 4.2 PB: p. 37 * Projectables 4.3a, 4.3b   Stop & Think T245, T247, T249   * Deepen Comprehension:256-T257 * Projectable 4.4 **PB:** p. 38   **AL:** sequence of events, monitor, clarify, chronological order, infer  **Connect To“Score!”**T252-T255   * **MC: T255** CLLG: p. 47 | **(OPTIONAL)**  T274 Weekly Test  4.4-4.5 |
| **CC.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). | * I will use specific details from a text to compare and contrast two characters, settings, or events. | Compare  Contrast | ***GRW:*** p. 441-446, appendices p. 17-23  ***TDC:*** p. 19-22 (T)  ***GRW:*** p. 395-396 (T)  ***BWL:*** Chapter 5, p. 72  ***TDC:*** p. 156  ***GRW:*** p. 444 (T) |
| **CC.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. | * I will explain how a series of chapters or stanzas fit together to create the overall structure of a text | Stanzas | ***GRW:*** p. 444 (T)  ***GRW:*** p. 410-422; p. 445-446  ***WP:*** p. 35-36 (T) (3-6) |
| **Vocabulary** | | | | **Targeted Vocabulary & Strategies**  **J – L 4**  **STRATEGY:** Suffixes *–ion, -tion*  **WORD CARDS** Cards 31-40  **TARGET VOCABULARY:**  competition, identical, routine, element, intimidated, unison, recite, qualifying, uniform, mastered | **Weekly Plan T 226-T227**  **J – L 4**  **Introduce Vocabulary**T234-T235  **Develop Background“Learning the Ropes”**T232-T233  **“What is Double Dutch?”**T236-T237  **Vocabulary Strategies**T260-T261  Suffixes *–ion, -tion*   * Projectable 4.5 (Suffixes-ion, -tion) * PB: p. 39 **AL:** suffix | **(OPTIONAL)**  T274 Weekly Test  Target Vocabulary Suffixes *–ion, -tion*  4.2-4.3 |
| **CC.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**  **CC.L.5.5a** Interpret figurative language, including similes and metaphors, in context. | * I will explain the meaning of simple similes and metaphors in context. | Similes  Metaphors | <http://www.readwritethink.org/>  <http://www.readworks.org/>  ***GRW:***  (figurative language)  ***WP:***  p. 45 (figurative language)  ***LC:***  Book 6, Lesson 13, p. 175 |
| **CC.L.5.5c** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | * I will use relationships between words to better understand the meaning of each individual word. | Synonym  Antonym  Homograph | <http://www.readwritethink.org/>  <http://www.readworks.org/>  ***GRW:***  (figurative language)  ***WP:***  p. 45 (figurative language)  ***LC:***  Book 6,L.13 p. 175 |
| **Spelling** | | | | **J – L 8**  **Homophones**  **Spelling:**  Homophones | Decoding T187  **J – L 8*Detailed Spelling Plan***  ***T***192-T193   * Day 1: Teach the Principle/Pretest * **PB:**  p. 88 * Day 2: Word Sort **PB:** p. 89 * Day 3: Word Families * Day 4: Connect to Writing * **PB:** p. 90 * Day 5: Spelling Assessment | T202 Weekly Decoding Test  8.10-8.11  T193 Spelling Assessment |
| Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling.  **CC.RF.5.3a** 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. **CC.L.5.2e** Spell grade-appropriate words correctly, consulting references as needed.  **Spelling Words:**  **(Basic)** steel, steal, aloud, allowed, ring, wring, lesson, lessen, who’s, whose, manor, manner, pedal, peddle, berry, bury, hanger, hangar, overdo, overdue  **(Review)** wait, weight, vain, vane, vein  **(Challenge)**: canvass, canvas, site, sight, cite | | | |
| **Grammar** | | | | Verb Tenses States  & Conditions | Teacher Selected Materials for Grammar Study | |
| **CC.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.5.1c** Use verb tense to convey various times, sequences, states, and conditions. | * I will use verb tenses to convey various times, sequences, states, and conditions. | Tense  Sequences  States  Conditions | <http://languagearts.pppst.com/index.html>  ***MM2-3***  ***MM4-5***  ***MI*** |
| **Writing** | | | |
| **CC.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**  **CC.W.5.1a** 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. | * I will introduce a topic or name of a book, state an opinion, and create an organizational structure that supports my purpose. | Opinion  Organizational  structure | ***NCL:*** p. 58-60, 103  ***NCL:*** Appendix R (T)  ***LC:***  Writing Unit 3-5, Lesson, 6, p. 71; Lesson 7, p. 83  ***MM4-5*** | **Refer to *Journeys***  **Lessons 8-15**  **Opinion**  Refer to FSPS Writing  Criteria E  Text Types & Purposes  **W.5.1** | | |
| **CC.W.5.1b** Provide logically ordered reasons that are supported by facts and details. | * I will provide reasons that are supported by facts and details and ordered logically. | Logically | ***NCL:*** p. 103  ***NCL:*** Appendix R (T)  ***WBT:*** p. 130-146 |
| **CC.W.5.1c** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). | * I will use words, phrases, and clauses to link opinions and reasons. | Phrases  Clauses | ***NCL:*** p. 103  ***NCL:*** Appendix R (T)  ***LC:*** Book 3,Writing Unit 3-5, Lesson 15, p. 183  ***MM4-5:***  p.155 |
| **CC.W.5.1d** Provide a concluding statement or section related to the opinion presented. | * I will provide a concluding section or statement. | Concluding | ***NCL:*** p. 103  ***NCL:*** Appendix R  ***LC:*** Book 3, Writing Ut 3-5, L-16, p. 195 |

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| **COMMON CORE STATE STANDARDS** | **OBJECTIVE** | | **ESSENTIAL VOCABULARY** | **RESOURCES** | **LESSON FOCUS** | **MATERIALS, EXAMPLES AND EXPLANATIONS** | **ASSESSMENTS** |
| **Comprehension: Extended Text Study** | | | | | Teacher Selected Materials for Extended Text Study  (Integrate Poetry)  **Story Structure**  **Comparisons**  **Point of View**  **Summarize**  **Authors Purpose**  **Visualize** | | |
| * Teacher may choose standards that best match the extended text study. * Refer to FSPS Extended Text Study Criteria * Refer to FSPS Vocabulary Instruction Guidelines K-6   Craft and Structure  **RL.5.5**  **RL.5.6**  **RI.5.5**  **RI.5.6**  Integration of Knowledge & Ideas  **RL.5.9**  **RI.5.9**  Research to Build & Present Knowledge  **W.5.9a**  **W.5.9b** | | | | |
| **CC.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. | | * I will explain how a series of chapters or stanzas fit together to create the overall structure of a text. | Stanzas | ***GRW:*** p. 444 (T)  ***GRW:*** p. 410-422; p. 445-446  ***WP:*** p. 35-36 (T) (3-6) |
| **CC.RL.5.6** Describe how a narrator’s or speaker’s point of view influences how events are described. | | * I will describe how the narrator’s point of view affects how events are described. | Narrator  Influences | ***GRW:***  p. 397 (T)  ***CT:*** Book 5, Lesson 20, p.44 |
| **CC.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. | | * I will   compare/contrast  the overall structure of events, ideas, concepts, or information in two or more texts. | Compare Contrast Structure | ***GRW:*** p. 402-404 (T) |
| **CC.RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | | * I will analyze two or more accounts of the same event while noting similar/different. | Analyze Similarities Differences | ***STW:*** p.169-171 |
| **CC.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. | | * I will compare and contrast stories of the same genre on their approach to similar themes. | Compare  Contrast | ***STW-1:*** p. 67-80  ***STW-2:*** p. 307  ***TDC:*** p. 143-146 (T)  ***GRW:*** p. 448-449 |  | | |
| **CC.RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | | * I will combine information from two texts on the same topic to write or speak about the subject. | Text  Subject | ***STW:*** p.169-171  ***CT:*** Book 6, Lesson 22, p. 2  ***GRW:*** Appendix 34 |
| **CC.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**  **CC.W.5.9a** 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 will use evidence to compare or contrast two or more characters, settings, or events in a story or drama. | Compare  Contrast | ***LC:*** Book 5 |
| **CC.W.5.9b** Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). | | * I will use evidence from informational text to support analysis, reflection, and research in my writing. | Analysis  Reflection | ***LC:*** Book 5 |
| **Spelling** | | | | | **J – L 9**  Compound Words  **Spelling:**  Compound Words | * Decoding T259:   **J – L 9 *Detailed Spelling Plan***  T264-T265   * Day 1: Teach the Principle/Pretest   **PB:** p. 100   * Day 2: Word Sort **PB:**  p. 101 * Day 3: Word Families * Day 4: Connect to Writing **PB:** p. 102 * Day 5: Assessment | T275 Weekly Decoding Test  9.6-9.7  T265 Spelling Assessment |
| Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling.  **CC.RF.5.3a** 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. **CC.L.5.2e** Spell grade-appropriate words correctly, consulting references as needed.  **Spelling Words:**  **(Basic)** wildlife, uproar, home run, headache, top-secret, teammate, wheelchair, light bulb, well-known, throughout, life preserver, barefoot, part-time, warehouse, overboard, post office, outspoken, up-to-date, awestruck, newscast  **(Review)** goodbye, all right, forever, twenty-two, somebody  **(Challenge)** motorcycle, overseas, quick-witted, stomachache, bulletin board | | | | |
| **Spelling Words:**  **(Basic)** cellar, flavor, cougar, chapter, mayor, anger, senator, passenger, major, popular, tractor, thunder, pillar, border, calendar, quarter, lunar, proper, elevator, bitter  **(Review)** collar, honor, doctor, enter, answer  **(Challenge)** stellar, clamor, tremor, circular, adviser | | | | | **J – L 10**  Recognizing Schwa + /r/ Sounds  **Spelling:**  Final Schwa + /r/ Sounds | * T331 Decoding   **J – L 10*Detailed Spelling Plan***  T336-T337   * Day 1: Teach the Principle/Pretest   **PB:**  p. 112   * Day 2: Word Sort **PB:** p. 113 * Day 3: Word Families * Day 4: Connect to Writing   **PB:** p.114   * Day 5: Assessment | T347 Weekly Decoding Test  10.6-10.7  T337 Spelling Assessment |
| **Spelling Words:**  **(Basic)** bargain, journey, pattern, arrive, object, suppose, shoulder, permit, sorrow, tunnel, subject, custom, suggest, perhaps, lawyer, timber, common, publish, burden, scissors  **(Review)** perfect, danger, narrow, survive, valley  **(Challenge)** narrate, mentor, attempt, collide, ignore | | | | | **J – L 11**  Vowel Sounds in Stressed Syllables  **Spelling:**  VCCV Pattern | ***Detailed Spelling Plan***T46-T47  **J – L 11**   * Day 1: Teach the Principle/Pretest   **PB:** p.124   * Day 2: Word Sort **PB:** p. 125 * Day 3: Word Families * Day 4: Connect to Writing   **PB:** p. 126   * Day 5: Assessment | T57 Weekly Decoding Test  11.7-11.8  T47 Spelling Assessment |
| **Grammar** | | | | | **Refer to J – L 8, J-L9**  Conjunctions  in Compound/  Complex Sentences | Teacher Selected Materials for Grammar Study  Refer to **J – L 8, J-L9** for resources | |
| **CC.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **CC.L.5.1a** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | * I will explain the function of conjunctions in general and in specific sentences. | | Prepositions | <http://languagearts.pppst.com/index.html>  ***MM2-3***  ***MM4-5***  ***MI***  ***EE*** |
| **CC.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **CC.L.5.1e** Use correlative conjunctions (e.g., either/or, neither/nor). | I will use correlative conjunctions. | | Correlative conjunctions | <http://languagearts.pppst.com/index.html>  ***MM2-3***  ***MM4-5***  ***MI***  ***EE*** | Correlative Conjunctions | Teacher Selected Materials for Grammar Study | |
| **Writing** | | | | | **Refer to *Journeys***  **Lessons 6, 12, 22-23**  **Inform/Explain**  \*descriptive paragraph  Refer to FSPS Writing Criteria C  Text Types & Purposes  **W.5.2**  Production/Distribution  **W.5.5**  **W.5.6**  **L.5.4c** | | |
| **CC.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**  **CC.W.5.2a** 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. | | * I will introduce a topic clearly, provide a general observation and focus, and group information logically. * I will include formatting such as headings, illustrations, and multimedia when useful. | Topic  Observation  Focus  Logically  Headings  Illustrations  Multimedia | ***NCL:*** p. 59, 60, 62, 76, 86, 95  **NCL:** Appendix P(T)  ***Is That a Fact?:***  p. 52 (T) |
| **.**  **CC.W.5.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | | * I will use facts, definitions, concrete details, quotations when writing.. | Concrete details  Definitions  Facts  Quotations | ***Is That a Fact?***  ***NCL:*** p. 91, 99, 101 |
| **CC.W.5.2c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). | | * I will link ideas within and across categories using words, phrases, and clauses such as in contrast or especially. | Categories  Phrases  Clauses | ***NCL***  ***Is That a Fact?*** |
| **CC.W.5.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. | | * I will use precise language and domain-specific vocabulary to tell about a topic. | Precise  Domain-specific | ***Is That a Fact?***  ***NCL:*** p. 96, 97 |
| **CC.W.5.2e** Provide a concluding statement or sections related to the information or explanation presented. | | * I will provide a concluding statement or section when writing. | Concluding statement  Section | ***NCL***  ***Is That a Fact?*** |
| **CC.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.L.5.4c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | | * I will determine the meaning or pronunciation of a word by consulting reference materials. | Pronunciation | <http://dictionary.reference.com/>  ***WTW***: p.253 & 265, Greek and Latin roots  ***BWL***  ***WJ:*** Chapter 7 |

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| **COMMON CORE STATE STANDARDS** | | **OBJECTIVE** | | **ESSENTIAL VOCABULARY** | | **RESOURCES** | **LESSON FOCUS** | | **MATERIALS, EXAMPLES AND EXPLANATIONS** | **ASSESSMENTS** |
| **Comprehension: Research Connections** | | | | | | | Teacher Selected Materials for Research Connections  **Text & Graphic Features**  **Analyze/Evaluate**  **Key Ideas & Details**  **Cause/Effect** | | | |
| * Teacher may choose standards that best match the Research Connections genre. * Refer to FSPS Research Connections Criteria * Refer to FSPS Vocabulary Instruction Guidelines K-6   Key Ideas & Details  **RI.5.2**  **RI.5.3**  Integration of Knowledge & Ideas  **RI.5.7**  **RI.5.8**  Research to Build & Present Knowledge  **W.5.9b** | | | | | | |
| **CC.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | * I will determine the main idea of a text and explain how it is supported by key details. * I will summarize a piece of informational text. | | Summarize | | ***CT****:* Book 5, Lesson 19, p. 56; Lesson 21, p. 56  ***STW****:* p. 166 (T)  ***NRP****:* p. 90-91, 124 | |
| **CC.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. | * I will explain relationships between individuals, events, ideas, or concepts from an informational text and use the text to support my explanation. | | Explain  Events Procedures Informational  text  Specific | | ***STW-2:*** p. 171-178, 210 | |
| **CC.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. | * I will locate information from various sources to answer a question or solve a problem. | | Information  Sources | | ***GRW:***p.403 (T)  ***STW-1:*** p.117-121 (T)  ***CT:*** Book 3, L. 8 p. 24; B. 4, L. 14, p. 46 | |
| **CC.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). | * I will explain how an author uses reasons and evidence to support his/her points. * I will specifically identify which reasons an author uses to support which points. | | Reasons  Evidence  Identity | | ***CT:*** Book 4, Lesson 11, p. 24  ***STW-2:*** p.166-169 | |
| **Spelling** | | | | | | | **J – L 12**  Open & Closed Syllables: VCV Pattern  **Spelling:**  VCV Pattern | * Decoding T113   ***Detailed Spelling Plan* J – L 12**  T118-T119   * Day 1: Teach the Principle/Pretest   **PB:** p. 135   * Day 2: Word Sort **PB:** p. 137 * Day 3: Word Families * Day 4: Connect to Writing **PB:** p. 138 * Day 5: Assessment | | T129 Weekly Decoding Test  12.6-12.7  T119 Spelling Assessment |
| Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling.  **CC.RF.5.3a** 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.  **CC.L.5.2e** Spell grade-appropriate words correctly, consulting references as needed.  **Spelling Words:**  **(Basic)** human, exact, award, behave, credit, basic, vivid, evil, modern, nation, robot, panic, select, cousin, item, police, prefer, menu, novel, deserve  **(Review)**: figure, total, model, equal, amaze  **(Challenge)** autumn, nuisance, logic, column, laser | | | | | | |
| **Grammar** | | | | | | | **J – L 18**  Prepositions | Teacher Selected Materials for Grammar Study  Refer to **J-L18** for resources | | |
| **CC.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  **CC.L.5.1a** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | | * I will explain the function of prepositions in general and in specific sentences. | | Prepositions | | <http://languagearts.pppst.com/index.html>  ***MM2-3***  ***MM4-5***  ***MI***  ***EE*** |
| Interjections | Teacher Selected Materials for Grammar Study | | |
| **Writing** | | | | | | | **Refer to *Journeys***  **Lessons 6, 12, 22-23**  **Inform/Explain**  \*descriptive paragraph  Refer to FSPS Writing Criteria C  Text Types & Purposes  **W.5.2**  Production/Distribution  **W.5.7**  **W.5.8** | | | |
| **CC.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**  **CC.W.5.2a** 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. | | * I will introduce a topic clearly, provide a general observation and focus, and group information logically. * I will include formatting such as headings, illustrations, and multimedia when useful. | | Topic  Observation  Focus  Logically  Headings  Illustrations  Multimedia | | ***NCL:*** p. 59, 60, 62, 76, 86, 95  **NCL:** Appendix P(T)  ***Is That a Fact?:***  p. 52 (T) |
| **.**  **CC.W.5.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | | * I will use facts, definitions, concrete details, quotations when writing.. | | Concrete details  Definitions  Facts  Quotations | | ***Is That a Fact?***  ***NCL:*** p. 91, 99, 101 |
| **CC.W.5.2c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). | | * I will link ideas within and across categories using words, phrases, and clauses such as in contrast or especially. | | Categories  Phrases  Clauses | | ***NCL***  ***Is That a Fact?*** |
| **CC.W.5.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. | | * I will use precise language and domain-specific vocabulary to tell about a topic. | | Precise  Domain-specific | | ***Is That a Fact?***  ***NCL:*** p. 96, 97 |
| **CC.W.5.2e** Provide a concluding statement or sections related to the information or explanation presented. | | * I will provide a concluding statement or section when writing. | | Concluding statement  Section | | ***NCL***  ***Is That a Fact?*** |
| **CC.W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | | * I will conduct a short research project that uses several sources to build knowledge about a topic. | | Topic | | ***LC*:**  Book 3, p. 161-165 | ***20 great research websites***  <http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/> (T)  ***Squidoo*** <http://www.squidoo.com/k12interactiveresearch> (T)  ***LC*:**  Book 3, p. 161-165  ***NetTracker*** <http://www.nettrekker.com/us>  <http://www.fortsmithlibrary.org/>  ***Squidoo*** <http://www.squidoo.com/k12interactiveresearch> (T) | | | |
| **CC.W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | | * I will summarize or paraphrase information in notes and finished work. * I will provide a list of sources. | | Relevant  Digital Sources  Summarize  Paraphrase  Sources | | ***CT:*** Book 6, Lesson 22, pg. 2-13 |

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| **COMMON CORE STATE**  **STANDARDS** | **OBJECTIVES** | **ESSENTIAL VOCABULARY** | **RESOURCES** | **LESSON FOCUS** | **MATERIALS, EXAMPLES AND EXPLANATIONS** | **ASSESSMENTS** |
| **Comprehension** | | | | **Comprehension/**  **Fluency**  **J – L 6**  **Skill:**  Compare/  Contrast  Cause/Effect  **Strategy:** Question  **Genre:**  Informational Text/Myth | **Read Aloud**  **J – L 6“San Padre Island Sea Turtle”**  T12-T13 Projectable 6.1 (Model  Oral Fluency) CCLG: p. 51   * Target Vocabulary T13   **Main Selection “Interrupted Journey”** T20-T32   * CLLG p. 50 * Introduce: Cause & Effect; Question T18- T19 * Projectable 6.2 (Cause & Effect; Question) **PB**: p. 61 * Projectables 6.3a, 6.3b   (Inference Map: Cause & Effect)   * Stop & Think: T23, T25, T27 * Deepen Comprehension: Infer   Cause & Effect T-38-39   * Projectable 6.4 (Inference Map: Infer Cause & Effect) **PB:** p. 62   AL: cause, effect, infer  **Connect To“Sky Woman and Turtle”**  T34-T37 MC: T37 CLLG: p. 51 | **(OPTIONAL)**  **T56 Weekly Test**  6.5-6.6 |
| **CC.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. | * I will explain how a series of chapters or stanzas fit together to create the overall structure of a text. | Stanzas | ***GRW:*** p. 444 (T)  ***GRW:*** p. 410-422; p. 445-446  ***WP:*** p. 35-36 (T) (3-6) |
| **CC.RL.5.6** Describe how a narrator’s or speaker’s point of view influences how events are described. | * I will describe how the narrator’s point of view affects how events are described. | Narrator  Influences | ***GRW:***  p. 397 (T)  ***CT:*** Book 5, Lesson 20, p.44 |
| **Vocabulary** | | | | **Targeted Vocabulary & Strategies**  **J – L 6**  **STRATEGY:** Analogies  **WORD CARDS**  Cards 91-100  **TARGET VOCABULARY:**  unobserved, resemble, available, particular, detecting, vary, mature, contentment, ferocious, keen | **Weekly Plan T298-T299**  **J – L 6 Introduce Vocabulary** T306-T307  **Develop Background**  **“Who Tamed the Cat?”**  T304-T305  **“Saving Wild Cats”**T308-T309  **Vocabulary Strategies** Analogies T332-T333   * Projectable 10.5 (Analogies) * **AL:** analogy, synonym, antonym | **(OPTIONAL)**  T346 Weekly Test  10.2-10.3  Target Vocabulary  Analogies |
| **CC.L.5.5a** Interpret figurative language, including similes and metaphors, in context | * I will interpret figurative language, including similes and metaphors, in context. | Figurative Language  Similes  Metaphors  Context | ***BWL*** |
| **Spelling** | | | | **J – L 13**  Recognizing Initial & Medial Digraphs  **Spelling:**  VCCCV Pattern | * Decoding T185   **J – L 13 *Detailed Spelling Plan***  T190-T191   * Day 1: Teach the Principle/Pretest   **PB:**  p.148   * Day 2: Word Sort **PB:** p. 149 * Day 3: Word Families * Day 4: Connect to Writing **PB:** p. 150 * Day 5: Assessment | T201 Weekly Decoding Test  13.13-13.14  T191 Spelling Assessment |
| Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling.  **CC.RF.5.3a** 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.  **CC.L.5.2e** Spell grade-appropriate words correctly, consulting references as needed.  **Spelling Words:**  **(Basic)** conflict, orphan, instant, complex, simply, burglar, laundry, laughter, employ, anchor, merchant, improve, arctic, mischief, childhood, purchase, dolphin, partner, complain, tremble  **(Review)** hundred, example, although, supply, empty  **(Challenge)** anthem, illustrate, function, conscience, apostrophe | | | |
| **Grammar** | | | | **J – L28 (Day 1)**  Commas with Introductory Elements (Interjections) | **J – L 28 *Detailed Grammar Plan***  T128   * Day 1: Teach Introductory Words   Projectable 28.6  **PB:** p. 322 |  |
| **CC.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**  **CC.L.5.2b** Use a comma to separate an introductory element from the rest of the sentence. | * I will use a comma to separate an introductory element from the rest of the sentence. | Comma  Introductory Element  Interjection | <http://grammar.ccc.commnet.edu/grammar/powerpoint.htm>  ***MI***  ***TP***  ***MM2-3,MM4-5*** |
| **Writing** | | | | **Refer to *Journeys***  **Lessons 8-11, 14-15**  **Opinion**  Refer to FSPS Writing  Criteria E  Text Types & Purposes  **W.5.1** | | |
| **CC.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**  **CC.W.5.1a** 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. | * I will introduce a topic or name of a book, state an opinion, and create an organizational structure that supports my purpose. | Opinion  Organizational structure | ***NCL:*** Appendix R  ***LC:***  Writing Unit 3-5, Lesson, 6, p. 71; L..7, p. 83  ***MM4-5***  ***NCL:*** p. 58-60, 103 |
| **CC.W.5.1b** Provide logically ordered reasons that are supported by facts and details. | * I will provide reasons that are supported by facts and details and ordered logically. | Logically | ***NCL:*** p. 103  ***NCL:*** Appendix R  ***WBT:*** p. 130-146 |
| **CC.W.5.1c** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). | * I will use words, phrases, and clauses to link opinions and reasons. | Phrases  Clauses | ***NCL:*** p. 103  ***NCL:*** Appendix R  ***LC:*** Book 3Unit 3-5, L. 15, p. 183  ***MM4-5:***  p.155 |
| **.CC.W.5.1d** Provide a concluding statement or section related to the opinion presented. | * I will provide a concluding section or statement. | Concluding Section | ***NCL:*** p. 103  ***NCL:*** Appendix R  ***LC:*** Book 3, Writing Unit 3-5, L.16, p. 195 |