

# FORT SMITH PUBLIC SCHOOLS 5th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 1 <b>Reading</b>			Module 1 <b>Writing</b>			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
<b>FSPS READING FOCUS: Narrative</b>				<b>FSPS WRITING FOCUS: Narrative</b>			
<i>Analysis Task The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.</i>							
W-1 Aug. 17-21	Rules and Routines/Pre-Assessment Suggested Read-Aloud Teacher Selected Read-Aloud			Rules and Routines/Pre-Assessment Suggested Skills <b>J - L 1</b> VCV Syllable Pattern Short Vowels			
W-2 Aug. 24-28	Key Ideas & Details <u>RL.5.2</u> <u>RL.5.3</u>  L.5.6	Text & Graphic Features Question	<b>J - L 2</b> "Ultimate Field Trip 5: Blasting Off to Space Academy" (Informational Text 900L)	<b>J - L 1, J - L 3</b> Complete Sentences Function of Preposition L.5.3a	<b>J - L 2</b> Vowel Sounds in VCV Syllable Patterns Long a and long e	Text Types & Purposes <u>W.5.3</u>  L.5.3a	Refer to <i>Journeys</i> Lessons 1-5, 17, 18-20: Personal Narrative Structure  Narrative
W-3 Aug. 31 – Sept. 4  W-4 Sept. 7-11  W-5 Sept. 14-18	Key Ideas & Details <u>RL.5.2</u> <u>RL.5.3</u>  Integration of Knowledge & Ideas <u>RL.5.7</u> <u>RL.5.9</u>	Story Structure Summarize  Sequence of Events Drawing Conclusions  Recount Analyze/ Evaluate	Extended Text Study	<b>J - L 12</b> Recognizing Inappropriate Shifts in Verb Tense L.5.1d  Perfect Verb Tenses L.5.1b	<b>J - L 3</b> VCCV Pattern Long i and Long o  <b>J - L 4</b> Digraphs in Multisyllable Words Vowel Sounds: /ōō/, /yōō/  <b>J - L 5</b> Stressed & Unstressed Syllables Sounds:/oul/, /ô/, /oi/	Text Types & Purposes <u>W.5.3</u>  Production/ Distribution <u>W.5.5</u> <u>W.5.6</u>  L.5.3a	Refer to <i>Journeys</i> Lessons 1-5, 17, 18-20: Personal Narrative Structure  Narrative  Refer to FSPS Writing Criteria A,B
W-6 Sept. 21-25  W-7 Sept.28- Oct. 2	Key Ideas & Details <u>RI.5.2</u>  Integration of Knowledge & Ideas <u>RI.5.8</u> <u>RI.5.9</u>	Text Features Compare/ Contrast  Main Idea & Details Analyze/ Evaluate	Research Connections	Verb Tenses Time & Sequence L.5.1c	<b>J - L 6</b> Common Beginning Syllables Vowel + /r/ Sounds  <b>J - L 7</b> Vowel + /r/ Sounds More Vowel + /r/	Text Types & Purposes <u>W.5.1</u>  Research to Build & Present Knowledge <u>W.5.8</u>	Refer to <i>Journeys</i> Lessons 8-15 Lesson 13: Letter Opinion *brief notes and/or letters Refer to FSPS Writing Criteria E

Refer to *FSPS Elementary Literacy MOODLE* for a list of Extended Text Study & Research Connections Resources

FSPS: Elementary Literacy

# FORT SMITH PUBLIC SCHOOLS 5th Grade Literacy: Year at a Glance 2015-2016

## Basic Module Information:

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with **CCSS RL.5.4, RL.5.5** and **RL.5.6**.
- Integration of **CCSS RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, W.5.2** and **W.5.9a,b** should occur during independent reading, writing and response to text during this Module.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.

Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 1 of the Year at a Glance)					
Instructional Practices	RL Standards	RI Standards	Writing Standards	Speaking & Listening Standards	Language Standards
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.5.1 RL.5.5 RL.5.6 RL.5.10	RI.5.1 RI.5.3 RI.5.5 RI.5.6 RI.5.7 RI.5.10		SL.5.1-SL.5.6	
Independent Reading	RL.5.10	RI.5.10		SL.5.1-SL.5.6	L.5.1-L.5.6
Word Study					L.5.1-L.5.6 (some in grammar)
Writing			W.5.2, W.5.4- W.5.7, W.5.9a,b- W.5.10	SL.5.1-SL.5.6	L.5.1-L.5.6
Vocabulary	RL.5.4	RI.5.4			L.5.1-L.5.6

Module 1 Essential Vocabulary							
These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.							
Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Informational Text	Theme Central Message Overall Structure	Main Idea Summarize Compare/ Contrast	Title Heading Caption	Photograph Drawing Timeline	Table of Contents	Narrative Essay Opinion Brief Notes	Select Multiple Select

# FORT SMITH PUBLIC SCHOOLS 5th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 2 <b>Reading</b>			Module 2 <b>Writing</b>			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Informational (Inform) and Integrate Poetry							
FSPS WRITING FOCUS: Informational: Inform/Explain							
The focus of reading and writing must be combined. This requires using evidence to develop and assess the student’s ability to paraphrase, infer, and integrate ideas.							
W-1 Oct. 5-9	Key Ideas & Details <u>RL.5.3</u>  Craft and Structure <u>RL.5.5</u>  <u>L.5.a,c</u>	Sequence of Events Monitor/Clarify	J – L 4 “Double Dutch” (Narrative Nonfiction 770L)	Verb Tenses States & Conditions L.5.1c	J – L 8 Homophones Homophones	Text Types & Purposes W.5.1	Refer to Journeys Lessons 8-15  Opinion Refer to FSPS Writing Criteria E
END OF FIRST QUARTER October 15, 2015							
W-2 Oct. 12-16  W-3 Oct. 19-23  W-4 Oct. 26-30	Craft and Structure <u>RL.5.5</u> <u>RL.5.6</u> <u>RI.5.5</u> <u>RI.5.6</u>  Integration of Knowledge & Ideas <u>RL.5.9</u> <u>RI.5.9</u>  Research to Build & Present Knowledge <u>W.5.9a</u> <u>W.5.9b</u>	Story Structure Comparisons  Point of View Summarize  Authors Purpose Visualize	Extended Text Study (Integrate Poetry)	J – L 8 J – L 9 Conjunctions in Compound/ Complex Sentences L.5.1a  Correlative Conjunctions L.5.1e	J – L 9 Compound Words Compound Words  J – L 10 Recognizing Schwa + /r/ Sounds Final Schwa + /r/ Sounds  J – L 11 Vowel Sounds in Stressed Syllables VCCV Pattern	Text Types & Purposes <u>W.5.2</u>  Production/Distribution <u>W.5.5</u> <u>W.5.6</u>  <u>L.5.4c</u>	Refer to Journeys Lessons 6, 12, 22-23  Inform/Explain *descriptive paragraph  Refer to FSPS Writing Criteria C

# FORT SMITH PUBLIC SCHOOLS 5th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 2 <b>Reading</b>			Module 2 <b>Writing</b>			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
W-5 Nov. 2-6  W-6 Nov. 9-13	Key Ideas & Details <b>RI.5.2</b> <b>RI.5.3</b>  Integration of Knowledge & Ideas <b>RI.5.7</b> <b>RI.5.8</b>  Research to Build & Present Knowledge <b>W.5.9b</b>	<b>Text &amp; Graphic Features</b> Analyze/Evaluate  <b>Key Ideas &amp; Details</b> Cause/Effect	Research Connections	<b>J - L 18</b> Prepositions L.5.1a  Interjections L.5.1a	<b>J - L 12</b> Open and Closed Syllables: VCV Pattern VCV Pattern	Text Types & Purposes <b>W.5.2</b>  Research to Build & Present Knowledge <b>W.5.7</b> <b>W.5.8</b>	Refer to <i>Journeys</i> Lessons 6, 24-25  <b>Inform/Explain</b> *descriptive paragraph  Refer to FSPS Writing Criteria C
W-7 Nov. 16-20  W-8 Nov. 23-24	Craft & Structure <b>RL.5.5</b> <b>RL.5.6</b>  <b>L.5.5a</b>	<b>Compare/Contrast</b> Question	<b>J - L 6</b> "Interrupted Journey: Saving Endangered Sea Turtles" (Informational Text 1010L)	<b>J - L 28 (Day 1)</b> Commas with Introductory Elements (Interjections) L.5.2b	<b>J - L 13</b> Recognizing Initial and Medial Digraphs VCCCV Pattern	Text Types & Purposes <b>W.5.1</b>	Refer to <i>Journeys</i> Lessons 8-11, 14-15  <b>Opinion</b>  Refer to FSPS Writing Criteria E
Nov. 25-27	THANKSGIVING RECESS						

# FORT SMITH PUBLIC SCHOOLS 5th Grade Literacy: Year at a Glance 2015-2016

## Basic Module Information:

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with **CCSS RI.5.4**.
- Integration of **CCSS RL.5.2, RL.5.4, RL.5.7, and W.5.3** should occur during independent reading, writing and response to text during this Module.  
The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.

Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 2 of the Year at a Glance)					
Instructional Practices	RL Standards	RI Standards	Writing Standards	Speaking & Listening Standards	Language Standards
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.5.1 RL.5.2 RL.5.7 RL.5.10	RI.5.1 RI.5.10		SL.5.1-SL.5.6	
Independent Reading	RL.5.10	RI.5.10		SL.5.1-SL.5.6	L.5.1-L.5.6 (Only listed in review weeks in Writing)
Word Study					L.5.1-L.5.6 (some in grammar)
Writing			W.5.3-W.5.4, W.5.10	SL.5.1-SL.5.6	L.5.1-L.5.6 (Only listed in review weeks in Writing)
Vocabulary	RL.5.4	RI.5.4			L.5.1-L.5.6

Module 2 Essential Vocabulary These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.							
Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Narrative Nonfiction Poetry Informational Text	Point of View Narrator/Speaker Summarize Stanza	Key Details Reasons/Evidence Problem/Solution	Bold Print Pronunciation Guide Bullets	Inset Map Timeline	Glossary	Inform Explain Descriptive- Paragraph	Drag (Drag & Drop) Drop Down Menu

# FORT SMITH PUBLIC SCHOOLS 5th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 3 <b>Reading</b>			Module 3 <b>Writing</b>			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Author Study							
FSPS WRITING FOCUS: Reflective Narrative							
The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.							
W-1 Nov. 30 – Dec. 4	Key Ideas & Details <b>RI.5.2</b> Craft & Structure <b>RI.5.6</b> <b>L.5.5a</b>	Main Idea and Details Visualize	<b>J – L 7</b> “Old Yeller” (Historical Fiction 930L)	Commas: Introductory Elements (Tag Questions) <b>L.5.2c</b>	<b>J – L 14</b> VV Syllable Pattern VV Pattern	Text Types & Purposes <b>W.5.1</b>	Refer to Journeys Lessons 8-11, 14-15 <b>Opinion</b>  Refer to FSPS Writing Criteria E
W-2 Dec. 7-11  W-3 Dec. 14-18  W-4 Jan. 4-8	Key Ideas & Details <b>RL.5.2</b> <b>RL.5.3</b> Integration of Knowledge & Ideas <b>RL.5.7</b> <b>RL.5.9</b> Research to Build & Present Knowledge <b>W.5.9a</b> <b>W.5.9b</b>	Conclusions Visualize  Cause/Effect Summarize  Text Structure Analyze/Evaluate	Extended Text Study (Integrate Author Study)	<b>J – L 28 (Day 2)</b> Commas: Introductory Elements (Direct Address) <b>L.5.2c</b>  Quotation Marks for Titles of Works <b>L.5.2d</b>	<b>J – L 15</b> Vowel + //: Final Unstressed Syllable Final Schwa + //  <b>J – L 16</b> Word Parts & Inflectional Endings Words -ed or -ing	Text Types & Purposes <b>W.5.3</b>  Production/ Distribution <b>W.5.5</b> <b>W.5.6</b>  <b>L.5.2a</b> <b>L.5.2b</b>	Refer to Journeys Lessons 1-5, 17, 18-20  Reflective Narrative  Refer to FSPS Writing Criteria A,B
END OF SECOND QUARTER December 17, 2015 WINTER RECESS Dec. 21- Jan. 1							
W-5 Jan. 11-15  W-6 Jan. 18-22	Key Ideas & Details <b>RI.5.3</b> Craft & Structure <b>RI.5.5</b> Integration of Knowledge & Ideas <b>RI.5.8</b> <b>RI.5.9</b> Research to Build & Present Knowledge <b>W.5.9b</b>	Compare/Contrast Question  Text Structure Visualize	Research Connections	Underlining & Italics for Titles of Works <b>L.5.2d</b>  <b>J – L 29 (Day 2)</b> Commas with Items in a Series <b>L.5.2a</b>	<b>J – L 17</b> Common Word Parts Words -ed or -ing  <b>J – L 18</b> Recognizing Suffixes Changing Final y to i	Text Types & Purposes <b>W.5.2</b>  Research to Build & Present Knowledge <b>W.5.7</b> <b>W.5.8</b>	Refer to Journeys Lessons 22: Compare & Contrast, Lessons 24-25  Analytical Inform/Explain  *short research writing product *compare & contrast paragraph Refer to FSPS Writing Criteria C
W-7 Jan. 25-29	Craft & Structure <b>RL.5.5</b> <b>RL.5.6</b>	Point of View Theme	<b>J – L 9</b> “Storm Warriors” (Historical Fiction 800L)	Similes & Metaphors <b>L.5.5a</b>	<b>J – L 19</b> Common Suffixes -ful, -ly, -ness, -less		

Refer to *FSPS Elementary Literacy MOODLE* for a list of Extended Text Study & Research Connections Resources

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# FORT SMITH PUBLIC SCHOOLS 5th Grade Literacy: Year at a Glance 2015-2016

## Basic Module Information:

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with **CCSS RL.5.4**.
- Integration of **CCSS RI.5.4** and **RI.5.7** should occur during independent reading, writing and response to text during this Module.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.

Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 3 of the Year at a Glance)					
Instructional Practices	RL Standards	RI Standards	Writing Standards	Speaking & Listening Standards	Language Standards
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.5.1 RL.5.10	RI.5.1 RI.5.7 RI.5.10		SL.5.1-SL.5.6	
Independent Reading	RL.5.10	RI.5.10		SL.5.1-SL.5.6	L.5.1-L.5.6 (Only listed in review weeks in Writing)
Word Study					L.5.1-L.5.6 (some in grammar)
Writing			W.5.4, W.5.10	SL.5.1-SL.5.6	L.5.1-L.5.6 (Only listed in review weeks in Writing)
Vocabulary	RL.5.4	RI.5.4			L.5.1-L.5.6

Module 3 Essential Vocabulary These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.							
Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Historical Fiction	Meaning Tone Beauty	Chronology Multiple Accounts Multiple Print Sources Multiple Digital Sources	Italics Heading Subheading Sidebar	Diagram Graph Chart	Index	Reflective Narrative Personal Narrative Analytical Compare and Contrast Paragraph	Complete Write Enter

# FORT SMITH PUBLIC SCHOOLS 5th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 4 Reading			Module 4 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Science/Technical Text and/or Series of Historical Events							
FSPS WRITING FOCUS: Analytical Inform/Explain							
The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate							
W-1 Feb. 1-5  W-2 Feb. 8-12  W-3 Feb. 15-19	Key Ideas & Details RI.5.3  Craft & Structure RI.5.6  Integration of Knowledge & Ideas RI.5.7 RI.5.9  Research to Build & Present Knowledge W.5.9b	Text & Graphic Features Question  Sequence of Events Analyze/Evaluate  Cause/Effect Analyze/ Summarize	Extended Text Study	Similes & Metaphors L.5.5a  Examine Conjunctions, Prepositions & Interjections in Particular Sentences L.5.1a	J – L 20 Stress in Three-Syllable Words Words from Other Languages  J – L 21 Common Final Syllables Final /n/, or /ən/, /chərl/, /zhərl/	Text Types & Purposes W.5.2  Production/ Distribution W.5.5 W.5.6  L.5.4b L.5.5c	Refer to Journeys Lessons 6, 23  Analytical Inform/Explain * cause and effect paragraph  Refer to FSPS Writing Criteria C
W-4 Feb. 22-26  W-5 Feb. 29- Mar. 4	Key Ideas & Details RI.5.2  Craft & Structure RI.5.5  Integration of Knowledge & Ideas RI.5.8  Research to Build & Present Knowledge W.5.9b	Key Details Describing  Compare/Contrast Drawing Conclusions	Research Connections	Sentences for Meaning & Reader/Listener L.5.3a  Sentences for Style L.5.3a	J – L 22 More Final Syllables Final /ij/, /iv/, /is/	Text Types & Purposes W.5.1  Research to Build & Present Knowledge W.5.7 W.5.8	Refer to Journeys Lessons 8-11, 14-15  Opinion *short research writing product  Refer to FSPS Writing Criteria E
W-6 Mar. 7-11  W-7 Mar. 14-18	Craft & Structure RL.5.5  Integration of Knowledge & Ideas RL.5.7 L.5.4a	Sequence Key Details	J – L 12 “Can’t You Make Them Behave, King George?” (Narrative Nonfiction 790L)	Common Idioms L.5.5b	J – L 23 Unstressed Syllables Unstressed Syllables	Production/ Distribution W.5.5 W.5.6	Review & Analyze Writing Prompts and Purpose
END OF THIRD QUARTER March 11, 2016				SPRING RECESS March 21-25, 2015			



# FORT SMITH PUBLIC SCHOOLS 5th Grade Literacy: Year at a Glance 2015-2016

## Basic Module Information:

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with **CCSS RL.5.4**.
- Integration of **CCSS RL.5.2, RL.5.3, RL.5.4, RL.5.6, RL.5.9, W.5.3** and **W.5.9a** should occur during independent reading, writing and response to text during this Module.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.

Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 4 of the Week at a Glance)					
Instructional Practices	RL Standards	RI Standards	Writing Standards	Speaking & Listening Standards	Language Standards
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.5.1 RL.5.2 RL.5.3 RL.5.6 RL.5.9 RL.5.10	RI.5.1 RI.5.10		SL.5.1-SL.5.6	
Independent Reading	RL.5.10	RI.5.10		SL.5.1-SL.5.6	L.5.1-L.5.6 (Only listed in review weeks in Writing)
Word Study					L.5.1-L.5.6 (some in grammar)
Writing			W.5.3-W.5.4, W.5.9a- W.5.10	SL.5.1-SL.5.6	L.5.1-L.5.6 (Only listed in review weeks in Writing)
Vocabulary	RL.5.4	RI.5.4			L.5.1-L.5.6

Module 4 Essential Vocabulary These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.							
Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Narrative Nonfiction	Drama Scene Settings	Scientific Ideas/Texts Relationships Interactions	Chapter Title Direct Quote Headline	Cross- Section/Cutaway Labeled Diagram	Cast of Characters	Analytical Writing Writing Prompts Cause and Effect Paragraph	Show Explain Plot

# FORT SMITH PUBLIC SCHOOLS 5th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 5 Reading			Module 5 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Technical Procedure							
FSPS WRITING FOCUS: Story Starters, Inform:Instruct							
The focus of reading and writing must be combined. This requires using evidence to develop and assess the student’s ability to paraphrase, infer, and integrate ideas.							
State Assessment 4 <sup>th</sup> Grade WINDOW							
Module 5 is designed for 4 weeks of direct instruction and 1 week for State Assessments. Weeks are dependent upon assessment scheduling. Individual schools and teachers have flexibility to adjust these weeks accordingly.							
W-1 Mar. 28- Apr. 1	Key Ideas & Details <u>RL.5.2</u> <u>RI.5.2</u>  Craft and Structure <u>RL.5.6</u> <u>RI.5.6</u>  Integration of Knowledge & Ideas <u>RL.5.9</u> <u>RI.5.9</u>	Authors Purpose Compare/ Contrast  Main Ideas & Details Monitor & Clarify	J – L 13 “They Called Her Molly Pitcher” (Narrative Nonfiction 920L) & Teacher Selected Read-Aloud	Common Adages & Proverbs L.5.5b	J – L 24 Simple Prefixes Prefixes: in-, un-, dis-, mis-  J – L 25 Consonant Alternations Suffix: -ion	Text Types & Purposes <u>W.5.3</u>  Production/ Distribution <u>W.5.5</u> <u>W.5.6</u>  L.5.4c	Refer to Journeys Lessons 1-5, 17, 18-20  Narrative  Refer to FSPS Writing Criteria A,B
W-3 Apr. 11-15	Placeholder week for State Assessment Testing: The actual placement of this week will be determined by each school.						
W-4 Apr. 18-22  W-5 April 25-29	Key Ideas & Details <u>RI.5.3</u>  Craft & Structure <u>RI.5.6</u>  Integration of Knowledge & Ideas <u>RI.5.7</u>	Cause and Effect Summarize  Main Idea Compare/ Contrast	Teacher Selected Read-Aloud (2 Text on Same Topic/Different Genres)	Common Homographs L.5.5c	J – L 26 Prefixes & Word Roots Prefixes: com-, con-, pre-, pro-  J – L 27 More Familiar Suffixes Suffixes: -ant, -ent, -able, -ible, -ism, -ist	Text Types & Purposes <u>W.5.2</u>  Production/ Distribution <u>W.5.5</u> <u>W.5.6</u>	Refer to Journeys Lesson 21  Inform: Instruct *sequential paragraph  Refer to FSPS Writing Criteria D

Refer to *FSPS Elementary Literacy MOODLE* for a list of Extended Text Study & Research Connections Resources

FSPS: Elementary Literacy

# FORT SMITH PUBLIC SCHOOLS 5th Grade Literacy: Year at a Glance 2015-2016

## Basic Module Information:

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with **CCSS RL.5.3, RL.5.4, RL.5.5** and **RL.5.7**.
- Integration of **CCSS RI.5.2, RI.5.5, RI.5.8, RI.5.9, W.5.1** and **W.5.9a,b** should occur during independent reading, writing and response to text during this Module.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.

Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 5 of the Year at a Glance)					
Instructional Practices	RL Standards	RI Standards	Writing Standards	Speaking & Listening Standards	Language Standards
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.5.1 RL.5.3 RL.5.5 RL.5.7 RL.5.10	RI.5.1 RI.5.5 RI.5.8 RI.5.10		SL.5.1-SL.5.6	
Independent Reading	RL.5.10	RI.5.10		SL.5.1-SL.5.6	L.5.1-L.5.6
Word Study					L.5.1-L.5.6 (some in grammar)
Writing			W.5.1, W.5.4, W.5.7, W.5.9a,b-W.5.10	SL.5.1-SL.5.6	L.5.1-L.5.6
Vocabulary	RL.5.4	RI.5.4			L.5.1-L.5.6

Module 5 Essential Vocabulary These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.							
Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Narrative Nonfiction Historical, Scientific, and/or Technical Procedures	Events Genres	Historical Events Comparison Integrate Information	Dialogue Review Subheading Review Caption	Table Review Graph Review Inset	Section Passage Footnote	Instruct Sequential- Paragraph	Highlight Copy Paste

# FORT SMITH PUBLIC SCHOOLS 5th Grade Literacy: Year at a Glance 2015-2016

Dates	Module 6 Reading			Module 6 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Series of Historical Events							
FSPS WRITING FOCUS: Brief							
Notes							
The focus of reading and writing must be combined. This requires using evidence to develop and assess the student’s ability to paraphrase, infer, and integrate ideas.							
W-1 May 2-6	Key Ideas & Details RI.5.3	Main Idea Cause/Effect	Teacher Selected Read-Aloud (Series of Historical Events, Scientific Ideas, or Technical Procedure)	Common Antonyms & Synonyms L.5.5c	J – L 28 Greek Word Roots Greek Word Parts	Research to Build & Present Knowledge W.5.7 W.5.8 L.5.3a	Refer to Journeys Lesson 24-25, 28: Summary
W-2 May 9-13	Craft & Structure RI.5.5	Author’s Method Problem/Solution			J – L 29 Latin Word Roots Latin Word Roots		Research to Build and Present Knowledge Standards
W-3 May 16-20	Integration of Knowledge & Ideas RI.5.7 RI.5.9	Sequence of Events Main Idea			J – L 30 Identifying VCV, VCCV, & VCCCV Syllable Patterns		*brief notes
W-4 May 23-26	L.5.5a	Key Details Analyze			More Words from Other Languages		*problem/solution paragraph
END OF FOURTH QUARTER May 25, 2016							

# FORT SMITH PUBLIC SCHOOLS 5th Grade Literacy: Year at a Glance 2015-2016

## Basic Module Information:

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with **CCSS RI.5.2, RI.5.6, and RI.5.8**. The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.

Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 6 of the Year at a Glance)					
Instructional Practices	RL Standards	RI Standards	Writing Standards	Speaking & Listening Standards	Language Standards
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	All	RI.5.1 RI.5.2 RI.5.6 RI.5.8 RI.5.10		SL.5.1-SL.5.6	
Independent Reading	RL.5.10	RI.5.10		SL.5.1-SL.5.6	L.5.1-L.5.6
Word Study					L.5.1-L.5.6 (some in grammar)
Writing			W.5.1-W.5.7, W.5.9a,b- W.5.10	SL.5.1-SL.5.6	L.5.1-L.5.6
Vocabulary	RL.5.4	RI.5.4			L.5.1-L.5.6

Module 6 Essential Vocabulary These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.							
Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Review All	Review All	Review All	Review All	Review All	Review All	Brief Notes Problem-Solution Paragraph	Review All

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				Comprehension/ Fluency	• Journeys Assessments and Materials  Teacher Selected Read-Aloud (2 Texts on Same Topic)	(OPTIONAL) Initial diagnostic tool called the Comprehensive Screening Assessment comes with the Houghton Mifflin series. This assessment should be completed during the first two weeks of school.
CC.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  (Refer to FSPS Ongoing CCSS Grade 5)	• I will use specific quotes from a text when drawing inferences and explaining what a text says specifically.	Inferences	CT: Book 3, Lesson 8 p. 12 NRP: p. 78-86 STW-2: p. 144, p.148-153 (T) CT: Book 4, Lesson 11, p. 15 CT: Book 4, Lesson 15, p. 56	Read to Self (on level texts) Retell a familiar text Setting up rituals and routines		
Vocabulary				Targeted Vocabulary & Strategies	• Journeys Assessments and Materials	
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.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	• I will use context clues to determine word meanings.	Context clues	http://dictionary.reference.com/ WTW: p.253 & 265, Greek and Latin roots BWL WJ: Chapter 6 WJ: Chapter 7	Setting up rituals and routines		
Spelling				J – L 1 VCV Syllable Pattern	• Decoding T39 J – L 1 Detailed Spelling Plan T44-T45 • Day 1: Pretest PB: p. 4 • Day 2: Sort PB: p. 5 • Day 3: Word Families • Day 4: Connect to Writing PB: p. 6 • Day 5: Assessment	T55 Weekly Decoding Test 1.6-1.7  T45 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) breath, wobble, blister, crush, direct, promise, grasp, numb, hymn, shovel, gravity, frantic, swift, feather, comic, bundle, solid, weather, energy, stingy (Review) bunch, district, track, pleasant, odd (Challenge) instruct, distress, summit, massive, physical				Spelling: Short Vowels		
Grammar				Review Grammar Skills	• Journeys Assessments and Materials	
CC.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	• I will demonstrate command of the conventions of standard English grammar and usage when I write or speak.	Conventions	http://languagearts.pppst.com/index.html MM2-3: MM4-5: MI: EE:			
Writing				Review Writing Process	• Journeys Assessments and Materials	(OPTIONAL)
CC.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two for a range of discipline-specific tasks, purposes, and audiences.	• I will write for an appropriate time base on a specific task, purpose, and audience.	Routinely Reflection Revision	GRW: Chapter 5 WP: Chapters 1 & 3 LC: Book 1 WBT	Setting up rituals and routines		Writing Pre-Prompt Comprehensive Screening Assessment

**FORT SMITH PUBLIC SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content**

M1 – WEEK 2

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
<b>Comprehension</b>				<b>J – L 2</b>	<b>Read Aloud J – L 2</b>	<b>(OPTIONAL)</b>
<b>CC.RL.5.2</b> 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.	<ul style="list-style-type: none"> <li>• I can determine the theme of a text using details, characters' actions, or the speaker's reflection.</li> <li>• I can summarize a story, drama, or poem.</li> </ul>	Theme Summarize	<i>TDC</i> : p.19-22 (T) <i>GRW</i> : p. 361-362 (T) <i>STW-2</i> : p.188-190 <i>CT</i> : Book 4, Lesson 15, p. 56 <i>RP</i> : p. 99-113 (T) <i>CT</i> : Extend and Investigate, p.120-124	<b>Skill:</b> Text & Graphic Features  <b>Strategy:</b> Question  <b>Genre:</b> Informational Text	T84-T85 • Target Skill: Text/ Graphic Features • Projectable 2.1 (Model Oral Fluency) • CLLG: p. 43 • Target Vocabulary T85 <b>Main Selection</b> <b>"Ultimate Field Trip 5: Blasting Off to Space Academy"</b> T92-T104 Genre: Informational Text • CLLG: p. 42 • Introduce: Text and Graphic Features; Question T90-T91 • Projectable 2.2 (Text & Graphic Features; Question) <b>PB</b> : p. 13 • Projectables 2.3a, .3b (T-Map: Text Features) • Stop & Think T97, 99, T101 • Deepen Comp: Text/Graphic Features T110-T111 • Projectable 2.4 (T-Map: Analyze Text/ Graphic Features) <b>PB</b> : p. 14 <b>AL</b> : graphic & text features, caption <b>Connect To "Profile of a Spacewalker"</b> T106–T109 Genre: Informational Text • <b>MC</b> : T109 CLLG: p. 43	T128 Weekly Test 2.4-2.5
<b>CC.RL.5.3</b> 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).	<ul style="list-style-type: none"> <li>• I will use specific details from a text to compare and contrast two characters, settings, or events.</li> </ul>	Compare Contrast	<i>GRW</i> : p. 441-446, appendices p. 17-23 <i>TDC</i> : p. 19-22 (T) <i>GRW</i> : p. 395-396 (T) <i>BWL</i> : Chapter 5, p. 72 <i>TDC</i> : p. 156 <i>GRW</i> : p. 444 (T)			

**FORT SMITH PUBLIC SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content**

**M1 – WEEK 2**

<b>Vocabulary</b>				<b>Targeted Vocabulary &amp; Strategies</b> <b>J – L 2</b>	<b>Weekly Plan T78-T79</b> <b>J – L 2</b>	<b>(OPTIONAL)</b>
<p><b>CC.L.5.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> <p>(Refer to FSPS Vocabulary Instruction Guidelines K-6)</p>	<ul style="list-style-type: none"> <li>I will use words and phrases that I learn through listening and reading, especially words related to fifth grade topics.</li> </ul>	<p>Contrasts Logical Relationships</p>	<p><b>BWL</b> <b>MI:</b> p. 90 <b>WTW:</b> Chapters 7, 8, 9</p>	<p><b>STRATEGY:</b> Prefixes <i>non-, un-, dis-, mis-</i> <b>WORD CARDS</b> Cards 11-20 <b>TARGET VOCABULARY:</b> function, delicate, adjusted, operator, flawed, acute, version, axis, stimulate, tethered</p>	<p><b>Introduce Vocabulary</b> T86-T87 <b>Develop Background “Give Me Gravity”</b> T84-T85 <b>“What is Gravity”</b> T88-T89 <b>Vocabulary Strategies</b></p> <ul style="list-style-type: none"> <li>Prefixes <i>non-, un-, dis-, mis-</i> T114-T115</li> <li>Projectable 2.5 (Prefixes <i>non-, un-, dis-, mis-</i>)</li> <li><b>PB:</b> p. 115</li> <li><b>AL:</b> prefix, affix, base</li> </ul>	<p><b>T128 Weekly Test</b> Target Vocabulary Prefixes <i>non-, un-, dis-, mis-</i> 2.2-2.3</p>
<b>Spelling</b>				<b>J – L 2</b>	<b>J – L 2 Detailed Spelling Plan</b>	<b>(OPTIONAL)</b>
<p>Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling.</p> <p><b>CC.RF.5.3a</b> 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.</p> <p><b>CC.L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.</p> <p align="center"><b>Spelling Words:</b></p> <p align="center"><b>(Basic)</b> awake, feast, stray, greet, praise, disease, repeat, display, braces, thief, ashamed, sleeve, waist, beneath, sheepish, release, remain, sway, training, niece</p> <p align="center"><b>(Review)</b> stale, afraid, freedom, eager, explain</p> <p align="center"><b>(Challenge)</b> terrain, succeed, betray, motivate, upheaval</p>				<p>Vowel Sounds in VCV Syllable Patterns</p> <p><b>Spelling:</b> Long <i>a</i> and Long <i>e</i></p>	<p>• Decoding T113 <b>J – L 2 Detailed Spelling Plan</b> T118-T119</p> <ul style="list-style-type: none"> <li>Day 1: Pretest <b>PB:</b> p. 16</li> <li>Day 2: Word Sort <b>PB:</b> p. 17</li> <li>Day 3: Word Families</li> <li>Day 4: Connect to Writing <b>PB:</b> p. 18</li> <li>Day 5: Assessment</li> </ul>	<p><b>T129 Weekly Decoding Test</b> 2.6-2.7</p> <p><b>(OPTIONAL)</b> T119 Spelling Assessment</p>
<b>Grammar</b>				<b>J – L 1</b>	<b>J – L 1 Detailed Grammar Plan</b>	<b>(OPTIONAL)</b>
<p><b>CC.L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p><b>CC.L.5.3a</b> <u>Expand, combine, and reduce</u> sentences for meaning, reader/listener interest, and style.</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> <li>I will expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul>	<p>Combine Reduce Expand Interest Style</p>	<p><a href="http://www.languagearts.pppst.com/sentencevariety.html">http://www.languagearts.pppst.com/sentencevariety.html</a> <b>TAW:</b> p. 62-72 (revision) (T) <b>CL</b> <b>NCL</b> <b>LC:</b> Book 6, Lesson 13 &amp; 14, p. 175 &amp; 187</p>	<p>Complete Sentences</p> <p><b>J – L 3</b> Compound Sentences</p>	<p><b>Day 1: Teach Complete Sentences</b> Projectable 1.6 <b>PB:</b> p. 7</p>	<p><b>T55 Weekly Test</b> 1.8-1.9</p> <p><b>J – L 3</b> <b>(OPTIONAL)</b> T203 Weekly Test</p>



					<ul style="list-style-type: none"> <li>• Day 2: Extend Complete Sentences Projectable 1.7</li> <li>• PB: p. 8</li> <li>• Day 3: Teach Writing Sentences Projectable 1.8</li> <li>PB: p. 9</li> <li>Day 4: OMIT PB: p. 10</li> <li>• Day 5: Connect to Writing (Sentence Fluency) PB: p. 11</li> <li><b>J – L3 Detailed Grammar Plan</b> T194-T197</li> <li>• Day 1: Teach Complete Subjects &amp; Predicates Projectable 3.6</li> <li>PB: p. 31</li> <li>• Day 2: Extend Complete Subjects &amp; Predicates Projectable 3.7</li> <li>PB: p. 32</li> <li>• Day 3: Projectable 3.8</li> <li>PB: p. 33</li> <li>• Day 4: Review Subjects &amp; Predicates</li> <li>Spiral Review: Titles PB: p. 34</li> <li>• Day 5: Connect to Writing (Sentence Fluency) PB: p. 35</li> </ul>	3.12-3.13
<b>Writing</b>					<b>Refer to Journeys</b> <b>Lessons 1-5, 17, 18-20: Personal Narrative Structure</b>  <b>Narrative</b>	
CC.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CC.W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<ul style="list-style-type: none"> <li>• I will establish a situation, introduce a narrator and/or characters, and organize an event sequence.</li> </ul>	Narrator Sequence	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) LC: Book 4, p. 59, 85, 115 CL: p. 89, 90, 91, 94, 95 LC: Raising the Quality of Narrative Writing, p. 69			

<b>CC.W.5.3b</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<ul style="list-style-type: none"> <li>• I will use dialogue, descriptions, and pacing to develop events and characters.</li> </ul>	Dialogue Descriptions Pacing	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) <i>WP:</i> Ch. 6 <i>LC:</i> Writing Fiction, Big Dreams, p. 27, 43, 73 <i>CL:</i> p. 95	Text Types & Purposes  <b>W.5.3</b>
<b>CC.W.5.3c</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<ul style="list-style-type: none"> <li>• I will use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> </ul>	Transitional words Phrases Clauses Sequence of events	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) <i>MM4-5:</i> p. 74, 155	
<b>CC.W.5.3d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.	<ul style="list-style-type: none"> <li>• I will use concrete words and phrases and sensory details to convey experiences and events.</li> </ul>	Concrete Sensory details	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) <i>CL:</i> p. 68, 69, 70, 71	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
<b>Comprehension: Extended Text Study</b> <ul style="list-style-type: none"> <li>Teacher may choose standards that best match the extended text study genre.</li> <li>Refer to FSPS Extended Text Study Criteria</li> <li>Refer to FSPS Vocabulary Instruction Guidelines K-6</li> </ul> <p>Key Ideas &amp; Details</p> <p><a href="#">RL.5.2</a></p> <p><a href="#">RL.5.3</a></p> <p>Integration of Knowledge &amp; Ideas</p> <p><a href="#">RL.5.7</a></p> <p><a href="#">RL.5.9</a></p>				<p>Teacher Selected Materials for Extended Text Study</p> <p>Refer to Year at A Glance for Standards</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>Story Structure</b></p> <p>Summarize</p> <p><b>Sequence of Events</b></p> <p>Drawing</p> <p>Conclusions</p> <p><b>Recount</b></p> <p>Analyze/ Evaluate</p> </div>		
<b>CC.RL.5.2</b> 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.	<ul style="list-style-type: none"> <li>I can determine the theme of a text using details, characters' actions, or the speaker's reflection.</li> <li>I can summarize a story, drama, or poem.</li> </ul>	Theme Summarize	<i>TDC</i> : p.19-22 (T) <i>GRW</i> : p. 361-362 (T) <i>STW-2</i> : p.188-190 <i>CT</i> : Book 4, Lesson 15, p. 56 <i>RP</i> : p. 99-113 (T) <i>CT</i> : Extend and Investigate, p.120-124			
<b>CC.RL.5.3</b> 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).	<ul style="list-style-type: none"> <li>I will use specific details from a text to compare and contrast two characters, settings, or events.</li> </ul>	Compare Contrast	<i>GRW</i> : p. 441-446, appendices p. 17-23 <i>TDC</i> : p. 19-22 (T) <i>GRW</i> : p. 395-396 (T) <i>BWL</i> : Chapter 5, p. 72 <i>TDC</i> : p. 156 <i>GRW</i> : p. 444 (T)			
<b>CC.RL.5.7</b> Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folk tale, myth, poem).	<ul style="list-style-type: none"> <li>I will analyze how visual or multimedia elements contribute to the meaning or beauty of a text.</li> </ul>	Analyze Tone	<i>CT</i> : Book 6, Lesson 22, pg. 2-13			
<b>CC.RL.5.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<ul style="list-style-type: none"> <li>I will compare and contrast stories of the same genre on their approach to similar themes.</li> </ul>	Compare Contrast Genre Themes	<i>STW-1</i> : p. 67-80 <i>STW-2</i> : p. 307 <i>TDC</i> : p. 143-146 (T) <i>GRW</i> : p. 448-449			

**FORT SMITH PUBLIC SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content**

**M1 – WEEK 3-5**

<b>Spelling</b>				<b>J – L 3</b>	<ul style="list-style-type: none"> <li>Decoding T187</li> <li><b>J – L 3 Detailed Spelling Plan</b> T192-T193</li> <li>Day 1: Teach the Principle/Pretest PB: p. 28</li> <li>Day 2: Word Sort PB: p. 29</li> <li>Day 3: Word Families</li> <li>Day 4: Connect to Writing PB: p. 30</li> <li>Day 5: Assessment</li> </ul>	T203 Weekly Decoding Test 3.10-3.11  T193 Spelling Assessment
Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling. <b>CC.RF.5.3a</b> 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. <b>CC.L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.  <p align="center"><b>Spelling Words:</b></p> <p align="center"><b>(Basic)</b> sign, groan, reply, thrown, strike, mighty, stroll, compose, dough, height, excite, apply, slight, define, odor, spider, control, silent, brighten, approach</p> <p align="center"><b>(Review)</b> sigh, twice, shown, tonight, remote</p> <p align="center"><b>(Challenge)</b> require, reproach, defy, plight, opponent</p>				<b>J – L 3</b> VCCV Pattern  <b>Spelling:</b> Long <i>i</i> and Long <i>o</i>		
<p align="center"><b>Spelling Words:</b></p> <p align="center"><b>(Basic)</b> glue, flute, youth, accuse, bruise, stew, choose, loose, lose, view, confuse, cruise, jewel, execute, route, cartoon, avenue, include, assume, souvenir</p> <p align="center"><b>(Review)</b> fruit, group, refuse, argue, foolish</p> <p align="center"><b>(Challenge)</b> conclude, pursuit, intrude, subdue, presume</p>				<b>J – L 4</b> Digraphs in Multisyllable Words  <b>Spelling:</b> Vowel Sounds: /oo/, /yoo/	<ul style="list-style-type: none"> <li>Decoding: T259</li> <li><b>J – L 4 Detailed Spelling Plan</b> T264-T265</li> <li>Day 1: Teach the Principle/Pretest PB:p.40</li> <li>Day 2: Word Sort PB:p.41</li> <li>Day 3: Word Families</li> <li>Day 4: Connect to Writing PB: p. 42</li> <li>Day 5: Assessment</li> </ul>	T275 Weekly Decoding Test 4.6-4.7  T265 Spelling Assessment
<p align="center"><b>Spelling Words:</b></p> <p align="center"><b>(Basic)</b> ounce, sprawl, launch, loyal, avoid, basketball, moist, haunt, scowl, naughty, destroy, saucer, pounce, poison, August, auction, royal, coward, awkward, encounter</p> <p align="center"><b>(Review)</b> cause, faucet, tower, false, amount</p> <p align="center"><b>(Challenge)</b> poise, loiter, exhaust, assault, alternate</p>				<b>J- L 5</b> Stressed & Unstressed Syllables Spelling: Vowel sounds: /oul/, /ol/, /oil/	<ul style="list-style-type: none"> <li>Decoding: T331</li> <li><b>J – L 5 Detailed Spelling Plan</b> T336-T337</li> <li>Day 1: Principle/Pretest PB: p. 52</li> <li>Day 2: Word Sort p.53</li> <li>Day 3: Word Families</li> <li>Day 4: Connect to Writing PB: p. 54</li> <li>Day 5: Assessment</li> </ul>	T347 Weekly Decoding Test 5.6-5.7  T337 Spelling Assessment
<b>Grammar</b>				<b>J-L12</b>	<b>J-L12 Detailed Grammar Plan</b> T120-T123 <ul style="list-style-type: none"> <li>Day 1: Present &amp; Past Tense Projectable 12.6 PB: p. 139</li> <li>Day 2: Teach Future Tense Projectable 12.7</li> </ul>	<b>(OPTIONAL)</b> T129 Weekly Test 12.8-12.9
CC.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.L.5.1d</b> Recognize and correct inappropriate shifts in verb tense.	<ul style="list-style-type: none"> <li>I will recognize and correct inappropriate shifts in verb tense.</li> </ul>	Shifts Tense	<a href="http://languagearts.pppst.com/index.html">http://languagearts.pppst.com/index.html</a> MM2-3 MM4-5	Verb Tenses: Recognizing Inappropriate Shifts in Verb Tense		

				AL: present, past, future	PB: p. 140 <ul style="list-style-type: none"> <li>Day 4: Review Tenses</li> <li>Spiral Review: Kinds of Verbs PB: p. 142</li> <li>Day 5: Connect to Writing (Using Correct Verb Tenses) PB: p.143</li> </ul>	
<b>CC.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> <b>CC.L.5.1.b</b> Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	<ul style="list-style-type: none"> <li>I will form and use perfect verb tenses.</li> </ul>	Perfect Verb Tenses	NCL: p. 103 NCL: Appendix R (T) WBT: p. 130-146	Perfect Verb Tenses	Teacher Selected Materials for Grammar Study	
<b>Writing</b>				<b>Refer to Journeys</b> <b>Lessons 1-5, 17, 18-20: Personal Narrative Structure</b>  <b>Narrative</b>  Text Types & Purposes <u><b>W.5.3</b></u>  Production/Distribution <u><b>W.5.5</b></u> <u><b>W.5.6</b></u>  <u><b>L.5.3a</b></u>		
<b>CC.W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <b>CC.W.5.3a</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<ul style="list-style-type: none"> <li>I will establish a situation, introduce a narrator and/or characters, and organize an event sequence.</li> </ul>	Narrator Sequence	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) LC: Book 4, p. 59, 85, 115 CL: p. 89, 90, 91, 94, 95 LC: Raising the Quality of Narrative Writing, p. 69			
<b>CC.W.5.3b</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<ul style="list-style-type: none"> <li>I will use dialogue, descriptions, and pacing to develop events and characters.</li> </ul>	Dialogue Descriptions Pacing	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) WP: Ch. 6 LC: Writing Fiction, Big Dreams, p. 27, 43, 73 CL: p. 95			
<b>CC.W.5.3c</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<ul style="list-style-type: none"> <li>I will use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> </ul>	Transitional words Phrases Clauses Sequence of events	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) MM4-5: p. 74, 155			
<b>CC.W.5.3d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.	<ul style="list-style-type: none"> <li>I will use concrete words and phrases and sensory details to convey experiences and events.</li> </ul>	Concrete Sensory details	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) CL: p. 68, 69, 70, 71			

CC.W.5.3e Provide a conclusion that follows from the narrated experiences or events.	<ul style="list-style-type: none"> <li>• I will provide a conclusion that follows from narrated experiences.</li> </ul>	Conclusion Closure	<p><i>NCL</i>  <i>Is That a Fact?</i>  <i>Raising the Quality of Narrative Writing</i> (T)  <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T)  <i>LC:</i> Book 4, p.133</p>	Narrative
CC.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<ul style="list-style-type: none"> <li>• I will use guidance from my peers and adults to plan, revise, and edit my writing.</li> </ul>	Plan Revise Edit	<p><i>GRW:</i> p. 63-66 (T)  <i>GRW:</i> p. 77-80  <i>WP:</i> p. 19-20 (T)  <i>LC:</i> Book 1, p. 37-45; p. 169-173</p>	
CC.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<ul style="list-style-type: none"> <li>• I can use digital tools to produce and publish my work.</li> <li>• I can use the Internet to interact and collaborate with my peers on writing projects.</li> <li>• I can demonstrate a command of keyboarding skills to type two pages in one setting.</li> </ul>	Technology Produce Publish	<p><i>Tikatot</i> <a href="http://www.tikatok.com/">http://www.tikatok.com/</a>  <i>Storybird</i> <a href="http://storybird.com/">http://storybird.com/</a>  <i>Writing with Writers/Scholastic</i> <a href="http://teacher.scholastic.com/writewit/">http://teacher.scholastic.com/writewit/</a>  <i>Stonesoup</i> <a href="http://www.stonesoup.com/">http://www.stonesoup.com/</a> (T)  <i>Read, Write, Think</i> <a href="http://tenkely.org/Read_Write_Think.html">http://tenkely.org/Read_Write_Think.html</a> (T)</p>	
CC.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. CC.L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<ul style="list-style-type: none"> <li>• I will expand, combine, and/or reduce sentences for purpose of meaning, interest, or style.</li> </ul>	Conventions	<p><a href="http://www.languagearts.pppst.com/sentencevariety.html">http://www.languagearts.pppst.com/sentencevariety.html</a>  <i>TAW:</i> p. 62-72 (revision) (T)  <i>CL</i>  <i>LC:</i> Book 6, Lesson 13 &amp; 14, p. 175 &amp; 187</p>	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
Comprehension: Research Connections				<div>Teacher Selected Materials for Research Connections Refer to the Year at a Glance for Standards</div> <div><div>Text Features Compare/ Contrast</div><div>Main Idea &amp; Details Analyze/Evaluate</div></div>		
<div><div><div>• Teacher may choose standards that best match the Research Connections genre.</div><div>• Refer to FSPS Research Connections Criteria</div><div>• Refer to FSPS Vocabulary Instruction Guidelines K-6</div></div><div>Key Ideas &amp; Details</div><div>RI.5.2</div><div>Integration of Knowledge &amp; Ideas</div><div>RI.5.8</div><div>RI.5.9</div></div>						
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.	<div><div>• I will determine the main idea of a text and explain how it is supported by key details.</div><div>• I will summarize a piece of informational text.</div></div>	Summarize	CT: Book 5, Lesson 19, p. 56; Lesson 21, p. 56 STW: p. 166 (T) NRP: p. 90-91, 124			
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).	<div><div>• I will explain how an author uses reasons and evidence to support his/her points.</div><div>• I will specifically identify which reasons an author uses to support which points.</div></div>	Reasons Evidence Identity	CT: Book 4, Lesson 11, p. 24 STW-2: p.166-169			
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.	<div><div>• I will combine information from two texts on the same topic to write or speak about the subject.</div></div>	Integrate Topic	STW: p.169-171 CT: Book 6, Lesson 22, p. 2 GRW: Appendix 34			

**FORT SMITH PUBLIC SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content**

**M1 – WEEK 7**

<b>Spelling</b>				<b>J – L 6</b>		
<p>Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling.</p> <p><b>CC.RF.5.3a</b> 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.</p> <p><b>CC.L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.</p> <p align="center"><b>Spelling Words:</b></p> <p><b>(Basic)</b> glory, aware, carton, adore, aboard, dairy, ordeal, pardon, warn, vary, barely, torch, barge, soar, beware, absorb, armor, stairway, perform former</p> <p><b>(Review)</b> board, repair, sharp, square, compare</p> <p><b>(Challenge)</b> discard, forfeit, orchestra, rarity, hoard</p>				<p>Common Beginning Syllables</p> <p><b>Spelling:</b> Vowel + /r/ Sounds</p>	<ul style="list-style-type: none"> <li>Decoding: T41</li> <li><b>J- L 6 Detailed Spelling Plan</b> T46-T47</li> <li>Day 1: Teach the Principle/Pretest PB: p. 64</li> <li>Day 2: Word Sort PB: p. 65</li> <li>Day 3: Word Families</li> <li>Day 4: Connect to Writing PB: p. 66</li> <li>Day 5: Assessment</li> </ul>	<p>T57 Weekly Decoding Test 6.7-6.8</p> <p>T47 Spelling Assessment</p>
<p align="center"><b>Spelling Words:</b></p> <p><b>(Basic)</b> earth, peer, twirl, burnt, smear, further, appear, worthwhile, nerve, pier, squirm, weary, alert, murmur, thirsty, reverse, worship, career, research, volunteer</p> <p><b>(Review)</b> early, world, rear, current, cheer</p> <p><b>(Challenge)</b> yearn, engineer, interpret, dreary, external</p>				<p><b>J – L 7</b></p> <p>Vowel + /r/ Sounds</p> <p><b>Spelling:</b> More Vowel + /r/ Sounds</p>	<ul style="list-style-type: none"> <li>Decoding T113</li> <li><b>J – L 7 Detailed Spelling Plan</b> T118-T119</li> <li>Day 1: Teach the Principle/Pretest PB: p. 76</li> <li>Day 2: Word Sort PB: p. 77</li> <li>Day 3: Word Families</li> <li>Day 4: Connect to Writing PB: p. 78</li> <li>Day 5: Assessment</li> </ul>	<p>T129 Weekly Decoding Test 7.6-7.7</p> <p>T119 Spelling Assessment</p>
<b>Grammar</b>						
<p><b>CC.L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC.L.5.1c</b> Use verb tense to convey various times, sequences, states, and conditions.</p>	<ul style="list-style-type: none"> <li>I will use verb tenses to convey various times, sequences, states, and conditions.</li> </ul>	<p>Tense Sequences States Conditions</p>	<p><a href="http://languagearts.pppst.com/index.html">http://languagearts.pppst.com/index.html</a></p> <p><b>MM2-3</b></p> <p><b>MM4-5</b></p> <p><b>MI</b></p>	<p>Verb Tenses Time &amp; Sequence</p>	<p align="center">Teacher Selected Materials for Grammar Study</p>	
<b>Writing</b>						
<p><b>CC.W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>CC.W.5.1a</b> 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.</p>	<ul style="list-style-type: none"> <li>I will introduce a topic or name of a book, state an opinion, and create an organizational structure that supports my purpose.</li> </ul>	<p>Opinion Organizational structure</p>	<p><b>NCL:</b> p. 58-60, 103</p> <p><b>NCL:</b> Appendix R (T)</p> <p><b>LC:</b> Writing Unit 3-5, Lesson, 6, p. 71; Lesson 7, p. 83</p> <p><b>MM4-5</b></p>	<p align="center"><b>Refer to Journeys Lessons 8-15</b></p> <p align="center"><b>Lesson 13: Letter Opinion</b></p> <p align="center">*brief notes and/or letters</p>		



CC.W.5.1b Provide logically ordered reasons that are supported by facts and details.	<ul style="list-style-type: none"> <li>I will provide reasons that are supported by facts and details and ordered logically.</li> </ul>	Logically	<i>NCL</i> : p. 103 <i>NCL</i> : Appendix R (T) <i>WBT</i> : p. 130-146	<p>Text Types &amp; Purposes <b>W.5.1</b></p> <p>Research to Build &amp; Present Knowledge <b>W.5.8</b></p>
CC.W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	<ul style="list-style-type: none"> <li>I will use words, phrases, and clauses to link opinions and reasons.</li> </ul>	Phrases Clauses	<i>NCL</i> : p. 103 <i>NCL</i> : Appendix R (T) <i>LC</i> : Book 3, Writing Unit 3-5, Lesson 15, p. 183 <i>MM4-5</i> : p.155	
CC.W.5.1d Provide a concluding statement or section related to the opinion presented.	<ul style="list-style-type: none"> <li>I will provide a concluding section or statement.</li> </ul>	Concluding	<i>NCL</i> : p. 103 <i>NCL</i> : Appendix R (T) <i>LC</i> : Book 3, Writing Unit 3-5, Lesson 16, p. 195	
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.	<ul style="list-style-type: none"> <li>I will recall relevant information from experiences or gather relevant information from print and digital sources.</li> <li>I will summarize or paraphrase information in notes and finished work.</li> <li>I will provide a list of sources.</li> </ul>	Relevant Digital Sources Summarize Paraphrase	<i>CT</i> : Book 6, Lesson 22, pg. 2-13	

**FORT SMITH SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content**

**M2 – WEEK 1**

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
<b>Comprehension</b>				<b>Comprehension/</b>	<b>Read Aloud J – L 4</b>	<b>(OPTIONAL)</b>
<b>CC.RL.5.3</b> 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	<i>GRW:</i> p. 441-446, appendices p. 17-23 <i>TDC:</i> p. 19-22 (T) <i>GRW:</i> p. 395-396 (T) <i>BWL:</i> Chapter 5, p. 72 <i>TDC:</i> p. 156 <i>GRW:</i> p. 444 (T)	<b>Fluency</b> <b>J – L 4</b> <b>Skill:</b> Sequence of Events  <b>Strategy:</b> Monitor/Clarify	<b>“Learning the Ropes”</b> T232-T233 • Target Skill: Sequence of Events • Projectable 4.1 CLLG: p. 47 • Target Vocabulary T233 <b>Main Selection “Double Dutch”</b> T240-T250 Genre: 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 <b>AL:</b> sequence of events, monitor, clarify, chronological order, infer <b>Connect To “Score!”</b> T252-T255 • MC: T255 CLLG: p. 47	T274 Weekly Test 4.4-4.5
<b>CC.RL.5.5</b> 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	<i>GRW:</i> p. 444 (T) <i>GRW:</i> p. 410-422; p. 445-446 <i>WP:</i> p. 35-36 (T) (3-6)	<b>Genre:</b> Narrative Nonfiction/ Poetry		
<b>Vocabulary</b>				<b>Targeted Vocabulary &amp; Strategies</b> <b>J – L 4</b> <b>STRATEGY:</b> Suffixes <i>-ion, -tion</i>  <b>WORD CARDS</b> Cards 31-40  <b>TARGET VOCABULARY:</b> competition, identical, routine, element, intimidated, unison, recite, qualifying, uniform, mastered	<b>Weekly Plan T 226-T227</b> <b>J – L 4</b> <b>Introduce Vocabulary</b> T234-T235 <b>Develop Background “Learning the Ropes”</b> T232-T233 <b>“What is Double Dutch?”</b> T236-T237 <b>Vocabulary Strategies</b> T260-T261 Suffixes <i>-ion, -tion</i> • Projectable 4.5 (Suffixes <i>-ion, -tion</i> ) • PB: p. 39 AL: suffix	<b>(OPTIONAL)</b> T274 Weekly Test Target Vocabulary Suffixes <i>-ion, -tion</i> 4.2-4.3
<b>CC.L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>CC.L.5.5a</b> Interpret figurative language, including similes and metaphors, in context.	• I will explain the meaning of simple similes and metaphors in context.	Similes Metaphors	<a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a> <a href="http://www.readworks.org/">http://www.readworks.org/</a> <i>GRW:</i> (figurative language) <i>WP:</i> p. 45 (figurative language) <i>LC:</i> Book 6, Lesson 13, p. 175			
<b>CC.L.5.5c</b> 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	<a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a> <a href="http://www.readworks.org/">http://www.readworks.org/</a> <i>GRW:</i> (figurative language) <i>WP:</i> p. 45 (figurative language) <i>LC:</i> Book 6, L.13 p. 175			

# FORT SMITH SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content

M2 – WEEK 1

<div>Spelling</div> <div>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.</div> <div>Spelling Words:</div> <div>(Basic) steel, steal, aloud, allowed, ring, wring, lesson, lessen, who's, whose, manor, manner, pedal, peddle, berry, bury, hanger, hangar, overdo, overdue</div> <div>(Review) wait, weight, vain, vane, vein</div> <div>(Challenge): canvass, canvas, site, sight, cite</div>				<div>J – L 8</div> <div>Homophones</div> <div>Spelling: Homophones</div>		<div>Decoding T187</div> <div>J – L 8Detailed Spelling Plan T192-T193</div> <div><ul style="list-style-type: none"><li>Day 1: Teach the Principle/Pretest</li><li>PB: p. 88</li><li>Day 2: Word Sort PB: p. 89</li><li>Day 3: Word Families</li><li>Day 4: Connect to Writing</li><li>PB: p. 90</li><li>Day 5: Spelling Assessment</li></ul></div>		<div>T202 Weekly Decoding Test 8.10-8.11 T193 Spelling Assessment</div>	
<div>Grammar</div> <div>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.</div> <div><ul style="list-style-type: none"><li>I will use verb tenses to convey various times, sequences, states, and conditions.</li></ul></div> <div>Tense Sequences States Conditions</div> <div><a href="http://languagearts.pppst.com/index.html">http://languagearts.pppst.com/index.html</a> MM2-3 MM4-5 MI</div>				<div>Verb Tenses States &amp; Conditions</div>		<div>Teacher Selected Materials for Grammar Study</div>			
<div>Writing</div> <div>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.</div> <div><ul style="list-style-type: none"><li>I will introduce a topic or name of a book, state an opinion, and create an organizational structure that supports my purpose.</li></ul></div> <div>Opinion Organizational structure</div> <div>NCL: p. 58-60, 103 NCL: Appendix R (T) LC: Writing Unit 3-5, Lesson, 6, p. 71; Lesson 7, p. 83 MM4-5</div>						<div>Refer to Journeys Lessons 8-15</div> <div>Opinion</div> <div>Refer to FSPS Writing Criteria E</div> <div>Text Types &amp; Purposes</div> <div>W.5.1</div>			
<div>CC.W.5.1b Provide logically ordered reasons that are supported by facts and details.</div> <div><ul style="list-style-type: none"><li>I will provide reasons that are supported by facts and details and ordered logically.</li></ul></div> <div>Logically</div> <div>NCL: p. 103 NCL: Appendix R (T) WBT: p. 130-146</div>									
<div>CC.W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</div> <div><ul style="list-style-type: none"><li>I will use words, phrases, and clauses to link opinions and reasons.</li></ul></div> <div>Phrases Clauses</div> <div>NCL: p. 103 NCL: Appendix R (T) LC: Book 3, Writing Unit 3-5, Lesson 15, p. 183 MM4-5: p.155</div>									
<div>CC.W.5.1d Provide a concluding statement or section related to the opinion presented.</div> <div><ul style="list-style-type: none"><li>I will provide a concluding section or statement.</li></ul></div> <div>Concluding</div> <div>NCL: p. 103 NCL: Appendix R LC: Book 3, Writing Ut 3-5, L-16, p. 195</div>									

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)		
<ul style="list-style-type: none"><li>Teacher may choose standards that best match the extended text study.</li><li>Refer to FSPS Extended Text Study Criteria</li><li>Refer to FSPS Vocabulary Instruction Guidelines K-6</li></ul> 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.	<ul style="list-style-type: none"><li>I will explain how a series of chapters or stanzas fit together to create the overall structure of a text.</li></ul>	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.	<ul style="list-style-type: none"><li>I will describe how the narrator’s point of view affects how events are described.</li></ul>	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.	<ul style="list-style-type: none"><li>I will compare/contrast the overall structure of events, ideas, concepts, or information in two or more texts.</li></ul>	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.	<ul style="list-style-type: none"><li>I will analyze two or more accounts of the same event while noting similar/different.</li></ul>	Analyze Similarities Differences	STW: p.169-171			

**FORT SMITH SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content**

M2 – WEEK 2-4

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.	<ul style="list-style-type: none"> <li>I will compare and contrast stories of the same genre on their approach to similar themes.</li> </ul>	Compare Contrast	<i>STW-1</i> : p. 67-80 <i>STW-2</i> : p. 307 <i>TDC</i> : p. 143-146 (T) <i>GRW</i> : 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.	<ul style="list-style-type: none"> <li>I will combine information from two texts on the same topic to write or speak about the subject.</li> </ul>	Text Subject	<i>STW</i> : p.169-171 <i>CT</i> : Book 6, Lesson 22, p. 2 <i>GRW</i> : 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]").	<ul style="list-style-type: none"> <li>I will use evidence to compare or contrast two or more characters, settings, or events in a story or drama.</li> </ul>	Compare Contrast	<i>LC</i> : 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]").	<ul style="list-style-type: none"> <li>I will use evidence from informational text to support analysis, reflection, and research in my writing.</li> </ul>	Analysis Reflection	<i>LC</i> : Book 5			
<b>Spelling</b>				<b>J – L 9</b>		
Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling. <b>CC.RF.5.3a</b> 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. <b>CC.L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed. <b>Spelling Words:</b> <b>(Basic)</b> 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 <b>(Review)</b> goodbye, all right, forever, twenty-two, somebody <b>(Challenge)</b> motorcycle, overseas, quick-witted, stomachache, bulletin board				Compound Words  <b>Spelling:</b> Compound Words	<ul style="list-style-type: none"> <li>Decoding T259: <b>J – L 9 Detailed Spelling Plan</b> T264-T265</li> <li>Day 1: Teach the Principle/Pretest <b>PB</b>: p. 100</li> <li>Day 2: Word Sort <b>PB</b>: p. 101</li> <li>Day 3: Word Families</li> <li>Day 4: Connect to Writing <b>PB</b>: p. 102</li> <li>Day 5: Assessment</li> </ul>	T275 Weekly Decoding Test 9.6-9.7  T265 Spelling Assessment

**FORT SMITH SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content**

**M2 – WEEK 2-4**

<p align="center"><b>Spelling Words:</b> <b>(Basic)</b> cellar, flavor, cougar, chapter, mayor, anger, senator, passenger, major, popular, tractor, thunder, pillar, border, calendar, quarter, lunar, proper, elevator, bitter <b>(Review)</b> collar, honor, doctor, enter, answer <b>(Challenge)</b> stellar, clamor, tremor, circular, adviser</p>				<p align="center"><b>J – L 10</b> Recognizing Schwa + /r/ Sounds</p> <p align="center"><b>Spelling:</b> Final Schwa + /r/ Sounds</p>	<ul style="list-style-type: none"><li>T331 Decoding <b>J – L 10</b><i>Detailed Spelling Plan</i> T336-T337</li><li>Day 1: Teach the Principle/Pretest PB: p. 112</li><li>Day 2: Word Sort PB: p. 113</li><li>Day 3: Word Families</li><li>Day 4: Connect to Writing PB: p.114</li><li>Day 5: Assessment</li></ul>	T347 Weekly Decoding Test 10.6-10.7 T337 Spelling Assessment
<p align="center"><b>Spelling Words:</b> <b>(Basic)</b> bargain, journey, pattern, arrive, object, suppose, shoulder, permit, sorrow, tunnel, subject, custom, suggest, perhaps, lawyer, timber, common, publish, burden, scissors <b>(Review)</b> perfect, danger, narrow, survive, valley <b>(Challenge)</b> narrate, mentor, attempt, collide, ignore</p>				<p align="center"><b>J – L 11</b> Vowel Sounds in Stressed Syllables</p> <p align="center"><b>Spelling:</b> VCCV Pattern</p>	<p align="center"><i>Detailed Spelling Plan</i>T46-T47 <b>J – L 11</b></p> <ul style="list-style-type: none"><li>Day 1: Teach the Principle/Pretest PB: p.124</li><li>Day 2: Word Sort PB: p. 125</li><li>Day 3: Word Families</li><li>Day 4: Connect to Writing PB: p. 126</li><li>Day 5: Assessment</li></ul>	T57 Weekly Decoding Test 11.7-11.8  T47 Spelling Assessment
<b>Grammar</b>				<p align="center"><b>Refer to J – L 8, J-L9</b></p> <p align="center">Conjunctions in Compound/ Complex Sentences</p>	<p align="center">Teacher Selected Materials for Grammar Study Refer to <b>J – L 8, J-L9</b> for resources</p>	
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.	<ul style="list-style-type: none"><li>I will explain the function of <u>conjunctions</u> in general and in specific sentences.</li></ul>	Prepositions	<a href="http://languagearts.pppst.com/index.html">http://languagearts.pppst.com/index.html</a> 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	<a href="http://languagearts.pppst.com/index.html">http://languagearts.pppst.com/index.html</a> MM2-3 MM4-5 MI EE	Correlative Conjunctions	Teacher Selected Materials for Grammar Study	
<b>Writing</b>				<p align="center"><b>Refer to Journeys Lessons 6, 12, 22-23</b></p> <p align="center">Inform/Explain</p>		
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;	<ul style="list-style-type: none"><li>I will introduce a topic clearly, provide a general observation and focus, and group information logically.</li></ul>	Topic Observation Focus Logically Headings	NCL: p. 59, 60, 62, 76, 86, 95 NCL: Appendix P(T)			

include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<ul style="list-style-type: none"> <li>I will include formatting such as headings, illustrations, and multimedia when useful.</li> </ul>	Illustrations Multimedia	<i>Is That a Fact?</i> p. 52 (T)	<p>*descriptive paragraph</p> <p>Refer to FSPS Writing Criteria C</p> <p>Text Types &amp; Purposes</p> <p><a href="#">W.5.2</a></p> <p>Production/Distribution</p> <p><a href="#">W.5.5</a></p> <p><a href="#">W.5.6</a></p> <p><a href="#">L.5.4c</a></p>
CC.W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<ul style="list-style-type: none"> <li>I will use facts, definitions, concrete details, quotations when writing..</li> </ul>	Concrete details Definitions Facts Quotations	<i>Is That a Fact?</i> <i>NCL</i> : 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).	<ul style="list-style-type: none"> <li>I will link ideas within and across categories using words, phrases, and clauses such as in contrast or especially.</li> </ul>	Categories Phrases Clauses	<i>NCL</i> <i>Is That a Fact?</i>	
CC.W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> <li>I will use precise language and domain-specific vocabulary to tell about a topic.</li> </ul>	Precise Domain-specific	<i>Is That a Fact?</i> <i>NCL</i> : p. 96, 97	
CC.W.5.2e Provide a concluding statement or sections related to the information or explanation presented.	<ul style="list-style-type: none"> <li>I will provide a concluding statement or section when writing.</li> </ul>	Concluding statement Section	<i>NCL</i> <i>Is That a Fact?</i>	
CC.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , 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.	<ul style="list-style-type: none"> <li>I will determine the meaning or pronunciation of a word by consulting reference materials.</li> </ul>	Pronunciation	<a href="http://dictionary.reference.com/">http://dictionary.reference.com/</a> <i>WTW</i> : p.253 & 265, Greek and Latin roots <i>BWL</i> <i>WJ</i> : Chapter 7	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
Comprehension: Research Connections				<div>Teacher Selected Materials for Research Connections</div> <div><div>Text &amp; Graphic Features Analyze/Evaluate  Key Ideas &amp; Details  Cause/Effect</div></div>		
<div><div><div><div>• Teacher may choose standards that best match the Research Connections genre.</div><div>• Refer to FSPS Research Connections Criteria</div><div>• Refer to FSPS Vocabulary Instruction Guidelines K-6</div></div></div><div>Key Ideas &amp; Details</div><div>RI.5.2</div><div>RI.5.3</div><div>Integration of Knowledge &amp; Ideas</div><div>RI.5.7</div><div>RI.5.8</div><div>Research to Build &amp; Present Knowledge</div><div>W.5.9b</div></div>						
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.	<div><div>• I will determine the main idea of a text and explain how it is supported by key details.</div><div>• I will summarize a piece of informational text.</div></div>	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.	<div>• I will explain relationships between individuals, events, ideas, or concepts from an informational text and use the text to support my explanation.</div>	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.	<div>• I will locate information from various sources to answer a question or solve a problem.</div>	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			



**FORT SMITH SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content**

M2 – WEEK 7-8

<p><b>CC.RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<ul style="list-style-type: none"> <li>• I will explain how an author uses reasons and evidence to support his/her points.</li> <li>• I will specifically identify which reasons an author uses to support which points.</li> </ul>	<p>Reasons Evidence Identity</p>	<p><i>CT</i>: Book 4, Lesson 11, p. 24</p> <p><i>STW-2</i>: p.166-169</p>	
<p align="center"><b>Spelling</b></p> <p align="center">Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling.</p> <p><b>CC.RF.5.3a</b> 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.</p> <p><b>CC.L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.</p> <p align="center"><b>Spelling Words:</b></p> <p align="center"><b>(Basic)</b> human, exact, award, behave, credit, basic, vivid, evil, modern, nation, robot, panic, select, cousin, item, police, prefer, menu, novel, deserve</p> <p align="center"><b>(Review)</b>: figure, total, model, equal, amaze</p> <p align="center"><b>(Challenge)</b> autumn, nuisance, logic, column, laser</p>				<p align="center"><b>J – L 12</b></p> <p>Open &amp; Closed Syllables: VCV Pattern</p> <p><b>Spelling:</b> VCV Pattern</p> <ul style="list-style-type: none"> <li>• Decoding T113 <i>Detailed Spelling Plan J – L 12</i> T118-T119</li> <li>• Day 1: Teach the Principle/Pretest <b>PB</b>: p. 135</li> <li>• Day 2: Word Sort <b>PB</b>: p. 137</li> <li>• Day 3: Word Families</li> <li>• Day 4: Connect to Writing <b>PB</b>: p. 138</li> <li>• Day 5: Assessment</li> </ul> <p align="center">T129 Weekly Decoding Test 12.6-12.7</p> <p align="center">T119 Spelling Assessment</p>
<p align="center"><b>Grammar</b></p> <p><b>CC.L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC.L.5.1a</b> Explain the function of conjunctions, <u>prepositions</u>, and interjections in general and their function in particular sentences.</p>				<p align="center"><b>J – L 18</b></p> <p>Prepositions</p> <p align="center">Teacher Selected Materials for Grammar Study Refer to <b>J-L18</b> for resources</p>
				<p align="center">Interjections</p> <p align="center">Teacher Selected Materials for Grammar Study</p>
<p align="center"><b>Writing</b></p> <p><b>CC.W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>CC.W.5.2a</b> 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.</p>				<p align="center"><b>Refer to Journeys Lessons 6, 12, 22-23</b></p> <p align="center"><b>Inform/Explain</b></p> <p align="center">*descriptive paragraph</p> <p align="center">Refer to FSPS Writing Criteria C</p>
<p><b>CC.W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>CC.W.5.2a</b> 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.</p>	<ul style="list-style-type: none"> <li>• I will introduce a topic clearly, provide a general observation and focus, and group information logically.</li> <li>• I will include formatting such as headings, illustrations, and multimedia when useful.</li> </ul>	<p>Topic Observation Focus Logically Headings Illustrations Multimedia</p>	<p><i>NCL</i>: p. 59, 60, 62, 76, 86, 95</p> <p><i>NCL</i>: Appendix P(T)</p> <p><i>Is That a Fact?:</i> p. 52 (T)</p>	

<p><b>CC.W.5.2b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<ul style="list-style-type: none"> <li>• I will use facts, definitions, concrete details, quotations when writing..</li> </ul>	<p>Concrete details Definitions Facts Quotations</p>	<p><i>Is That a Fact?</i> <i>NCL</i>: p. 91, 99, 101</p>	<p>Text Types &amp; Purposes</p> <p><b>W.5.2</b></p> <p>Production/Distribution</p> <p><b>W.5.7</b> <b>W.5.8</b></p>
<p><b>CC.W.5.2c</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>	<ul style="list-style-type: none"> <li>• I will link ideas within and across categories using words, phrases, and clauses such as in contrast or especially.</li> </ul>	<p>Categories Phrases Clauses</p>	<p><i>NCL</i> <i>Is That a Fact?</i></p>	
<p><b>CC.W.5.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> <li>• I will use precise language and domain-specific vocabulary to tell about a topic.</li> </ul>	<p>Precise Domain-specific</p>	<p><i>Is That a Fact?</i> <i>NCL</i>: p. 96, 97</p>	
<p><b>CC.W.5.2e</b> Provide a concluding statement or sections related to the information or explanation presented.</p>	<ul style="list-style-type: none"> <li>• I will provide a concluding statement or section when writing.</li> </ul>	<p>Concluding statement Section</p>	<p><i>NCL</i> <i>Is That a Fact?</i></p>	
<p><b>CC.W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> <li>• I will conduct a short research project that uses several sources to build knowledge about a topic.</li> </ul>	<p>Topic</p>	<p><i>LC</i>: Book 3, p. 161-165</p>	
<p><b>CC.W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<ul style="list-style-type: none"> <li>• I will summarize or paraphrase information in notes and finished work.</li> <li>• I will provide a list of sources.</li> </ul>	<p>Relevant Digital Sources Summarize Paraphrase Sources</p>	<p><i>CT</i>: Book 6, Lesson 22, pg. 2-13</p>	<p><b>20 great research websites</b>  <a href="http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/">http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/</a> (T)  <i>Squidoo</i> <a href="http://www.squidoo.com/k12interactiveresearch">http://www.squidoo.com/k12interactiveresearch</a> (T)  <i>LC</i>: Book 3, p. 161-165  <i>NetTracker</i> <a href="http://www.nettrekker.com/us/http://www.fortsmithlibrary.org/">http://www.nettrekker.com/us/http://www.fortsmithlibrary.org/</a>  <i>Squidoo</i> <a href="http://www.squidoo.com/k12interactiveresearch">http://www.squidoo.com/k12interactiveresearch</a> (T)</p>

COMMON CORE STATE STANDARDS	OBJECTIVES	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
<b>Comprehension</b>				<b>Comprehension/Fluency</b> <b>J – L 6</b>	<b>Read Aloud</b> <b>J – L 6</b> “San Padre Island Sea Turtle” T12-T13 Projectable 6.1 (Model Oral Fluency) CCLG: p. 51 • Target Vocabulary T13 <b>Main Selection</b> “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 <b>Connect To</b> “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)	Skill: Compare/ Contrast Cause/Effect  Strategy: Question  Genre: Informational Text/Myth		
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			
<b>Vocabulary</b>				<b>Targeted Vocabulary &amp; Strategies</b> <b>J – L 6</b> STRATEGY: Analogies  WORD CARDS Cards 91-100 TARGET VOCABULARY: unobserved, resemble, available, particular, detecting, vary, mature, contentment, ferocious, keen	<b>Weekly Plan T298-T299</b> <b>J – L 6</b> Introduce Vocabulary T306-T307 <b>Develop Background</b> “Who Tamed the Cat?” T304-T305 “Saving Wild Cats” T308-T309  <b>Vocabulary Strategies Analogies</b> 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			

# FORT SMITH SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content

M2 – WEEK 7-8

Spelling				J – L 13	<ul style="list-style-type: none"> <li>Decoding T185</li> <li><b>J – L 13 Detailed Spelling Plan</b> T190-T191</li> <li>Day 1: Teach the Principle/Pretest <b>PB:</b> p.148</li> <li>Day 2: Word Sort <b>PB:</b> p. 149</li> <li>Day 3: Word Families</li> <li>Day 4: Connect to Writing <b>PB:</b> p. 150</li> <li>Day 5: Assessment</li> </ul>	<p>T201 Weekly Decoding Test 13.13-13.14</p> <p>T191 Spelling Assessment</p>
<p>Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling.</p> <p><b>CC.RF.5.3a</b> 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.</p> <p><b>CC.L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>Spelling Words:</b></p> <p>(Basic) conflict, orphan, instant, complex, simply, burglar, laundry, laughter, employ, anchor, merchant, improve, arctic, mischief, childhood, purchase, dolphin, partner, complain, tremble</p> <p>(Review) hundred, example, although, supply, empty</p> <p>(Challenge) anthem, illustrate, function, conscience, apostrophe</p>				<p>Recognizing Initial &amp; Medial Digraphs</p> <p><b>Spelling:</b> VCCCV Pattern</p>		
Grammar				J – L28 (Day 1)	J – L 28 Detailed Grammar Plan T128	
<p>CC.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>CC.L.5.2b</b> Use a comma to separate an introductory element from the rest of the sentence.</p>	<ul style="list-style-type: none"> <li>I will use a comma to separate an introductory element from the rest of the sentence.</li> </ul>	<p>Comma Introductory Element Interjection</p>	<p><a href="http://grammar.ccc.mnet.edu/grammar/powerpoint.htm">http://grammar.ccc.mnet.edu/grammar/powerpoint.htm</a></p> <p>MI TP MM2-3,MM4-5</p>	<p>Commas with Introductory Elements (Interjections)</p>	<ul style="list-style-type: none"> <li>Day 1: Teach Introductory Words Projectable 28.6 <b>PB:</b> p. 322</li> </ul>	
Writing				<p><b>Refer to Journeys Lessons 8-11, 14-15</b></p> <p><b>Opinion</b></p> <p>Refer to FSPS Writing Criteria E</p> <p>Text Types &amp; Purposes <b>W.5.1</b></p>		
<p>CC.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>CC.W.5.1a</b> 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.</p>	<ul style="list-style-type: none"> <li>I will introduce a topic or name of a book, state an opinion, and create an organizational structure that supports my purpose.</li> </ul>	<p>Opinion Organizational structure</p>	<p><b>NCL:</b> Appendix R <b>LC:</b> Writing Unit 3-5, Lesson, 6, p. 71; L.7, p. 83 <b>MM4-5</b> <b>NCL:</b> p. 58-60, 103</p>			
<p><b>CC.W.5.1b</b> Provide logically ordered reasons that are supported by facts and details.</p>	<ul style="list-style-type: none"> <li>I will provide reasons that are supported by facts and details and ordered logically.</li> </ul>	<p>Logically</p>	<p><b>NCL:</b> p. 103 <b>NCL:</b> Appendix R <b>WBT:</b> p. 130-146</p>			
<p><b>CC.W.5.1c</b> Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>	<ul style="list-style-type: none"> <li>I will use words, phrases, and clauses to link opinions and reasons.</li> </ul>	<p>Phrases Clauses</p>	<p><b>NCL:</b> p. 103 <b>NCL:</b> Appendix R <b>LC:</b> Book 3Unit 3-5, L. 15, p. 183 <b>MM4-5:</b> p.155</p>			
<p><b>CC.W.5.1d</b> Provide a concluding statement or section related to the opinion presented.</p>	<ul style="list-style-type: none"> <li>I will provide a concluding section or statement.</li> </ul>	<p>Concluding Section</p>	<p><b>NCL:</b> p. 103 <b>NCL:</b> Appendix R <b>LC:</b> Book 3, Writing Unit 3-5, L.16, p. 195</p>			

**FORT SMITH SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content**

M3 – WEEK 1

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
<b>Comprehension</b>				<b>Comprehension/Fluency</b> <b>J – L 7</b> <b>Skill:</b> Main Idea and Details  <b>Strategy:</b> Visualize  <b>Genre:</b> Historical Fiction/Persuasive Text	<b>Read Aloud</b> <b>J – L 7</b> “Annie’s Pride” T86-87 <ul style="list-style-type: none"> <li>Projectable 7.1 (Model Oral Fluency) CLLG: p. 53</li> <li>Target Vocabulary T87</li> </ul> <b>Main Selection</b> “Old Yeller” T94-T104 Genre: Historical Fiction <ul style="list-style-type: none"> <li>CLLG: p. 52 Introduce: Understanding Characters; Visualize T92-T93</li> <li>Projectable 7.2 PB: p. 73</li> <li>Projectables 7.3a, 7.3b, 7.3c</li> <li>Stop &amp; Think: T99, T101, T103</li> <li>Deepen Comprehension: T110-T111</li> <li>Projectable 7.4 PB: p. 74</li> </ul> <b>AL:</b> traits, motive, motivation, visualize, analyze, behavior <b>Connect To</b> “What Makes It Good?” T106-T109 Genre: Persuasive Text <ul style="list-style-type: none"> <li>MC: T109 CLLG p. 53</li> </ul>	(OPTIONAL) T128 Weekly Test 7.4-7.5
<b>Vocabulary</b>				<b>Targeted Vocabulary &amp; Strategies</b> <b>J – L 7</b> <b>STRATEGY:</b> Idioms  <b>WORD CARDS</b> Cards 61-70  <b>TARGET VOCABULARY:</b> frantic, bounding, lunging, shouldered, stride, strained, checking, romp, wheeled, picturing	<b>Weekly Plan T80-T81</b> <b>J – L 7</b> Introduce Vocabulary T88-T89  <b>Develop Background “Annie’s Pride”</b> T86-T87 “Frontier Life” T90-T91  <b>Vocabulary Strategies</b> T114-T115 <ul style="list-style-type: none"> <li>Projectable 7.5 (Idioms)</li> <li>PB: p. 75</li> </ul> <b>AL:</b> idiom, adage, common saying	(OPTIONAL) T128 Weekly Test Target Vocabulary Idioms 7.2-7.3
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.	<ul style="list-style-type: none"> <li>I will determine the main idea of a text and explain how it is supported by key details.</li> <li>I will summarize a piece of informational text.</li> </ul>	Summarize	CT: Book 5, Lesson 19, p. 56; Lesson 21, p. 56 STW: p. 166 (T) NRP: p. 90-91, 124			
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.	<ul style="list-style-type: none"> <li>I will analyze two or more accounts of the same event or topic while noting important similarities and differences.</li> </ul>	Analyze Multiple Similarities Differences Point of view	GRW: p. 402-404 (T)			
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.	<ul style="list-style-type: none"> <li>I will interpret figurative language, including similes and metaphors, in context.</li> </ul>	Figurative Language Similes Metaphors Context	BWL			

# FORT SMITH SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content

M3 – WEEK 1

<p><b>Spelling</b></p> <p>Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling.</p> <p><b>CC.RF.5.3a</b> 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.</p> <p><b>CC.L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>Spelling Words:</b></p> <p><b>(Basic)</b> actual, cruel, influence, diet, museum, casual, ruin, pioneer, trial, visual, realize, create, riot, genuine, area, annual, audio, dial, theater, patriot</p> <p><b>(Review)</b> video, science, February, period, usual</p> <p><b>(Challenge)</b> diagnose, media, appreciate, society, prior</p>				<p><b>J – L 14</b></p> <p>VV Syllable Pattern</p> <p><b>Spelling:</b></p> <p>VV Pattern</p>	<p>Decoding T331 Decoding T257</p> <p><b>J – L 14</b><i>Detailed Spelling Plan</i></p> <p>T262-T263</p> <ul style="list-style-type: none"><li>Day 1: Teach the Principle/Pretest <b>PB:</b> p.160</li><li>Day 2: Word Sort <b>PB:</b> p. 161</li><li>Day 3: Word Families</li><li>Day 4: Connect to Writing <b>PB:</b> p. 162</li><li>Day 5: Assessment</li></ul>	<p>T273 Weekly Decoding Test 14.6-14.7</p> <p>T263 Spelling Assessment</p>																
<p><b>Grammar</b></p> <table><tr><td><p>CC.L.5.2 Demonstrate command of the conventions of standard English capitalizations, punctuation, and spelling when writing.</p><p><b>CC.L.5.2.c</b> Use a comma to set off the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p></td><td><ul style="list-style-type: none"><li>I will use a comma to set off a tag question from the rest of the sentence.</li></ul></td><td><p>Comma Introductory Element Tag Question</p></td><td><p><a href="http://grammar.ccc.commnet.edu/grammar/powerpoint.htm">http://grammar.ccc.commnet.edu/grammar/powerpoint.htm</a></p><p><b>MI</b></p><p><b>TP</b></p><p><b>MM2-3</b></p><p><b>MM4-5</b></p></td></tr></table>				<p>CC.L.5.2 Demonstrate command of the conventions of standard English capitalizations, punctuation, and spelling when writing.</p> <p><b>CC.L.5.2.c</b> Use a comma to set off the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p>	<ul style="list-style-type: none"><li>I will use a comma to set off a tag question from the rest of the sentence.</li></ul>	<p>Comma Introductory Element Tag Question</p>	<p><a href="http://grammar.ccc.commnet.edu/grammar/powerpoint.htm">http://grammar.ccc.commnet.edu/grammar/powerpoint.htm</a></p> <p><b>MI</b></p> <p><b>TP</b></p> <p><b>MM2-3</b></p> <p><b>MM4-5</b></p>	<p>Commas: Introductory Elements (Tag Questions)</p>	<p>Teacher Selected Materials for Grammar Study</p>													
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<p><b>Writing</b></p> <table><tr><td><p>CC.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p><p><b>CC.W.5.1a</b> 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.</p></td><td><ul style="list-style-type: none"><li>I will introduce a topic or name of a book, state an opinion, and create an organizational structure that supports my purpose.</li></ul></td><td><p>Opinion Organizational structure</p></td><td><p><b>NCL:</b> Appendix R (T)</p><p><b>LC:</b> Writing Unit 3-5, Lesson, 6, p. 71; Lesson 7, p. 83</p><p><b>MM4-5</b></p><p><b>NCL:</b> p. 58-60, 103</p></td></tr><tr><td><p><b>CC.W.5.1b</b> Provide logically ordered reasons that are supported by facts and details.</p></td><td><ul style="list-style-type: none"><li>I will provide reasons that are supported by facts and details and ordered logically.</li></ul></td><td><p>Logically</p></td><td><p><b>NCL:</b> p. 103</p><p><b>NCL:</b> Appendix R (T)</p><p><b>WBT:</b> p. 130-146</p></td></tr><tr><td><p><b>CC.W.5.1c</b> Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p></td><td><ul style="list-style-type: none"><li>I will use words, phrases, and clauses to link opinions and reasons.</li></ul></td><td><p>Phrases Clauses</p></td><td><p><b>NCL:</b> p. 103</p><p><b>NCL:</b> Appendix R (T)</p><p><b>LC:</b> Book 3, Writing Unit 3-5, L. 15, p. 183</p><p><b>MM4-5:</b> p.155</p></td></tr><tr><td><p><b>.CC.W.5.1d</b> Provide a concluding statement or section related to the opinion presented.</p></td><td><ul style="list-style-type: none"><li>I will provide a concluding section or statement.</li></ul></td><td><p>Concluding section</p></td><td><p><b>NCL:</b> p. 103</p><p><b>NCL:</b> Appendix R (T)</p><p><b>LC:</b> Book 3, Writing Unit 3-5, Lesson 16, p. 195</p></td></tr></table>				<p>CC.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>CC.W.5.1a</b> 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.</p>	<ul style="list-style-type: none"><li>I will introduce a topic or name of a book, state an opinion, and create an organizational structure that supports my purpose.</li></ul>	<p>Opinion Organizational structure</p>	<p><b>NCL:</b> Appendix R (T)</p> <p><b>LC:</b> Writing Unit 3-5, Lesson, 6, p. 71; Lesson 7, p. 83</p> <p><b>MM4-5</b></p> <p><b>NCL:</b> p. 58-60, 103</p>	<p><b>CC.W.5.1b</b> Provide logically ordered reasons that are supported by facts and details.</p>	<ul style="list-style-type: none"><li>I will provide reasons that are supported by facts and details and ordered logically.</li></ul>	<p>Logically</p>	<p><b>NCL:</b> p. 103</p> <p><b>NCL:</b> Appendix R (T)</p> <p><b>WBT:</b> p. 130-146</p>	<p><b>CC.W.5.1c</b> Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>	<ul style="list-style-type: none"><li>I will use words, phrases, and clauses to link opinions and reasons.</li></ul>	<p>Phrases Clauses</p>	<p><b>NCL:</b> p. 103</p> <p><b>NCL:</b> Appendix R (T)</p> <p><b>LC:</b> Book 3, Writing Unit 3-5, L. 15, p. 183</p> <p><b>MM4-5:</b> p.155</p>	<p><b>.CC.W.5.1d</b> Provide a concluding statement or section related to the opinion presented.</p>	<ul style="list-style-type: none"><li>I will provide a concluding section or statement.</li></ul>	<p>Concluding section</p>	<p><b>NCL:</b> p. 103</p> <p><b>NCL:</b> Appendix R (T)</p> <p><b>LC:</b> Book 3, Writing Unit 3-5, Lesson 16, p. 195</p>	<p><b>Refer to Journeys Lessons 8-11, 14-15</b></p> <p><b>Opinion</b></p> <p>Refer to FSPS Writing Criteria E</p> <p>Text Types &amp; Purposes</p> <p><b>W.5.1</b></p>		
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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
<p><b>Comprehension: Extended Text Study</b></p> <ul style="list-style-type: none"> <li>Teacher may choose standards that best match the extended text study genre.</li> <li>Refer to FSPS Extended Text Study Criteria</li> <li>Refer to FSPS Vocabulary Instruction Guidelines K-6</li> </ul> <p>Key Ideas &amp; Details  <b>RL.5.2</b>  <b>RL.5.3</b></p> <p>Integration of Knowledge &amp; Ideas  <b>RL.5.7</b>  <b>RL.5.9</b></p> <p>Research to Build &amp; Present Knowledge  <b>W.5.9a</b>  <b>W.5.9b</b></p>				<p>Teacher Selected Materials for Extended Text Study (Integrate Author Study)</p> <div> <p><b>Conclusions</b>  Visualize</p> <p><b>Cause/Effect</b>  Summarize</p> <p><b>Text Structure</b>  Analyze/Evaluate</p> </div>		
CC.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.	<ul style="list-style-type: none"> <li>I can determine the theme of a text using details, characters' actions, or the speaker's reflection.</li> <li>I can summarize a story, drama, or poem.</li> </ul>	Theme Summarize	<p><i>TDC</i>: p.19-22 (T)  <i>GRW</i>: p. 361-362 (T)  <i>STW-2</i>: p.188-190  <i>CT</i>: Book 4, Lesson 15, p. 56  <i>RP</i>: p. 99-113 (T)  <i>CT</i>: Extend and Investigate, p.120-124</p>			
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).	<ul style="list-style-type: none"> <li>I will use specific details from a text to compare and contrast two characters, settings, or events.</li> </ul>	Compare Contrast	<p><i>GRW</i>: p. 441-446, appendices p. 17-23  <i>TDC</i>: p. 19-22 (T)  <i>GRW</i>: p. 395-396 (T)  <i>BWL</i>: Chapter 5, p. 72  <i>TDC</i>: p. 156  <i>GRW</i>: p. 444 (T)</p>			
CC.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<ul style="list-style-type: none"> <li>I will analyze how visual or multimedia elements contribute to the meaning or beauty of a text.</li> </ul>	Analyze Tone	<p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/applying-question-answer-relationships-370.html?tab=1#tabs">http://www.readwritethink.org/classroom-resources/lesson-plans/applying-question-answer-relationships-370.html?tab=1#tabs</a>  <a href="http://www.scholastic.com/teachers/lesson-plan/dear-mrs-larue-discussion-guide">http://www.scholastic.com/teachers/lesson-plan/dear-mrs-larue-discussion-guide</a>  <a href="http://www.studyzone.org/testprep/ela4/a/illustrationsintextl.cfm">http://www.studyzone.org/testprep/ela4/a/illustrationsintextl.cfm</a></p>			



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.	<ul style="list-style-type: none"> <li>I will compare and contrast stories of the same genre on their approach to similar themes.</li> </ul>	Compare Contrast Genre Themes	<i>STW-1</i> : p. 67-80 <i>STW-2</i> : p. 307 <i>TDC</i> : p. 143-146 (T) <i>GRW</i> : p. 448-449			
CC.W.5.9a 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.	<ul style="list-style-type: none"> <li>I can determine the theme of a text using details, characters' actions, or the speaker's reflection.</li> <li>I can summarize a story, drama, or poem.</li> </ul>	Theme Summarize	<i>TDC</i> : p.19-22 (T) <i>GRW</i> : p. 361-362 (T) <i>STW-2</i> : p.188-190 <i>CT</i> : Book 4, Lesson 15, p. 56 <i>RP</i> : p. 99-113 (T) <i>CT</i> : Extend and Investigate, p.120-124			
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]").	<ul style="list-style-type: none"> <li>I will use evidence from informational text to support analysis, reflection, and research in my writing.</li> </ul>	Compare Contrast	<i>LC</i> : Book 5			
<b>Spelling</b>				<b>J – L 15</b>	Decoding T331	T347 Weekly
Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling. <b>CC.RF.5.3a</b> 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. <b>CC.L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed. <b>Spelling Words:</b> <b>(Basic)</b> formal, whistle, label, puzzle, legal, angle, normal, needle, angel, pupil, struggle, level, local, bicycle, channel, global, stumble, quarrel, article, fossil <b>(Review)</b> title, nickel, special, trouble, simple <b>(Challenge)</b> identical, vehicle, mineral, colonel, artificial				Vowel + // Sounds in Unstressed Final Syllable  <b>Spelling:</b> Final Schwa + // Sounds	<b>J – L 15 Detailed Spelling Plan</b> T336-T337 <ul style="list-style-type: none"> <li>Day 1: Teach the Principle/Pretest</li> <li><b>PB</b>: p. 172</li> <li>Day 2: Word Sort <b>PB</b>: p. 173</li> <li>Day 3: Word Families</li> <li>Day 4: Connect to Writing</li> <li><b>PB</b>: p. 174</li> <li>Day 5: Assessment</li> </ul>	T347 Weekly Decoding Test 15.6-15.7  T337 Spelling Assessment



<p><b>Spelling Words:</b></p> <p><b>(Basic)</b> scrubbed, listening, stunned, knitting, carpeting, wandered, gathering, beginning, skimmed, chatting, shrugged, bothering, whipped, quizzed, suffering, scanned, ordered, totaled, answered, upsetting</p> <p><b>(Review)</b> wandering, dimmed, stripped, ordered, snapping</p> <p><b>(Challenge)</b> compelling, deposited, occurred, threatening, canceled</p>				<p><b>J – L 16</b></p> <p>Word Parts &amp; Inflectional Endings</p> <p><b>Spelling:</b></p> <p>Words with –ed or –ing</p>	<p>• Decoding T39</p> <p><b>J – L 16 Detailed Spelling Plan</b> T44-T45</p> <p>• Day 1: Teach the Principle/Pretest PB: p. 184</p> <p>• Day 2: Word Sort PB: p. 185</p> <p>• Day 3: Teach Analogies</p> <p>• Day 4: Connect to Writing PB: p. 186</p> <p>• Day 5: Assessment</p>	
<p><b>Grammar</b></p>				<p><b>J – L 28 (Day 2)</b></p> <p>Commas: Introductory Elements ( Direct Address)</p>	<p><b>Detailed Grammar Plan J – L 28</b> T128</p> <p>• Day 1: Teach Introductory Words Projectable 28.6 PB: p. 322</p>	
<p>CC.L.5.2 Demonstrate command of the conventions of standard English capitalizations, punctuation, and spelling when writing.</p> <p>CC.L.5.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p>	<p>• I will use a comma to set off a tag question from the rest of the sentence.</p>	<p>Comma Introductory Element Tag Question</p>	<p><a href="http://grammar.ccc.commnet.edu/grammar/powerpoint.htm">http://grammar.ccc.commnet.edu/grammar/powerpoint.htm</a></p> <p><b>MI</b></p> <p><b>TP</b></p> <p><b>MM2-3</b></p> <p><b>MM4-5</b></p>			
<p>CC.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>• I will use underlining and italics to indicate titles of works.</p>	<p>Underlining Italics Titles Works</p>	<p><b>MI</b></p> <p><b>EE</b></p>	<p>Quotation Marks for Tiles of Work</p>	<p>Teacher Selected Materials for Grammar Study</p>	
<p><b>Writing</b></p>				<p><b>Refer to Journeys Lessons 1-5, 17, 18-20</b></p> <p><b>Reflective Narrative</b></p> <p>Refer to FSPS Writing Criteria A,B</p>		
<p>CC.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CC.W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>• I will establish a situation, introduce a narrator and/or characters, and organize an event sequence.</p>	<p>Narrator Sequence</p>	<p><b>Raising the Quality of Narrative Writing (T)</b></p> <p><b>Writing Fiction; Big Dreams, Tall Ambitions (T)</b></p> <p><b>LC:</b> Book 4, p. 59, 85, 115</p> <p><b>CL:</b> p. 89, 90, 91, 94, 95</p> <p><b>LC:</b> Raising the Quality of Narrative Writing, p. 69</p>			
<p>CC.W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p>• I will use dialogue, descriptions, and pacing to develop events and characters.</p>	<p>Dialogue Descriptions Pacing</p>	<p><b>Raising the Quality of Narrative Writing (T)</b></p> <p><b>Writing Fiction; Big Dreams, Tall Ambitions (T)</b></p> <p><b>WP:</b> Ch. 6</p> <p><b>LC:</b> Writing Fiction, Big Dreams, p. 27, 43, 73</p> <p><b>CL:</b> p. 95</p>	<p>Text Types &amp; Purposes</p> <p><b>W.5.3</b></p> <p>Production/ Distribution</p> <p><b>W.5.5</b></p> <p><b>W.5.6</b></p>		

CC.W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	• I will use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Transitional words Phrases Clauses Sequence of events	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) MM4-5: p. 74, 155	L.5.2a L.5.2b
CC.W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	• I will use concrete words and phrases and sensory details to convey experiences and events.	Concrete Sensory details	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) CL: p. 68, 69, 70, 71	
CC.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.5.2a Use punctuation to separate items in a series	• I will use punctuation to separate items in a series.	Punctuation Commas	<a href="http://grammar.ccc.commnet.edu/grammar/powerpoint.htm">http://grammar.ccc.commnet.edu/grammar/powerpoint.htm</a> MI TP MM2-3 MM4-5	
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	<a href="http://grammar.ccc.commnet.edu/grammar/powerpoint.htm">http://grammar.ccc.commnet.edu/grammar/powerpoint.htm</a> MI TP MM2-3 MM4-5	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
Comprehension: Research Connections				<div>Teacher Selected Materials for Research Connections</div> <div><div>Compare/Contrast Question</div><div>Text Structure Visualize</div></div>		
<div><div><div><div><div><div>• Teacher may choose standards that best match the Research Connections genre.</div><div>• Refer to FSPS Research Connections Criteria</div><div>• Refer to FSPS Vocabulary Instruction Guidelines K-6</div></div></div><div>Key Ideas &amp; Details</div><div>RI.5.3</div><div>Craft &amp; Structure</div><div>RI.5.5</div><div>Integration of Knowledge &amp; Ideas</div><div>RI.5.8</div><div>RI.5.9</div><div>Research to Build &amp; Present Knowledge</div><div>W.5.9b</div></div></div></div>						
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.	<div><div>• I will explain relationships between individuals, events, ideas, or concepts from an informational text and use the text to support my explanation.</div></div>	Explain Events Procedures Informational text Specific	STW-2: p. 171-178, 210			
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.	<div><div>• I will compare /contrast the overall structure of events, ideas, concepts, or information in two or more texts.</div></div>	Compare Contrast Structure	GRW: p. 402-404 (T)			
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).	<div><div>• I will explain how an author uses reasons and evidence to support his/her points.</div><div>• I will specifically identify which reasons an author uses to support which points.</div></div>	Reasons Evidence Identity	CT: Book 4, Lesson 11, p. 24 STW-2: p.166-169			

**FORT SMITH SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content**

M3 – WEEK 5-6

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.	• I will combine information from two texts on the same topic to write or speak about the subject.	Integrate Topic	STW: p.169-171 CT: Book 6, L. 22, p. 2 GRW: App. 34			
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			
<b>Spelling</b>				<b>J – L 17</b> Recognizing Common Word Parts	<b>J – L 17 Detailed Spelling Plan</b> T120-121 • Day 1: Teach the Principle/Pretest PB: p. 196 • Day 2: Word Sort PB: p. 197 • Day 3: Teach Synonyms • Day 4: Connect to Writing PB: p. 198 • Day 5: Assessment	T131 Weekly Decoding Test 17.7-17.8  T121 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. <b>Spelling Words:</b> (Basic) tiring, borrowed, freezing, delivered, whispered, losing, decided, amazing ,performing, resulting, related, attending, damaged, remarked, practicing, supported, united, expected, amusing, repeated (Review) pleasing, dared, traveled, checking, landed (Challenge) assigned, entertaining, operated, rehearsing, donated				Spelling: More words with – ed or -ing		
<b>Spelling Words:</b> (Basic) duties, earlier, loveliest, denied, ferries, sunnier, terrified, abilities, dirtier, scariest, trophies, cozier, enemies, iciest, greediest, drowsier, victories, horrified, memories, strategies (Review) easier, families, studied, countries, happiest (Challenge) unified, dictionaries, boundaries, satisfied, tragedies				<b>J – L 18</b> Recognizing Suffixes  Spelling: Changing Final y to	• T85 Decoding <b>J – L 18 Detailed Spelling Plan</b> T190-T191 • Day 1: Teach the Principle /Pretest PB: p. 208 • Day 2: Word Sort PB: p. 209 • Day 3: Teach Antonyms • Day 4: Connect to Writing PB: p. 210 • Day 5: Assessment	T201 Weekly Decoding Test 18.11-18.12  T191 Spelling Assessment
<b>Grammar</b>				Underlining and Italics for Titles of Works	Teacher Selected Materials for Grammar Study	
CC.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.	• I will use underlining and italics to indicate titles of works.	Underlining Italics Titles Works	MI EE			
CC.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.5.2a Use punctuation to separate items in a series	• I will use punctuation to separate items in a series.	Punctuation Commas	<a href="http://grammar.ccc.mmnet.edu/grammar/powerpoint.htm">http://grammar.ccc.mmnet.edu/grammar/powerpoint.htm</a> MI TP MM2-3, MM4-5	<b>J – L 29 (Day 2)</b> Commas with items in a Series	<b>Refer to J – L 29(Day 2 &amp; 3)</b> • Day 2: Teach Other Uses For Commas Projectable 29.7 PB: p. 332 • Day 3: Teach Commas in Sentences PB: p. 333	

Writing				<p>Refer to <i>Journeys</i>  <b>Lessons 22: Compare &amp; Contrast, Lessons 24-25</b></p> <p><b>Analytical Inform/Explain</b></p> <p>*short research writing product</p> <p>*compare &amp; contrast paragraph</p> <p>Refer to FSPS Writing Criteria C</p> <p>Text Types &amp; Purposes</p> <p><b>W.5.2</b></p> <p>Research to Build &amp; Present Knowledge</p> <p><b>W.5.7</b> <b>W.5.8</b></p>
CC.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>CC.W.5.2a</b> 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.	<ul style="list-style-type: none"> <li>I will introduce a topic clearly, provide a general observation and focus, and group information logically.</li> <li>I will include formatting such as headings, illustrations, and multimedia when useful.</li> </ul>	Topic Observation Focus Logically Headings Illustrations Multimedia	<i>NCL</i> : p. 59, 60, 62, 76, 86, 95 <i>NCL</i> : Appendix P(T) <i>Is That a Fact?</i> : p. 52 (T)	
<b>CC.W.5.2b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<ul style="list-style-type: none"> <li>I will use facts, definitions, concrete details, quotations when writing..</li> </ul>	Concrete details Definitions Facts Quotations	<i>Is That a Fact?</i> <i>NCL</i> : p. 91, 99, 101	
<b>CC.W.5.2c</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	<ul style="list-style-type: none"> <li>I will link ideas within and across categories using words, phrases, and clauses such as in contrast or especially.</li> </ul>	Categories Phrases Clauses	<i>NCL</i> <i>Is That a Fact?</i>	
<b>CC.W.5.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> <li>I will use precise language and domain-specific vocabulary to tell about a topic.</li> </ul>	Precise Domain-specific	<i>Is That a Fact?</i> <i>NCL</i> : p. 96, 97	
<b>CC.W.5.2e</b> Provide a concluding statement or sections related to the information or explanation presented.	<ul style="list-style-type: none"> <li>I will provide a concluding statement or section when writing.</li> </ul>	Concluding statement Section	<i>NCL</i> <i>Is That a Fact?</i>	
<b>CC.W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> <li>I will conduct a short research project that uses several sources to build knowledge about a topic.</li> </ul>	Topic	<i>LC</i> : Book 3, p. 161-165	<p><b>20 great research websites</b>  <a href="http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/">http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/</a> (T)  <i>Squidoo</i> <a href="http://www.squidoo.com/k12interactiveresearch">http://www.squidoo.com/k12interactiveresearch</a> (T)  <i>LC</i>: Book 3, p. 161-165  <i>NetTracker</i> <a href="http://www.nettrekker.com/us">http://www.nettrekker.com/us</a>  <a href="http://www.fortsmithlibrary.org/">http://www.fortsmithlibrary.org/</a>  <i>Squidoo</i> <a href="http://www.squidoo.com/k12interactiveresearch">http://www.squidoo.com/k12interactiveresearch</a> (T)         </p>
<b>CC.W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<ul style="list-style-type: none"> <li>I will summarize or paraphrase information in notes and finished work.</li> <li>I will provide a list of sources.</li> </ul>	Relevant Digital Sources Summarize Paraphrase Sources	<i>CT</i> : Book 6, Lesson 22, pg. 2-13	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
<b>Comprehension</b>				<b>Comprehension/Fluency</b> <b>J – L 9</b> <b>Skill:</b> Conclusions & Generalizations Point of View  <b>Strategy:</b> Infer/Predict Theme  <b>Genre:</b> Historical Fiction/ Informational Text	<b>Read Aloud</b> <b>J – L 9</b> “A Watery Grave” T232-T233 • Projectable 9.1 (Model Oral Fluency) • CLLG: p. 57 Target Vocabulary T233 <b>Main Selection</b> “Storm Warriors” T240-T250 • CLLG: p. 56 • Introduce: Conclusions & Generalizations; Infer/Predict T238-T239 • Projectable 9.2 <b>PB</b> : p. 97 • Projectables 9.3a, 9.3b • Stop & Think: T245, T247, T249 • Deepen Comprehension: T256-T257 • Projectable 9.4 <b>PB</b> : p. 98 <b>AL</b> : conclusion, generalization, predict <b>Connect To</b> “Pea Island’s Forgotten Heroes” T252-T254 <b>MC</b> : T255 <b>CLLG</b> p. 57	(OPTIONAL) T274 Weekly Test 9.4-9.5
<b>CC.RL.5.5</b> 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	<i>GRW</i> : p. 444 (T) <i>GRW</i> : p. 410-422; p. 445-446 <i>WP</i> : p. 35-36 (T) (3-6)			
<b>CC.RL.5.6</b> Describe how a narrator’s or speaker’s point of view influences how events are described.	• I will describe how a narrator’s or speaker’s point of view influences how events are described.	Narrator Speaker Influences	<i>GRW</i> : p. 397 (T) <i>CT</i> : Book 5, Lesson 20, p.44			
<b>Spelling</b>				<b>J – L 19</b> More Common Suffixes  <b>Spelling:</b> Suffixes: -ful, -ly, -ness, -less, -ment	• Decoding T259 <b>Detailed Spelling Plan</b> <b>J – L 19</b> T264-265 • Day 1: Teach the Principle/Pretest <b>PB</b> : p. 220 Day 2: Word Sort <b>PB</b> : p. 221 • Day 3: Teach Related Words • Day 4: Connect to Writing <b>PB</b> : p. 222 • Day 5: Assessment	T275 Weekly Decoding Test 19.6-19.7  T265 Spelling Assessment
Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling. <b>CC.RF.5.3a</b> 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. <b>CC.L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed. <b>Spelling Words:</b> (Basic) lately, settlement, watchful, countless, steadily, closeness, calmly, government, agreement, cloudiness, delightful, noisily, tardiness, forgetful, forgiveness, harmless, enjoyment, appointment, effortless, plentiful (Review) clumsiness, movement, pavement, lonely, penniless (Challenge) suspenseful, merciless, seriousness, contentment, suspiciously						
<b>Grammar</b>				Similes & Metaphors	Teacher Selected Materials for Grammar Study	
<b>CC.L.5.5a</b> 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	<i>BWL</i>			
<b>Writing</b>				Refer to <i>Journeys</i> <b>Lessons 22: Compare &amp; Contrast, Lessons 24-25</b>		
<b>CC.W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information	• I will introduce a topic clearly, provide	Topic Observation	<i>NCL</i> : p. 59, 60, 62, 76, 86, 95			

clearly. <b>CC.W.5.2a</b> 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.	a general observation and focus, and group information logically. • I will include formatting such as headings, illustrations, and multimedia when useful.	Focus Logically Headings Illustrations Multimedia	NCL: Appendix P(T) <i>Is That a Fact?:</i> p. 52 (T)	<p><b>Analytical Inform/Explain</b></p> <p>*short research writing product</p> <p>*compare &amp; contrast paragraph</p> <p>Refer to FSPS Writing Criteria C</p> <p>Text Types &amp; Purposes</p> <p><b>W.5.2</b></p> <p>Research to Build &amp; Present Knowledge</p> <p><b>W.5.7</b></p> <p><b>W.5.8</b></p>
<b>CC.W.5.2b</b> 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	<i>Is That a Fact?</i> NCL: p. 91, 99, 101	
<b>CC.W.5.2c</b> 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 <i>Is That a Fact?</i>	
<b>CC.W.5.2d</b> 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	<i>Is That a Fact?</i> NCL: p. 96, 97	
<b>CC.W.5.2e</b> 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 <i>Is That a Fact?</i>	
<b>CC.W.5.7</b> 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	<p><b>20 great research websites</b></p> <p><a href="http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/">http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/</a> (T)</p> <p><b>Squidoo</b> <a href="http://www.squidoo.com/k12interactiveresearch">http://www.squidoo.com/k12interactiveresearch</a> (T)</p> <p>LC: Book 3, p. 161-165</p> <p><b>NetTracker</b> <a href="http://www.nettrekker.com/us">http://www.nettrekker.com/us</a></p> <p><a href="http://www.fortsmithlibrary.org/">http://www.fortsmithlibrary.org/</a></p> <p><b>Squidoo</b> <a href="http://www.squidoo.com/k12interactiveresearch">http://www.squidoo.com/k12interactiveresearch</a> (T)</p>
<b>CC.W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	• 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	



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 <div><div>Text &amp; Graphic Features Question</div><div>Sequence of Events Analyze/Evaluate</div><div>Cause/Effect Analyze/ Summarize</div></div>		
<ul style="list-style-type: none"><li>Teacher may choose standards that best match the extended text study genre.</li><li>Refer to FSPS Extended Text Study Criteria</li><li>Refer to FSPS Vocabulary Instruction Guidelines K-6</li></ul> Key Ideas & Details <a href="#">RI.5.3</a>  Craft & Structure <a href="#">RI.5.6</a>  Integration of Knowledge & Ideas <a href="#">RI.5.7</a> <a href="#">RI.5.9</a>  Research to Build & Present Knowledge <a href="#">W.5.9b</a>						
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.	<ul style="list-style-type: none"><li>I will explain relationships between individuals, events, ideas, or concepts from an informational text and use the text to support my explanation.</li></ul>	Explain Events Procedures Informational text Specific	STW-2: p. 171-178, 210			
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.	<ul style="list-style-type: none"><li>I will analyze two or more accounts of the same event or topic while noting similarities/differences.</li></ul>	Analyze Accounts	STW: p.169-171			
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.	<ul style="list-style-type: none"><li>I will locate information from various sources to answer a question or solve a problem.</li></ul>	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.5.9 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.	<ul style="list-style-type: none"><li>I will combine information from two texts on the same topic to write or speak about the subject.</li></ul>	Integrate Topic	STW: p.169-171 CT: Book 6, L. 22, p. 2 GRW: App. 34			



**FORT SMITH SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content**

M4 – WEEK 1-3

<p><b>CC.W.5.9b</b> Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>• I will use evidence from informational text to support analysis, reflection, and research in my writing.</p>	<p>Analysis Reflection</p>	<p>LC: Book 5</p>	
<p align="center"><b>Spelling</b></p> <p>Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling.</p> <p><b>CC.RF.5.3a</b> 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.</p> <p><b>CC.L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.</p> <p align="center"><b>Spelling Words:</b></p> <p align="center"><b>(Basic)</b> salsa, mattress, tycoon, burrito, bandanna, tomato, poncho, dungarees, lasso, patio, siesta, cargo, vanilla, tsunami, iguana, plaza, caravan, hammock, pajamas, gallant</p> <p align="center"><b>(Review)</b> canyon, mirror, magazine, rodeo, monkey</p> <p align="center"><b>(Challenge)</b> mosquito, cathedral, alligator, tambourine, sombrero</p>				<p><b>J – L 20</b></p> <p>Stress in Three-Syllable Words</p> <p><b>Spelling:</b> Words from Other Languages</p> <p>• Decoding T331 <b>J – L 20 Detailed Spelling Plan</b> T336-337</p> <p>• Day 1: Teach the Principle/Pretest PB: p.232</p> <p>• Day 2: Word Sort PB: p. 233</p> <p>• Day 3: Teaching Using Word Origins</p> <p>• Day 4: Connect to Writing PB: p. 234</p> <p>Day 5: Assessment</p> <p>T347 Weekly Decoding Test 20.6-20.7</p> <p>T191 Spelling Assessment</p>
<p align="center"><b>Spelling Words:</b></p> <p align="center"><b>(Basic)</b> nature, certain, future, villain, mountain, mixture, pleasure, captain, departure, surgeon, texture, curtain, creature, treasure, gesture, fountain, furniture, measure, feature, adventure</p> <p align="center"><b>(Review)</b> picture, capture, surprise, receive, idea</p> <p align="center"><b>(Challenge)</b> leisure, sculpture, architecture, chieftain, enclosure</p>				<p><b>J – L 21</b></p> <p>Common Final Syllables</p> <p><b>Spelling:</b> Final /n/, or /ənl/, /chənl/, /zhənl/</p> <p>• Decoding T43 <b>J – L 21 Detailed Spelling Plan</b> T48-49</p> <p>• Day 1: Teach the Principle/Pretest PB: p.244</p> <p>• Day 2: Word Sort PB: p. 245</p> <p>• Day 3: Word Families</p> <p>• Day 4: Connect to Writing PB: p. 246</p> <p>Day 5: Assessment</p> <p>T59 Weekly Decoding Test 21.7-21.8</p> <p>T49 Spelling Assessment</p>
<p align="center"><b>Grammar</b></p>				<p>Similes &amp; Metaphors</p> <p>Teacher Selected Materials for Grammar Study</p>
<p><b>CC.L.5.5a</b> Interpret figurative language, including similes and metaphors, in context</p>	<p>• I will interpret figurative language, including similes and metaphors, in context.</p>	<p>Figurative Language Similes Metaphors Context</p>	<p><b>BWL</b></p>	
<p><b>CC.L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC.L.5.1a</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>	<p>• I will explain the function of prepositions in general and in specific sentences.</p>	<p>Prepositions</p>	<p><a href="http://languagearts.pppst.com/index.html">http://languagearts.pppst.com/index.html</a></p> <p><b>MM2-3</b> <b>MM4-5</b> <b>MI</b> <b>EE</b></p>	<p>Examine Conjunctions, Prepositions &amp; Interjections in Particular Sentences</p> <p>Teacher Selected Materials for Grammar Study</p>
<p align="center"><b>Writing</b></p>				<p align="center"><b>Refer to Journeys Lessons 6, 23</b></p>
<p><b>CC.W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>CC.W.5.2a</b> Introduce a topic clearly,</p>	<p>• I will introduce a topic clearly, provide a general observation</p>	<p>Topic Observation Focus</p>	<p><b>NCL:</b> p. 59, 60, 62, 76, 86, 95</p> <p><b>NCL:</b> Appendix</p>	

provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	and focus, and group information logically. • I will include formatting such as headings, illustrations, and multimedia when useful.	Logically Headings Illustrations Multimedia	P(T) <i>Is That a Fact?</i> : p. 52 (T)	<p><b>Analytical Inform/Explain</b> * cause and effect paragraph</p> <p>Refer to FSPS Writing Criteria C</p> <p>Text Types &amp; Purposes <b>W.5.2</b></p> <p>Production/ Distribution <b>W.5.5</b> <b>W.5.6</b></p> <p><b>L.5.4b</b> <b>L.5.5c</b></p>
<b>CC.W.5.2b</b> 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	<i>Is That a Fact?</i> <b>NCL</b> : p. 91, 99, 101	
<b>CC.W.5.2c</b> 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	<b>NCL</b> <i>Is That a Fact?</i>	
<b>CC.W.5.2d</b> 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	<i>Is That a Fact?</i> <b>NCL</b> : p. 96, 97	
<b>CC.W.5.2e</b> 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	<b>NCL</b> <i>Is That a Fact?</i>	
<b>CC.W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	• I will use guidance from my peers and adults to plan, revise, and edit my writing.	Revise Edit	<b>GRW</b> : p. 63-66 (T) <b>GRW</b> : p. 77-80 <b>WP</b> : p. 19-20 (T) <b>LC</b> : Book 1, p. 37-45; p. 169-173	<p><b>Storybird</b> <a href="http://storybird.com/">http://storybird.com/</a> <b>Writing with Writers/Scholastic</b> <a href="http://teacher.scholastic.com/writewit/">http://teacher.scholastic.com/writewit/</a> <b>Stonesoup</b> <a href="http://www.stonesoup.com/">http://www.stonesoup.com/</a> (T)</p>
<b>CC.W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<ul style="list-style-type: none"> <li>• I can use digital tools to produce and publish my work.</li> <li>• I can use the internet to interact and collaborate with my peers on writing projects.</li> <li>• I can demonstrate a command of keyboarding skills to type two pages in one sitting.</li> </ul>	Digital tools Collaborate	<b>Tikatot</b> <a href="http://www.tikatok.com/">http://www.tikatok.com/</a>	

<p>CC.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>CC.L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>	<ul style="list-style-type: none"> <li>I will use common Greek and Latin affixes and roots to determine word meanings.</li> </ul>	<p>Affixes Roots</p>	<p><a href="http://dictionary.reference.com/">http://dictionary.reference.com/</a> <b>WTW:</b> p.253 &amp; 265, Greek and Latin roots <b>BWL</b> <b>WJ:</b> Chapter 7</p>	
<p>CC.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CC.L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<ul style="list-style-type: none"> <li>I will use relationships between words to better understand the meaning of each individual word.</li> </ul>	<p>Synonym Antonym Homograph</p>	<p><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a> <a href="http://www.readworks.org/">http://www.readworks.org/</a> <b>GRW:</b> (figurative language) <b>WP:</b> p. 45 (figurative language) <b>LC:</b> Book 6, Lesson 13, p. 175</p>	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
<b>Comprehension: Research Connections</b> <ul style="list-style-type: none"> <li>Teacher may choose standards that best match the Research Connections genre.</li> <li>Refer to FSPS Research Connections Criteria</li> <li>Refer to FSPS Vocabulary Instruction Guidelines K-6</li> </ul> <p>Key Ideas &amp; Details  <b>RI.5.2</b>            Craft &amp; Structure  <b>RI.5.5</b>            Integration of Knowledge &amp; Ideas  <b>RI.5.8</b>            Research to Build &amp; Present Knowledge  <b>W.5.9b</b></p>				Teacher Selected Materials for Research Connections <div> <p><b>Key Details</b> Describing</p> <p><b>Compare/Contrast</b> Drawing Conclusions</p> </div>		
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.	<ul style="list-style-type: none"> <li>I will determine the main idea of a text and explain how it is supported by key details.</li> <li>I will summarize a piece of informational text.</li> </ul>	Summarize	<i>CT</i> : Book 5, Lesson 19, p. 56; Lesson 21, p. 56 <i>STW</i> : p. 166 (T) <i>NRP</i> : p. 90-91, 124			
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.	<ul style="list-style-type: none"> <li>I will compare /contrast the overall structure of events, ideas, concepts, or information in two or more texts.</li> </ul>	Compare Contrast Structure	<i>GRW</i> : p. 402-404 (T)			
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).	<ul style="list-style-type: none"> <li>I will explain how an author uses reasons and evidence to support his/her points.</li> <li>I will specifically identify which reasons an author uses to support which points.</li> </ul>	Reasons Evidence Identity	<i>CT</i> : Book 4, Lesson 11, p. 24 <i>STW-2</i> : p.166-169			
CC.W.5.9b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support	<ul style="list-style-type: none"> <li>I will use evidence from informational text to support</li> </ul>	Analysis Reflection	<i>LC</i> : Book 5			

particular points in a text, identifying which reasons and evidence support which point[s]”).	analysis, reflection, and research in my writing.					
<b>Spelling</b>				<b>J – L 22</b> More Final Syllables  <b>Spelling:</b> Final /ij/, /iv/, /is/	<ul style="list-style-type: none"><li>Decoding T115 <b>J – L 22 Detailed Spelling Plan</b> T120-121</li><li>Day 1: Teach the Principle/Pretest PB: p.256</li><li>Day 2: Word Sort PB: p. 257</li><li>Day 3: Teach Multiple Meaning Words</li><li>Day 4: Connect to Writing PB: p. 258</li><li>Day 5: Assessment</li></ul>	T131 Weekly Decoding Test 22.7-22.8  T121 Spelling Assessment
Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling. <b>CC.RF.5.3a</b> 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. <b>CC.L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed. <b>Spelling Words:</b> <b>(Basic)</b> storage, olive, service, relative, cabbage, courage, native, passage, voyage, knowledge, image, creative, average, justice, detective, postage, cowardice, adjective, village, language <b>(Review)</b> notice, marriage, package, office, manage <b>(Challenge)</b> prejudice, cooperative, beverage, heritage, apprentice						
<b>Grammar</b>				Sentences for Meaning & Reader/Listener	Teacher Selected Materials for Grammar Study	
CC.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>CC.L.5.3a</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<ul style="list-style-type: none"><li>I will expand, combine, and/or reduce sentences for purpose of meaning, interest, or style.</li></ul>	Interest	<a href="http://www.languagearts.ppgst.com/sentencevariety.html">http://www.languagearts.ppgst.com/sentencevariety.html</a> <b>TAW:</b> p. 62-72 (revision) (T) <b>CL</b> <b>NCL</b> <b>MI</b> <b>LC:</b> Book 6, Lesson 13 & 14, p.175 & 187	Sentences for Style	Teacher Selected Materials for Grammar Study	
<b>Writing</b>				<b>Refer to Journeys Lessons 8-11, 14-15</b>  <b>Opinion</b> *short research writing product  Refer to FSPS Writing Criteria E  Text Types & Purposes <b>W.5.1</b>  Research to Build & Present Knowledge <b>W.5.7</b> <b>W.5.8</b>		
CC.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <b>CC.W.5.1a</b> 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.	<ul style="list-style-type: none"><li>I will introduce a topic or name of a book, state an opinion, and create an organizational structure that supports my purpose.</li></ul>	Opinion Organizational structure	<b>NCL:</b> p. 58-60, 103 <b>NCL:</b> Appendix R (T) <b>LC:</b> Writing Unit 3-5, Lesson, 6, p. 71; Lesson 7, p. 83 <b>MM4-5</b>			
<b>CC.W.5.1b</b> Provide logically ordered reasons that are supported by facts and details.	<ul style="list-style-type: none"><li>I will provide reasons that are supported by facts and details and ordered logically.</li></ul>	Logically	<b>NCL:</b> p. 103 <b>NCL:</b> Appendix R (T) <b>WBT:</b> p. 130-146			
<b>CC.W.5.1c</b> Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	<ul style="list-style-type: none"><li>I will use words, phrases, and clauses to link opinions and reasons.</li></ul>	Phrases Clauses	<b>NCL:</b> p. 103 <b>NCL:</b> Appendix R (T) <b>LC:</b> Book 3, Writing Unit 3-5, Lesson 15, p. 183 <b>MM4-5:</b> p.155			

**FORT SMITH SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content**

**M4 – WEEK 4-5**

<b>CC.W.5.1d</b> Provide a concluding statement or section related to the opinion presented.	<ul style="list-style-type: none"> <li>• I will provide a concluding section or statement.</li> </ul>	Concluding	<i>NCL:</i> p. 103 <i>NCL:</i> Appendix R <i>LC:</i> Book 3, Writing Ut 3-5, L-16, p. 195	
<b>CC.W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> <li>• I will conduct a short research project that uses several sources to build knowledge about a topic.</li> </ul>	Topic	<i>LC:</i> Book 3, p. 161-165	<b>20 great research websites</b> <a href="http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/">http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/</a> (T) <i>Squidoo</i> <a href="http://www.squidoo.com/k12interactiveresearch">http://www.squidoo.com/k12interactiveresearch</a> (T) <i>LC:</i> Book 3, p. 161-165 <i>NetTracker</i> <a href="http://www.nettrekker.com/us">http://www.nettrekker.com/us</a> <a href="http://www.fortsmithlibrary.org/">http://www.fortsmithlibrary.org/</a> <i>Squidoo</i> <a href="http://www.squidoo.com/k12interactiveresearch">http://www.squidoo.com/k12interactiveresearch</a> (T)
<b>CC.W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<ul style="list-style-type: none"> <li>• I will recall relevant information from experiences.</li> <li>• I will summarize or paraphrase information in notes and finished work.</li> <li>• I will provide a list of sources.</li> </ul>	Relevant Digital Sources Summarize Paraphrase Sources	<i>CT:</i> Book 6, Lesson 22, pg. 2-13	

**FORT SMITH SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content**

M4 – WEEK 6-7

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
<b>Comprehension</b>				<b>Comprehension/Fluency</b> <b>J – L 12</b> <b>Skill:</b> Sequence  <b>Strategy:</b> Key Details  <b>Genre:</b> Narrative Nonfiction/Myth  <b>Essential Question:</b> How did people's opinions lead to a revolution?	<b>Read Aloud J – L 12</b> <b>"A Taxing Poem"</b> T86-T87 <ul style="list-style-type: none"> <li>Target Skill: Fact &amp; Opinion</li> <li>Projectable 12.1 (Model Oral Fluency)</li> <li>CLLG: p. 63</li> <li>Target Vocabulary T87</li> </ul> <b>Main Selection "Can't You Make Them Behave, King George?"</b> T94-T104 Genre: Narrative Nonfiction <ul style="list-style-type: none"> <li>CLLG: p. 62</li> <li>Introduce: Fact &amp; Opinion; Question T92-T93</li> <li>Projectable 12.2 <b>PB:</b> p. 133</li> <li>Projectables 12.3a, 12.3b</li> <li>Stop &amp; Think T99, T101, T103</li> <li>Deepen Comprehension: Fact &amp; Opinion T110-T111</li> <li>Projectable 12.4 (T-Map) <b>PB:</b> p. 134  <b>AL:</b> fact, opinion, question, reasons</li> </ul> <b>Connect To "Zeus and the Titans"</b> T106-T109 Genre: Myth <ul style="list-style-type: none"> <li><b>MC:</b> T109 CLLG: p. 63  <b>AL:</b> fact, opinion, reasons</li> </ul>	(OPTIONAL) T128 Weekly Test 12.4-12.5
<b>Vocabulary</b>				<b>Targeted Vocabulary &amp; Strategies</b> <b>J – L 12</b> <b>STRATEGY:</b> Using Context  <b>WORD CARDS</b> Cards 111-120  <b>TARGET VOCABULARY:</b> rebellious, objected, benefit, repeal, contrary, midst, temporary, advantages, previously, prohibit	<b>Weekly Plan T80-T81 J – L 12</b> <b>Introduce Vocabulary</b> T88-T89 <b>Develop Background "A Taxing Poem"</b> T86-T87 <b>"Taxation Without Representation"</b> T90-T91 <b>Vocabulary Strategies</b> Using Context T114-T115 <ul style="list-style-type: none"> <li>Projectable 12.5 (Using Context)</li> <li><b>PB:</b> p. 135  <b>AL:</b> context, synonym, multiple-meaning word</li> </ul>	T128 Weekly Test 12.2-12.3  Target Vocabulary Using Context
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.	<ul style="list-style-type: none"> <li>I will explain how a series of chapters or stanzas fit together to create the overall structure of a text</li> </ul>	Stanzas	<b>GRW:</b> p. 444 (T) <b>GRW:</b> p. 410-422; p. 445-446 <b>WP:</b> p. 35-36 (T) (3-6)			
CC.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folk tale, myth, poem).	<ul style="list-style-type: none"> <li>I will analyze how visual or multimedia elements contribute to the meaning or beauty of a text.</li> </ul>	Analyze Tone	CT: Book 6, Lesson 22, pg. 2-13			
CC.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. CC.L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> <li>I will use context clues to determine word meanings.</li> </ul>	Context clues	<a href="http://dictionary.reference.com/">http://dictionary.reference.com/</a> <b>WTW:</b> p.253 & 265, Greek and Latin roots <b>BWL</b> <b>WJ:</b> Chapter 6 <b>WJ:</b> Chapter 7			



**FORT SMITH SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content**

M4 – WEEK 6-7

<p>Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling.</p> <p><b>CC.RF.5.3a</b> 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.</p> <p><b>CC.L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>Spelling Words:</b></p> <p><b>(Basic)</b> entry, limit, talent, disturb, entire, wisdom, dozen, impress, respond, fortress, neglect, patrol, kitchen, forbid, pirate, spinach, adopt, frighten, surround, challenge</p> <p><b>(Review)</b> honest, instead, whether, event, attend      <b>(Challenge)</b> adapt, refuge, distribute, industry, somber</p>				<p><b>J – L 23</b></p> <p>Unstressed Syllables</p> <p><b>Spelling:</b> Unstressed Syllables</p>	<ul style="list-style-type: none"><li>Decoding T187</li><li><b>J – L 23 Detailed Spelling Plan</b> T192-193</li><li>Day 1: Teach the Principle/Pretest <b>PB:</b> p.268</li><li>Day 2: Word Sort <b>PB:</b> p. 269</li><li>Day 3: Teach Synonyms</li><li>Day 4: Connect to Writing <b>PB:</b> p. 270</li><li>Day 5: Assessment</li></ul>	<p>T203 Weekly Decoding Test 23.10-23.11</p> <p>T193 Spelling Assessment</p>									
<p><b>Grammar</b></p> <table><tr><td><p><b>CC.L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p><p><b>CC.L.5.5b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p></td><td><ul style="list-style-type: none"><li>I will recognize and explain the meaning of common idioms, adages, and proverbs.</li></ul></td><td><p>Idioms Adages Proverbs</p></td><td><p><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a> <a href="http://www.readworks.org/">http://www.readworks.org/</a> <b>GRW:</b> (figurative language) <b>WP:</b> p. 45 (figurative language) <b>LC:</b> Book 6, Lesson 13, p. 175</p></td></tr></table>				<p><b>CC.L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>CC.L.5.5b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<ul style="list-style-type: none"><li>I will recognize and explain the meaning of common idioms, adages, and proverbs.</li></ul>	<p>Idioms Adages Proverbs</p>	<p><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a> <a href="http://www.readworks.org/">http://www.readworks.org/</a> <b>GRW:</b> (figurative language) <b>WP:</b> p. 45 (figurative language) <b>LC:</b> Book 6, Lesson 13, p. 175</p>	<p>Common Idioms</p> <p><b>AL:</b> present, past, future</p>	<p><b>Detailed Grammar Plan</b> T120-T123</p> <p><b>Refer to J – L 12</b></p> <ul style="list-style-type: none"><li>Day 1: Present &amp; Past Tense Projectable 12.6 <b>PB:</b> p. 139</li><li>Day 2: Teach Future Tense Projectable 12.7 <b>PB:</b> p. 140</li><li>Day 3: Teach Consistent Use of Tenses Projectable 12.8 <b>PB:</b> p. 141</li><li>Day 4: Review Verb Tenses</li><li>Spiral Review: Other Kinds of Verbs <b>PB:</b> p. 142</li><li>Day 5: Connect to Writing <b>PB:</b> p. 143</li></ul>						
<p><b>CC.L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>CC.L.5.5b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<ul style="list-style-type: none"><li>I will recognize and explain the meaning of common idioms, adages, and proverbs.</li></ul>	<p>Idioms Adages Proverbs</p>	<p><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a> <a href="http://www.readworks.org/">http://www.readworks.org/</a> <b>GRW:</b> (figurative language) <b>WP:</b> p. 45 (figurative language) <b>LC:</b> Book 6, Lesson 13, p. 175</p>												
<p><b>Writing</b></p> <table><tr><td><p><b>CC.W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p></td><td><ul style="list-style-type: none"><li>I will use guidance from my peers and adults to plan, revise, and edit my writing.</li></ul></td><td><p>Revise Edit</p></td><td><p><b>GRW:</b> p. 63-66 (T) <b>GRW:</b> p. 77-80 <b>WP:</b> p. 19-20 (T) <b>LC:</b> B.1, p.37-45; p.169-173</p></td></tr><tr><td><p><b>CC.W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p></td><td><ul style="list-style-type: none"><li>I can use digital tools to produce and publish my work.</li><li>I can use the internet to interact and collaborate with my peers on writing projects.</li><li>I can demonstrate a command of keyboarding skills to type two pages in one sitting.</li></ul></td><td><p>Digital tools Collaborate</p></td><td><p><b>Tikatot</b> <a href="http://www.tikatot.com/">http://www.tikatot.com/</a></p></td></tr></table>				<p><b>CC.W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"><li>I will use guidance from my peers and adults to plan, revise, and edit my writing.</li></ul>	<p>Revise Edit</p>	<p><b>GRW:</b> p. 63-66 (T) <b>GRW:</b> p. 77-80 <b>WP:</b> p. 19-20 (T) <b>LC:</b> B.1, p.37-45; p.169-173</p>	<p><b>CC.W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<ul style="list-style-type: none"><li>I can use digital tools to produce and publish my work.</li><li>I can use the internet to interact and collaborate with my peers on writing projects.</li><li>I can demonstrate a command of keyboarding skills to type two pages in one sitting.</li></ul>	<p>Digital tools Collaborate</p>	<p><b>Tikatot</b> <a href="http://www.tikatot.com/">http://www.tikatot.com/</a></p>	<p><b>Review &amp; Analyze Writing Prompts and Purpose</b></p> <p>Production/ Distribution</p> <p><b>W.5.5</b></p> <p><b>W.5.6</b></p>			<p><b>Storybird</b> <a href="http://storybird.com/">http://storybird.com/</a> <b>Writing with Writers/Scholastic</b> <a href="http://teacher.scholastic.com/writewit/">http://teacher.scholastic.com/writewit/</a> <b>Stonesoup</b> <a href="http://www.stonesoup.com/">http://www.stonesoup.com/</a> (T)</p>
<p><b>CC.W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"><li>I will use guidance from my peers and adults to plan, revise, and edit my writing.</li></ul>	<p>Revise Edit</p>	<p><b>GRW:</b> p. 63-66 (T) <b>GRW:</b> p. 77-80 <b>WP:</b> p. 19-20 (T) <b>LC:</b> B.1, p.37-45; p.169-173</p>												
<p><b>CC.W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<ul style="list-style-type: none"><li>I can use digital tools to produce and publish my work.</li><li>I can use the internet to interact and collaborate with my peers on writing projects.</li><li>I can demonstrate a command of keyboarding skills to type two pages in one sitting.</li></ul>	<p>Digital tools Collaborate</p>	<p><b>Tikatot</b> <a href="http://www.tikatot.com/">http://www.tikatot.com/</a></p>												



Reference FSPS Year at a Glance Week 3: Placeholder week for State Assessment Testing: The actual placement of this week will be determined by each school.

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
<b>Comprehension</b>				<u>Comprehension/Fluency</u> <b>J – L 13</b> <b>Skill:</b> Authors Purpose Main Ideas & Details  <b>Strategy:</b> Compare/Contrast Monitor/Clarify  <b>Genre:</b> Narrative Nonfiction/Play  <u>Essential Question:</u> <b>How do individual acts of bravery shape history?</b>	<u>Read Aloud</u> <b>J – L 13</b> “Lydia’s Journey” T158-T159  • CLLG: p. 65 • Target Vocabulary T159 <u>Main Selection</u> “They Called Her Molly Pitcher” T166-T176 Genre: Narrative Nonfiction  • CLLG: p. 64 • Introduce: Conclusions & Generalizations; Analyze/Evaluate T164-T165 • Projectable 13.2 <b>PB:</b> p. 145 • Projectables 13.3a, 13.3b (Four-Square Map: Draw Conclusions) • Stop & Think T169, T170, T173 • Deepen Comprehension: T182-T183 • Projectable 13.4 <b>PB:</b> p. 146 <b>AL:</b> conclusion, generalization <u>Connect To</u> “A Spy for Freedom” T178-T181 Genre: Play • <b>MC:</b> T181 CLLG: p. 65	(OPTIONAL) T200 Weekly Test 13.2-13.7
<b>CC.RL.5.2</b> 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.	<ul style="list-style-type: none"> <li>I can determine the theme of a text using details, characters' actions, or the speaker's reflection.</li> <li>I can summarize a story, drama, poem.</li> </ul>	Theme Summarize	<i>TDC:</i> p.19-22 (T) <i>GRW:</i> p. 361-362 (T) <i>STW-2:</i> p.188-190 <i>CT:</i> Book 4, Lesson 15, p. 56 <i>RP:</i> p. 99-113 (T) <i>CT:</i> Extend and Investigate, p.120-124			
<b>CC.RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<ul style="list-style-type: none"> <li>I will determine the main idea of a text and explain how it is supported by key details.</li> <li>I will summarize a piece of informational text.</li> </ul>	Summarize	<i>CT:</i> Book 5, Lesson 19, p. 56; Lesson 21, p. 56 <i>STW:</i> p. 166 (T) <i>NRP:</i> p. 90-91, 124			
<b>CC.RL.5.6</b> Describe how a narrator's or speaker's point of view influences how events are described.	<ul style="list-style-type: none"> <li>I will describe how a narrator's or speaker's point of view influences how events are described.</li> </ul>	Narrator Speaker Influences	<i>GRW:</i> p. 397 (T) <i>CT:</i> Book 5, Lesson 20, p.44			
<b>CC.RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<ul style="list-style-type: none"> <li>I will analyze two or more accounts of the same event or topic while noting similarities/differences.</li> </ul>	Analyze Similarities Differences	<i>STW:</i> p.169-171			
<b>CC.RL.5.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<ul style="list-style-type: none"> <li>I will compare and contrast stories of the same genre on their approach to similar themes.</li> </ul>	Compare Contrast Genre Themes	<i>STW-1:</i> p. 67-80 <i>STW-2:</i> p. 307 <i>TDC:</i> p. 143-146 (T) <i>GRW:</i> p. 448-449			
<b>CC.RI.5.9</b> 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.	<ul style="list-style-type: none"> <li>I will combine information from two texts on the same topic to write or speak about the subject.</li> </ul>	Integrate Topic	<i>STW:</i> p.169-171 <i>CT:</i> Book 6, Lesson 22, p. 2 <i>GRW:</i> Appendix 34			

**FORT SMITH SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content**

M5 – WEEK 1-2

Vocabulary				Targeted Vocabulary & Strategies <b>J – L 13</b>	Weekly Plan T152-T153 <b>J – L 13</b> Introduce Vocabulary T160-T161 Develop Background “Lydia’s Journey” T158-T159 “The Lives of Patriot Soldiers” T162-T163 Vocabulary Strategies Thesaurus T186-T187 Projectable 13.5 (Thesaurus) PB: p. 147 AL: thesaurus, synonyms, antonyms	(OPTIONAL) T200 Weekly Test 13.8-13.10 Target Vocabulary Thesaurus
CC.L.5.6 Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<ul style="list-style-type: none"> <li>I will use words and phrases that I learn through listening and reading, especially words related to fifth grade topics.</li> </ul>	Contrasts Logical relationships	BWL MI: p. 90 WTW: Chapters 7, 8, 9	STRATEGY: Thesaurus WORD CARDS Cards 121-130 TARGET VOCABULARY: revolution, strategy, foes, legendary, format, gushed, plunged, magnificent, retreat, shimmering		
Spelling				<b>J – L 24</b>	<b>J – L 24</b> Detailed Spelling Plan T264-265 <ul style="list-style-type: none"> <li>Day 1: Teach the Principle/Pretest</li> <li>PB: p. 280</li> <li>Day 2: Word Sort PB: p. 281</li> <li>Day 3: Teach Analogies</li> <li>Day 4: Connect to Writing</li> <li>PB: p. 282</li> <li>Day 5: Assessment</li> </ul>	T275 Weekly Decoding Test 24.8-24.9  T337 Spelling Assessment
Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling. <b>CC.RF.5.3a</b> 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. <b>CC.L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed. <b>Spelling Words:</b> (Basic) mislead, dismiss, insincere, unable, indirect, mistreat, disaster, dishonest, insecure, unknown, incomplete, unequal, unstable, misspell, disagree, informal, discover, unwise, mislaid, disgrace (Review) untidy, disorder, mistake, uneven, dislike (Challenge) invisible, mishap, unfortunate, discourage, unnecessary				Spelling Simple Prefixes		
<b>Spelling Words:</b> (Basic) elect, election, tense, tension, react, reaction, confess, confession, decorate, decoration, contribute, contribution, express, expression, imitate, imitation, connect, connection, admire, admiration (Review) camera, famous, question, movie, minute (Challenge) fascinate, fascination, construct, construction				<b>J – L 25</b> Consonant Alterations  Spelling: Suffix: -ion	<ul style="list-style-type: none"> <li>Decoding T331</li> <li><b>J – L 25</b> Detailed Spelling Plan T336-337</li> <li>Day 1: Teach the Principle/Pretest PB: p. 292</li> <li>Day 2: Word Sort PB: p. 293</li> <li>Day 3: Teach Context Clues</li> <li>Day 4: Connect to Writing PB: p. 294</li> <li>Day 5: Assessment</li> </ul>	T247 Weekly Decoding Test 25.6-25.7  T337 Spelling Assessment
Grammar				Common Adages & Proverbs	Teacher Selected Materials for Grammar Study	
CC.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC.L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	<ul style="list-style-type: none"> <li>I will recognize and explain the meaning of common idioms, adages, and proverbs.</li> </ul>	Idioms Adages Proverbs	<a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a> <a href="http://www.readworks.org/">http://www.readworks.org/</a> <b>GRW:</b> (figurative language) <b>WP:</b> p. 45 <b>C:</b> Bk 6, L.13, p.175			

Writing					<p><b>Refer to Journeys Lessons 1-5, 17, 18-20</b></p> <p><b>Narrative</b></p> <p>Refer to FSPS Writing Criteria A,B</p> <p>Text Types &amp; Purposes</p> <p><b>W.5.3</b></p> <p>Production/Distribution</p> <p><b>W.5.5</b> <b>W.5.6</b> <b>L.5.4c</b></p>
CC.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <b>CC.W.5.3a</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	• I will establish a situation, introduce a narrator and/or characters, and organize an event sequence.	Narrator Sequence	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) <i>LC:</i> Book 4, p. 59, 85, 115 <i>CL:</i> p. 89, 90, 91, 94, 95 <i>LC:</i> Raising the Quality of Narrative Writing, p. 69		
<b>CC.W.5.3b</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	• I will use dialogue, descriptions, and pacing to develop events and characters.	Dialogue Descriptions Pacing	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) <i>WP:</i> Ch. 6 <i>LC:</i> Writing Fiction, Big Dreams, p. 27, 43, 73 <i>CL:</i> p. 95		
<b>CC.W.5.3c</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	• I will use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Transitional words Phrases Clauses Sequence of events	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) <i>MM4-5:</i> p. 74, 155		
<b>CC.W.5.3d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.	• I will use concrete words and phrases and sensory details to convey experiences and events.	Concrete Sensory details	<i>Raising the Quality of Narrative Writing</i> (T) <i>Writing Fiction; Big Dreams, Tall Ambitions</i> (T) <i>CL:</i> p. 68, 69, 70, 71		
<b>CC.W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	• I will use guidance from my peers and adults to plan, revise, and edit my writing.	Revise Edit	<i>GRW:</i> p. 63-66 (T) <i>GRW:</i> p. 77-80 <i>WP:</i> p. 19-20 (T) <i>LC:</i> Book 1, p. 37-45; p. 169-173		
<b>CC.W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well	• I can use digital tools to produce and publish my work.	Digital tools Collaborate	<i>Tikatot</i> <a href="http://www.tikatok.com/">http://www.tikatok.com/</a>	<i>Storybird</i> <a href="http://storybird.com/">http://storybird.com/</a> <i>Writing with Writers/Scholastic</i> <a href="http://teacher.scholastic.com/writewit/">http://teacher.scholastic.com/writewit/</a> <i>Stonesoup</i> <a href="http://www.stonesoup.com/">http://www.stonesoup.com/</a> (T)	

as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<ul style="list-style-type: none"> <li>• I can use the internet to interact and collaborate with my peers on writing projects.</li> <li>• I can demonstrate a command of keyboarding skills to type two pages in one sitting.</li> </ul>			<i>Read, Write, Think</i> <a href="http://tenkely.org/Read_Write_Think.html">http://tenkely.org/Read_Write_Think.html</a> (T)
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.	<ul style="list-style-type: none"> <li>• I will determine the meaning or pronunciation of a word by consulting reference materials.</li> </ul>	Pronunciation	<a href="http://dictionary.reference.com/">http://dictionary.reference.com/</a> <i>WTW</i> : p.253 & 265, Greek and Latin roots <i>BWL</i> <i>WJ</i> : Chapter 7	

W-3 State Assessments

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
<b>Comprehension</b>				<p align="center"><b>Teacher Selected Read-Aloud</b></p> <p align="center">(2 Texts on Same Topic/Different Genres)</p>		
<b>CC.RI.5.3</b> 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	<i>STW-2</i> : p. 171-178, 210			
<b>CC.RI.5.6</b> 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 or topic while noting similarities and differences.	Analyze Accounts	<i>STW</i> : p.169-171			
<b>CC.RI.5.7</b> 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	<i>GRW</i> : p.403 (T) <i>STW-1</i> : p. 117-121 (T) <i>CT</i> : Book 3, Lesson 8 p. 24; Book 4, Lesson 14, p. 46			
<b>Spelling</b>				<b>J – L 26</b>	• T31 Decoding <b>J – L 26 Detailed Spelling Plan</b> T36-37	T44 Weekly Decoding Test 26.6-26.7
<p>Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling.</p> <p><b>CC.RF.5.3a</b> 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.</p> <p><b>CC.L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.</p> <p align="center"><b>Spelling Words:</b></p> <p><b>(Basic)</b> produce, company, protect, preview, contain, combat, prejudice, commotion, contest, prefix, progress, computer, confide, convince, prospect, confirm, preflight, provide, propose, promotion</p> <p><b>(Review)</b> continue, protest, pretend, prepare</p> <p><b>(Challenge)</b> concurrent, conscious, commercial, complete, conversation</p>				<p>Prefixes &amp; Word Roots</p> <p><b>Spelling:</b> Prefixes: com-, con-, pre-, pro-</p>	<p>• Day 1: Teach the Pretest <b>PB</b>: p. 301</p> <p>• Day 2: Word Sort <b>PB</b>: p. 302</p> <p>• Day 3: Teach Word Families <b>PB</b>: p. 303</p> <p>Day 5: Assessment</p>	T121 Spelling Assessment

**FORT SMITH SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content**

M5 – WEEK 4-5

<b>Spelling Words:</b> (Basic) vacant, insistent, reversible, patriotism, finalist, honorable, contestant, observant, urgent, pessimist, comfortable, absorbent, optimism, journalism, novelist, terrible, frequent, laughable, radiant, collectible (Review) president, important, becoming, cheerful, illness (Challenge) evident, triumphant, occupant, digestible, curable				J – L 27 More Familiar Suffixes  Spelling: Suffixes: -ant, -ent, -able, -ible, -ism, -ist	• T85 Decoding J – L 27 Detailed Spelling Plan T82-83 • Day 1: Pretest PB: p. 310 • Day 2: Word Sort PB: p. 311 • Day 3: Teach Word Families • Day 4: Connect to Writing PB: p. 312 • Day 5: Assessment	T90 Weekly Decoding Test 27.6-27.7  T83 Spelling Assessment
Grammar				Common Homographs	Teacher Selected Materials for Grammar Study	
CC.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. CC.L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	• I can use relationships between words to better understand the meaning of each individual word.	Synonym Antonym Homograph	<a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a> <a href="http://www.readworks.org/">http://www.readworks.org/</a> GRW: (figurative language) WP: p. 45 (figurative language) LC: Book 6, Lesson 13, p. 175			
Writing					Refer to Journeys Lesson 21  Inform: Instruct *sequential paragraph  Refer to FSPS Writing Criteria D  Text Types & Purposes  W.5.2  Production/Distribution  W.5.5  W.5.6	
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, provide a general focus and group related information including formatting, illustrations, and multimedia when helpful.	Formatting 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, details, and quotations to develop the topic.	Concrete details 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 use words, phrases, and clauses to link ideas within and across categories.	Clauses Informative text Explanatory text	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 inform or explain about the topic using domain specific vocabulary and precise language.	Precise language Domain specific vocabulary	Is That a Fact? NCL: p. 96, 97			

**FORT SMITH SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content**

M5 – WEEK 4-5

CC.W.5.2e Provide a concluding statement or section related to the information or explanation presented.	<ul style="list-style-type: none"> <li>• I will provide a concluding statement or section.</li> </ul>	Clauses Informative text Explanatory	<i>NCL</i> <i>Is That a Fact?</i>	
CC.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<ul style="list-style-type: none"> <li>• I will use guidance from my peers and adults to plan, revise, and edit my writing.</li> </ul>	Revise Edit	<i>GRW</i> : p. 63-66 (T) <i>GRW</i> : p. 77-80 <i>WP</i> : p. 19-20 (T) <i>LC</i> : Book 1, p. 37-45; p. 169-173	
CC.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<ul style="list-style-type: none"> <li>• I can use digital tools to produce and publish my work.</li> <li>• I can use the internet to interact and collaborate with my peers on writing projects.</li> <li>• I can demonstrate a command of keyboarding skills to type two pages in one sitting.</li> </ul>	Digital tools Collaborate	<i>Tikatot</i> <a href="http://www.tikatok.com/">http://www.tikatok.com/</a>	<i>Storybird</i> <a href="http://storybird.com/">http://storybird.com/</a> <i>Writing with Writers/Scholastic</i> <a href="http://teacher.scholastic.com/writewit/">http://teacher.scholastic.com/writewit/</a> <i>Stonesoup</i> <a href="http://www.stonesoup.com/">http://www.stonesoup.com/</a> (T) <i>Read, Write, Think</i> <a href="http://tenkely.org/Read_Write_Think.html">http://tenkely.org/Read_Write_Think.html</a> (T)



COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXAMPLES AND EXPLANATIONS	ASSESSMENTS
<b>Comprehension</b>				<p align="center"><b>Teacher Selected Read-Aloud</b></p> <p align="center">(Series of Historical Events)</p>		
<b>CC.RI.5.3</b> 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.	<ul style="list-style-type: none"> <li>I will explain relationships between individuals, events, ideas, or concepts from an informational text and use the text to support my explanation.</li> </ul>	Explain Events Procedures Informational text Specific	<i>STW-2</i> : p. 171-178, 210			
<b>CC.RI.5.5</b> 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.	<ul style="list-style-type: none"> <li>I will compare/contrast the overall structure of events, ideas, concepts, or information in two or more texts.</li> </ul>	Compare Contrast Structure	<i>GRW</i> : p. 402-404 (T)			
<b>CC.RI.5.7</b> 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.	<ul style="list-style-type: none"> <li>I will locate information from various sources to answer a question or solve a problem.</li> </ul>	Information	<i>GRW</i> : p.403 (T) <i>STW-1</i> : p. 117-121 (T) <i>CT</i> : Book 3, Lesson 8 p. 24; Book 4, Lesson 14, p. 46			
<b>CC.RI.5.9</b> 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.	<ul style="list-style-type: none"> <li>I will combine information from two texts on the same topic to write or speak about the subject.</li> </ul>	Integrate Topic	<i>STW</i> : p.169-171 <i>CT</i> : Book 6, Lesson 22, p. 2 <i>GRW</i> : Appendix 34			
<b>CC.L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>CC.L.5.5a</b> Interpret figurative language, including similes and metaphors, in context.	<ul style="list-style-type: none"> <li>I will explain the meaning of simple similes and metaphors in context.</li> </ul>	Similes Metaphors	<a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a> <a href="http://www.readworks.org/">http://www.readworks.org/</a> <i>GRW</i> : (figurative language) <i>WP</i> : p. 45 (figurative language) <i>LC</i> : Book 6, Lesson 13, p. 175			



**FORT SMITH SCHOOLS – GRADE 5 Curriculum: Literacy & Integrated Content**

**M6 – WEEK 1-4**

<b>Spelling</b>				<b>J – L 28</b>	<ul style="list-style-type: none"> <li>Decoding T121</li> <li><b>J – L 28</b> <i>Detailed Spelling Plan</i> T126-127</li> <li>Day 1: Teach the Principle/Pretest PB: p. 319</li> <li>Day 2: Word Sort PB: p. 320</li> <li>Day 3: Teach Word Families</li> <li>Day 4: Connect to Writing PB: p. 321</li> <li>Day 5: Assessment</li> </ul>	<p>T134 Weekly Decoding Test 28.10-28.11</p> <p>T127 Spelling Assessment</p>
<p>Refer to FSPS Ongoing CCSS Grade 5 for CC.RF.5.3a and CC.L.5.2e when teaching spelling.</p> <p><b>CC.RF.5.3a</b> 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.</p> <p><b>CC.L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.</p> <p align="center"><b>Spelling Words:</b></p> <p align="center"><b>(Basic)</b> telephone, autograph, microscope, photograph, televise, biology, microphone, paragraph, symphony, telegraph, megaphone, microwave, photocopy, biography, saxophone, telescope, calligraphy, xylophone, homophone, homograph</p> <p align="center"><b>(Review)</b> athlete, history, melody, type, topic</p> <p align="center"><b>(Challenge)</b> telecommute, bibliography, phonetic, microbe, autobiography</p>				<p><b>J – L 28</b></p> <p>Greek Word Roots</p> <p><b>Spelling:</b> Greek Word Parts</p>		
<p align="center"><b>Spelling Words:</b></p> <p align="center"><b>(Basic)</b> inspect, export, erupt, predict, respect, bankrupt, dictate, porter, report, spectacle, deport, interrupt, dictator, import, disrupt, portable, transport, spectator, verdict, dictionary <b>(Review)</b> support, hospital, polite, recent, memory</p> <p align="center"><b>(Challenge)</b> spectacular, contradict, corrupt, retrospect, rupture</p>				<p><b>J – L 29</b></p> <p>Latin Word Roots</p> <p><b>Spelling:</b> Latin Word Roots</p>	<p>Decoding T165</p> <p><b>J – L 29</b> <i>Detailed Spelling Plan</i> T170-171</p> <ul style="list-style-type: none"> <li>Day 1: Teach the Principle/Pretest PB: p.328</li> <li>Day 2: Word Sort PB: p. 329</li> <li>Day 3: Teach Word Families</li> <li>Day 4: Connect to Writing PB: p. 330</li> <li>Day 5: Assessment</li> </ul>	<p>T178 Weekly Decoding Test 29.6-29.7</p> <p>T171 Spelling Assessment</p>
<p align="center"><b>Spelling Words:</b></p> <p align="center"><b>(Basic)</b> ballet, echo, bouquet, cassette, coupon, safari, portrait, barrette, depot, courtesy, petite, denim, brunette, buffet, garage, khaki, crochet, chorus, essay, alphabet</p> <p align="center"><b>(Review)</b> routine, rescue, crayon, amuse, reason</p> <p align="center"><b>(Challenge)</b> encore, collage, matinee, premiere, embarrass</p>				<p><b>J – L 30</b></p> <p>Identifying VCV, VCCV, &amp; VCCCV Syllable Patterns</p> <p><b>Spelling:</b> More Words from Other Languages</p>	<p>Decoding T211</p> <p><b>J – L 30</b> <i>Detailed Spelling Plan</i> T216-217</p> <ul style="list-style-type: none"> <li>Day 1: Teach the Principle/Pretest PB: p.337</li> <li>Day 2: Word Sort PB: p. 338</li> <li>Day 3: Teach Word Origins</li> <li>Day 4: Connect to Writing PB: p. 339</li> <li>Day 5: Assessment</li> </ul>	<p>T224 Weekly Decoding Test 30.6-30.7</p> <p>T217 Spelling Assessment</p>
<b>Grammar</b>					Teacher Selected Materials for Grammar Study	
<p>CC.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>CC.L.5.5c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<ul style="list-style-type: none"> <li>I will use relationships between words to better understand the meaning of each individual word.</li> </ul>	<p>Synonym</p> <p>Antonym</p> <p>Homograph</p>	<p><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></p> <p><a href="http://www.readworks.org/">http://www.readworks.org/</a></p> <p><b>GRW:</b> (figurative language)</p> <p><b>WP:</b> p. 45 (figurative language)</p> <p><b>LC:</b> Book 6, Lesson 13, p. 175</p>	<p>Common Antonyms &amp; Synonyms</p>		

Writing				
CC.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> <li>I will conduct a short research project that uses several sources to build knowledge about a topic.</li> </ul>	Topic	LC: Book 3, p. 161-165	<p>Refer to <i>Journeys</i> Lesson 24-25, 28: Summary</p> <p>Research to Build and Present Knowledge Standards</p> <p>*brief notes *problem/solution paragraph</p> <p>Research to Build &amp; Present Knowledge</p> <p>W.5.7 W.5.8 L.5.3a</p>
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.	<ul style="list-style-type: none"> <li>I will recall relevant information from experiences.</li> <li>I will summarize or paraphrase information in notes and finished work.</li> <li>I will provide a list of sources.</li> </ul>	Relevant Digital Sources Summarize Paraphrase Sources	CT: Book 6, Lesson 22, pg. 2-13	<p>20 great research websites</p> <p><a href="http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/">http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/</a> (T)</p> <p>Squidoo <a href="http://www.squidoo.com/k12interactiveresearch">http://www.squidoo.com/k12interactiveresearch</a> (T)</p> <p>LC: Book 3, p. 161-165</p> <p>NetTracker <a href="http://www.nettrekker.com/us">http://www.nettrekker.com/us</a></p> <p><a href="http://www.fortsmithlibrary.org/">http://www.fortsmithlibrary.org/</a></p> <p>Squidoo <a href="http://www.squidoo.com/k12interactiveresearch">http://www.squidoo.com/k12interactiveresearch</a> (T)</p>
CC.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CC.L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<ul style="list-style-type: none"> <li>I will expand, combine, and/or reduce sentences for purpose of meaning, interest, or style.</li> </ul>	Interest	<a href="http://www.languagearts.pppst.com/sentencevariety.html">http://www.languagearts.pppst.com/sentencevariety.html</a> TAW: p. 62-72 (revision) (T) CL NCL MI LC: Book 6, Lesson 13 & 14, p. 175 & 187	