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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 Test4.4-4.5 |
| **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-T261Suffixes *–ion, -tion** Projectable 4.5 (Suffixes-ion, -tion)
* PB: p. 39 **AL:** suffix
 | **(OPTIONAL)**T274 Weekly TestTarget 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.
 | SimilesMetaphors | <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.
 | SynonymAntonymHomograph | <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 Test8.10-8.11T193 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.
 | TenseSequencesStatesConditions | <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 EText 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.
 | PhrasesClauses | ***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.
 | NarratorInfluences | ***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.
 | CompareContrast | ***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.
 | CompareContrast | ***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.
 | AnalysisReflection | ***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 Test9.6-9.7T265 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 Test10.6-10.7T337 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 Test11.7-11.8T47 Spelling Assessment |
| **Grammar** | **Refer to J – L 8, J-L9**Conjunctions in Compound/Complex Sentences | Teacher Selected Materials for Grammar StudyRefer 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 paragraphRefer 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.
 | TopicObservationFocusLogicallyHeadingsIllustrationsMultimedia | ***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 detailsDefinitionsFactsQuotations | ***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.
 | CategoriesPhrasesClauses | ***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.
 | PreciseDomain-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 statementSection | ***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.
 | InformationSources | ***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.
 | ReasonsEvidenceIdentity | ***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 Test12.6-12.7T119 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 StudyRefer 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 paragraphRefer 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.
 | TopicObservationFocusLogicallyHeadingsIllustrationsMultimedia | ***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 detailsDefinitionsFactsQuotations | ***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.
 | CategoriesPhrasesClauses | ***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.
 | PreciseDomain-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 statementSection | ***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.
 | RelevantDigital SourcesSummarizeParaphrase 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/ContrastCause/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.
 | NarratorInfluences | ***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 Test10.2-10.3Target VocabularyAnalogies |
| **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 LanguageSimilesMetaphorsContext | ***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 Test13.13-13.14T191 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.
 | CommaIntroductory ElementInterjection | <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 EText 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.
 | OpinionOrganizational 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.
 | PhrasesClauses | ***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 |