

<p>FLUENCY & MONITORING</p>	<p>FICTION</p>	<p>NONFICTION</p>
<p>Students develop fluency through reading frequently and widely (self-selected and class texts, including content area selections) and rereading familiar text.</p> <p>5.5 & 5.6 m) The student will read texts with fluency, accuracy, and expression to support comprehension.</p> <p style="text-align: center;">FLUENCY</p> <ul style="list-style-type: none"> • Use punctuation indicators such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession. • Indicate comprehension through pacing and rhythm. • Signify comprehension through phrasing. • Indicate comprehension through expression, intonation, and appropriate rhythmic expression of sentence structures. • Read high frequency words automatically. <p style="text-align: center;">ACCURACY</p> <ul style="list-style-type: none"> • Use meaning clues, text structure and phonetic strategies to decode and process the meaning of words. • Apply word-analysis skills: knowledge of regular and irregular vowel patterns and consonant combinations. • Apply syllable knowledge to decode regular multisyllabic words. <p style="text-align: center;">MONITOR COMPREHENSION</p> <p>5.5 & 5.6 l) The student will use reading strategies throughout the reading process to monitor comprehension.</p> <p>Before Reading</p> <p>k) Use text organizers to preview and make predictions.</p> <p>b) Think about what the reader already knows about the topic and use prior knowledge to make predictions.</p> <p>During Reading: Building Comprehension</p> <p>k) Ask questions to confirm or refute predictions during reading.</p> <p>k) Locate information in text that supports or refutes predictions.</p> <p>k) Revise predictions as needed based on information in the text.</p> <p>k) Make new prediction based on new information.</p> <p>b) Make connections between what the reader</p>	<p style="text-align: center;">COMPREHENSION</p> <p>5.5 The student will read and demonstrate comprehension of fictional text: Realistic Fiction and Fantasy (may include Traditional Tales: myths, legends, fairy tales, folk tales or trickster tales)</p> <p>a) Describe the relationship between text and previously read materials.</p> <ul style="list-style-type: none"> • Apply knowledge of characteristics/elements that distinguish fiction from nonfiction text. • Apply knowledge of story elements: setting, characters, major events. • Apply knowledge of genre elements/ characteristics of realistic fiction, fantasy, and traditional tales (See Traditional Tales Teacher Reference Resource). • Identify similar themes, topics, patterns of events, or morals/lessons across multiple texts. • Compare and contrast characters within and across texts. <p>b) Describe character development in fiction.</p> <ul style="list-style-type: none"> • Explain how what is directly stated in the narration shows a character’s trait(s). • Explain how what the character says and does shows a character’s trait(s), motive(s) and feelings. • Explain how what other characters say and think about a character show a character’s trait(s). • Explain whether or not a character changes during the story. • If a character changes during the story, explain the change and the cause of the change. <p>c) Describe the development of plot and explain the resolution of conflict(s).</p> <ul style="list-style-type: none"> • Identify the conflict/problem faced by the main character. • Trace the series of events that develop the plot. • Explain how a character’s actions contribute to the sequence of events. • Explain how the problem/conflict is resolved. • Summarize plot by using a story map, timeline, or sequence graphic organizer <p>j) Identify cause and effect relationship.</p> <p>i) Make inferences to describe in depth a</p>	<p style="text-align: center;">COMPREHENSION</p> <p>5.6 The student will read and demonstrate comprehensions of nonfiction texts: Textbook, Print or Digital Informational Articles or Passages, Leveled Texts</p> <p>a) Use text organizers, such as type, headings, and graphics to predict and categorize information in both print and digital texts.</p> <ul style="list-style-type: none"> • Use content features such as title, headings of sections and chapters, subheads, and captions under pictures and graphics. • Use features such as specialized type: boldface, italics, color. <p>b) Use prior knowledge and build background knowledge by making a variety of connections with the text in order to aid comprehension: Text to Self, Text to Text, and Text to World.</p> <ul style="list-style-type: none"> • Understand how written text and accompanying illustrations connect to convey meaning. <ul style="list-style-type: none"> • Connect written text with visually and graphically represented information such as charts, graphs, graphic organizers, timelines. • Connect written text with illustrations such as maps, diagrams, pictures, photographs, animations. • Explain how visual and narrative information contribute to an understanding of the text. <p>c) Skim materials to develop a general overview of content and to locate specific information.</p> <ul style="list-style-type: none"> • Predict questions that might be answered in the text. <p>d) Identify the main idea and supporting details.</p> <ul style="list-style-type: none"> • Explain how the main idea is supported by key details. • Summarize supporting details by sequencing events, using language that shows time, sequence, order of procedure. • Summarize supporting details by categorizing and classifying them, using language that clarifies how they are organized in groupings. • Summarize supporting details by using tools such as graphic organizers, outlines, and notes. <p>g) Make inferences and predictions using information from the text.</p> <ul style="list-style-type: none"> • Explain events, procedures, ideas, or

<p>knows and the new information he/she is learning.</p> <ul style="list-style-type: none"> • Generate questions to clarify meaning and help integrate new information with what the reader already knows. • Recognize when comprehension breaks down and use strategies to regain understandings. • Become aware of when they do not understand and articulate what is causing the difficulty. • Use context to confirm or self-correct word recognition and understanding. • Become aware of when understanding breaks down and reread to self-correct. <p>After Reading</p> <p>h) Summarize what was read.</p> <ul style="list-style-type: none"> • Skim to locate details to answer questions. 	<p>character, setting, or event drawing on specific details from the text, such as words, actions, or characters' thoughts.</p> <ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what it says explicitly and when making inferences. • Describe and compare characters' attributes (traits, motives, or feelings) and give evidence from the text as support. • Demonstrate comprehension by locating details to answer "right there" and "think and search" questions <p>e) Describe how an author's choice of vocabulary contributes to the author's style and intent.</p> <ul style="list-style-type: none"> • Discuss why an author might have used particular words and phrases. • Identify sensory words that describe sights, sounds, smells, and tastes and how these words make the reader feel. <p>g) Determine the main idea, theme, or lesson/moral from details in the text, including how characters respond to challenges.</p>	<p>concepts including what happened and why based on specific information in the text.</p> <p>g) Locate information to support predictions and inferences.</p> <ul style="list-style-type: none"> • Understand that sometimes two or more pieces of information need to be put together to answer a question. (Think and Search Question) • Understand that some questions are answered directly in the text. (Right There Question).
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VOCABULARY	WORD ANALYSIS	SPELLING																																
<p>Students develop vocabulary through reading and listening to a variety of texts (5.4 f) and through content area reading/study history, social sciences, mathematics, and science (5.4g).</p> <p>5.4 The student will expand vocabulary when reading. Use knowledge about words, information within the text, background knowledge, and word resources to determine the meaning of general academic and content-specific words and phrases in fifth grade texts.</p> <p>a) Use context to clarify meaning of unfamiliar words and phrases.</p> <ul style="list-style-type: none"> Use meaning clues, sentence structure, and letter-sound correspondence to process and understand words. <p>b) Use context and sentence structure to determine meanings and differentiate among multiple meaning words.</p> <ul style="list-style-type: none"> Use syllabication patterns to decode multi-syllable words. Understand meaning of homophones. <p>e) Use word-reference materials and context to select the applicable definition of a word.</p> <ul style="list-style-type: none"> Use a glossary. Use a dictionary. <p>e) Use dictionary and glossary: use guide words, locate entry words, understand format.</p> <ul style="list-style-type: none"> Use of alphabetical (A, B, C) order. Use of parts of a dictionary entry, including pronunciation and syllabication. Understand how the word is used as a part of speech: noun, pronoun, verb, adjective, adverb, preposition. Use definitions to understand how a word is used. Understand the difference of meaning among definitions. <p>b) Understand that words may have multiple meanings and use word-reference materials and context to identify the applicable definition of a multiple meaning word.</p> <p>d) Identify author’s use of figurative language.</p> <ul style="list-style-type: none"> Use of simile Use personification Use of hyperbole 	<p>5.4 The student will expand vocabulary when reading. The student will apply word-analysis skills to decode and understand multisyllabic words. (On-going)</p> <ul style="list-style-type: none"> Apply knowledge of syllabication. Apply knowledge of contractions. Apply knowledge of inflected endings such as –ed, –ing, –er, –est. Apply knowledge of compound words. Understand the meaning of both singular and plural possessives. Divide a word into its root, prefix and suffix in order to pronounce it. <p>c) Use knowledge of suffixes, to read and understand the meaning of words: -ly, -able, -ness, -ful, -less, -ible (review).</p> <p>c) Use knowledge of prefixes, to read and understand the meaning of words: un- dis-, non-, re-, ex-, pre-, mis- (review)</p> <p>c) Use knowledge of roots, to read and understand the meaning of words.</p> <ul style="list-style-type: none"> Apply knowledge of roots to understand the meaning of words with the same roots: Examples <u>rupt</u>: break (disrupt/rupture) <u>spec/t</u>: look (inspect/spectacle) <u>struct</u>: build (instruct/construction) <u>opt</u>: choice (option/optional) Understand how a prefix changes a word <p>c) Use knowledge of prefixes and suffixes to read and understand the meaning of words.</p> <p>Students are responsible for all previously studied suffixes and prefixes.</p> <table border="1" data-bbox="865 1263 1327 1529"> <thead> <tr> <th colspan="2">Suffixes</th> <th colspan="2">Prefixes</th> </tr> </thead> <tbody> <tr> <td>-ible</td> <td>-less</td> <td><u>re</u>-</td> <td>com-</td> </tr> <tr> <td>-able</td> <td>-er</td> <td>mis-</td> <td><u>un</u>-</td> </tr> <tr> <td>-ion</td> <td>-or</td> <td>ex-</td> <td><u>dis</u>-</td> </tr> <tr> <td>-ment</td> <td>-ist</td> <td>pre-</td> <td><u>non</u>-</td> </tr> <tr> <td>-er</td> <td>-ness</td> <td>con-</td> <td></td> </tr> <tr> <td>-est</td> <td>-ly</td> <td>over-</td> <td></td> </tr> <tr> <td>-ful</td> <td>-y</td> <td></td> <td></td> </tr> </tbody> </table>	Suffixes		Prefixes		-ible	-less	<u>re</u> -	com-	-able	-er	mis-	<u>un</u> -	-ion	-or	ex-	<u>dis</u> -	-ment	-ist	pre-	<u>non</u> -	-er	-ness	con-		-est	-ly	over-		-ful	-y			<p>WORD STUDY Word Study based on <u>Words Their Way</u> and <u>Word Journeys</u> supports students at their developmental level and provides the opportunity for them to extend their knowledge of how words work. Students can be expected to work at the following patterns while in the identified grade.</p> <p>The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> Kindergarten – Emergent/Letter Name 1st Grade – Letter Name/Within Word Pattern 2nd Grade – Within Word Pattern 3rd Grade – Within Word Pattern/Syllables and Affixes 4th Grade – Syllables and Affixes 5th Grade – Syllables and Affixes <p>GRADE-LEVEL SPELLING TARGETS</p> <p>5.8 The student will edit writing for correct spelling.</p> <p>Short and Long Vowel Sounds</p> <p><u>Short a</u> (a) <u>Short e</u> (e, ea) <u>Long a</u> (aCe, ai, ay) <u>Long e</u> (ea, ee)</p> <p><u>Short i</u> (i) <u>Short o</u> (o) <u>Long i</u> (iCe, igh, i, ig) <u>Long o</u> (oCe, oa, ow, o)</p> <p><u>Short u</u> (u, ou) <u>Long u</u> (uCe, ew, ue, ui, oo, ou)</p> <p><u>Long oo sound</u> as in <i>food</i> <u>Short oo sound</u> as in <i>book</i></p> <p>Compound Words</p> <p>Diphthongs, L-controlled and Digraphs <u>/ou/ or /ow/ sound</u> (spelled ow, ou-followed by consonant) as in <i>found</i></p> <p><u>/ô/ or /aw/ sound</u> (spelled aw, au-followed by consonant, a-followed by l) as in <i>fault</i> <u>/oi/ sound</u> (spelled oi and oy) as in <i>royal</i></p>
Suffixes		Prefixes																																
-ible	-less	<u>re</u> -	com-																															
-able	-er	mis-	<u>un</u> -																															
-ion	-or	ex-	<u>dis</u> -																															
-ment	-ist	pre-	<u>non</u> -																															
-er	-ness	con-																																
-est	-ly	over-																																
-ful	-y																																	

WRITING	WRITING	EDITING
<p>5.7 The student will write for a variety of purposes (to describe, to inform, to entertain, to explain, and to persuade): Writing to a Prompt</p> <p>Writing Goal for the 1st 9 weeks:</p> <ul style="list-style-type: none"> • Launch Writing Workshop. • Build Writing Community. • Learn the Writing Process/Routines for generating ideas, composing, revising, and editing a personal narrative. <p>Instruction: Writing workshop routines should be introduced and practiced using teacher-selected methods based on Calkins <u>Units of Study: Launching the Writing Workshop</u> or <u>Being and Writer</u>, Units 1-2.</p> <p>Assessment: Students should understand how their work will be assessed and use rubrics to self-assess writing and workshop participation.</p> <p>Publishing: Students should have access to technology, including the internet, to produce, edit, and publish writing.</p> <p style="text-align: center;">WRITING TO A PROMPT Personal Narrative</p> <ul style="list-style-type: none"> • Create a plan before writing. • Follow Steps: Analyze prompt, Plan, Organize ideas, Compose, Edit. • Produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience <p style="text-align: center;">COMPOSITION</p> <p>PREWRITING</p> <p>b) Use a variety of pre-writing strategies.</p> <ul style="list-style-type: none"> • Read texts by peers and professionals. • Use ideas from brainstormed list. • Use ideas from personal list of ideas. • Talk to classmates about writing. • Free-write/quickwrite on a focused topic. • Create a graphic organizer, e.g., thinking map, idea web, sequence organizer/flow chart, 4-square. • Create a plan and organize thoughts to convey a central idea. 	<p>5.7 The student will write for a variety of purposes (to describe, to inform, to entertain, to explain, and to persuade): Personal Narrative, Personal Essay on an Aspect of Character & Writing to a Prompt</p> <p style="text-align: center;">COMPOSITION AND WRITTEN EXPRESSION</p> <p>Students should focus, organize, and elaborate to construct an effective, cohesive message for the reader.</p> <p>Focus</p> <p>e) Write multiple paragraph compositions, each paragraph developing some aspect of the topic.</p> <p>d) Write a clear topic sentence focusing on the main idea of the paragraph, elaborate with developing sentences and eliminate unrelated ideas/details/events.</p> <p>c) Organize information with a beginning, middle, and end to convey a central idea by following personal narrative pattern of organization.</p> <ul style="list-style-type: none"> • Focus on a single meaningful event from own life that has led to learning or change. • Create strong opening hook: strong visual image, dialogue, or question. • Organize an event sequence that unfolds naturally. • Use dialogue, description and pacing to develop experiences and create a picture for the reader. • Use transition words and phrases for sentence variety and to manage the sequence of events (e.g., words indicating time such as <i>first, next, then, before, after, last, the next day, hours later</i>). • Provide a conclusion. <p>ELABORATION</p> <p>f) Use precise and descriptive vocabulary (descriptive/ sensory detail, words, and phrases to convert experiences and events) to create tone and voice.</p> <p>i) Include details that elaborate the main idea—add specific details.</p> <p>h) Revise writing for clarity of content using specific (precise & vivid) vocabulary and information.</p> <ul style="list-style-type: none"> • Use Thesaurus as a tool. <p>g) Use transition words and phrases for sentence variety.</p> <ul style="list-style-type: none"> • Vary sentence structure, length, and type. • Read their writing orally to check for sentence rhythm. • Avoid beginning sentences the same way. • Connect ideas between paragraphs using synonyms, pronouns for nouns, general for specific words. 	<p>5.8 The student will edit writing for correct grammar, capitalization, punctuation, and spelling, sentence structure and paragraphing.</p> <p style="text-align: center;">USAGE AND MECHANICS</p> <p>CAPITALIZATION AND PUNCTUATION</p> <ul style="list-style-type: none"> • Apply previously learned competencies. <ul style="list-style-type: none"> - Use capital letter at beginning of sentences and for proper nouns. - Use end punctuation. - Use commas in series, dates, and addresses. a) Use apostrophe correctly in singular (Jan’s book) and plural (books’ cover) possessives. d) Use apostrophe correctly in contractions. b) Use adjective and adverb comparison forms: adjective (big, bigger, biggest); adverb (fast, faster, fastest) e) Use quotation marks with dialogue and indent each time the speaker changes. c) Identify and use interjections (e.g., “Yikes, look at the size of that bug!”) <p>SENTENCE STRUCTURE AND GRAMMAR</p> <ul style="list-style-type: none"> • Edit to apply previously learned competencies. <ul style="list-style-type: none"> - Use the word / in compound subjects. - Use verb tense to convey time and sequence. h) Edit for fragments and run-on sentences. <ul style="list-style-type: none"> - Use complete sentences. - Avoid clauses written as sentence. - Eliminate excessive coordination (and, and, and) - Eliminate run-on sentences. <p>GRAMMAR (GRADE 4 ON-GOING EXPECTATIONS)</p> <ul style="list-style-type: none"> • Understand the following parts of speech. <ul style="list-style-type: none"> - Nouns, - Verbs - Adjectives - Pronouns - Adverbs - Prepositions • Understand the following parts of a sentence. <ul style="list-style-type: none"> - Subject - Predicate - Prepositional phrase <p>SPELLING</p> <p>j) Use correct spelling of commonly used words, including common homonyms/homophones.</p> <p>HANDWRITING & WORD PROCESSING</p> <ul style="list-style-type: none"> • The student will write legibly in cursive and understand that legible handwriting is an important tool of written communication. • The student will use keyboarding skills to compose and prepare final drafts, including spell checker.

FLUENCY & MONITORING	FICTION	NONFICTION
<p>Students develop fluency through reading frequently and widely (self-selected and class texts, including content area selections) and rereading familiar text.</p> <p>m) The student will read texts with fluency, accuracy, and expression to support comprehension.</p> <p style="text-align: center;">FLUENCY</p> <ul style="list-style-type: none"> • Use punctuation indicators such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession. • Indicate comprehension through pacing and rhythm. • Signify comprehension through phrasing. • Indicate comprehension through expression, intonation, and appropriate rhythmic expression of sentence structures. • Read high frequency words automatically. <p style="text-align: center;">ACCURACY</p> <ul style="list-style-type: none"> • Use meaning clues, text structure and phonetic strategies to process words. • Apply word-analysis skills: knowledge of regular and irregular vowel patterns and consonant combinations. • Apply syllable knowledge to decode regular multisyllabic words. <p style="text-align: center;">MONITOR COMPREHENSION</p> <p>l) The student will use reading strategies throughout the reading process to monitor comprehension.</p> <p>Before Reading</p> <p>k) Preview and make predictions before reading.</p> <p>b) Think about what the reader already knows about the topic and/or build additional background knowledge as context for new learning.</p> <p>During Reading</p> <ul style="list-style-type: none"> • Ask questions to confirm or refute predictions during reading. • Locate information in text that supports or refutes predictions. • Revise predictions as needed based on information in the text. • Make new predictions. • Make connections between what the reader knows and the new information he/she is learning. • Generate questions to help integrate new information with what they already know. • Recognize when comprehension breaks down and use strategies to regain understandings. • Become aware of when they do not understand and articulate what is causing the difficulty. • Use context to confirm or self-correct word recognition and understanding. • Become aware of when understanding breaks down and reread to clarify. <p>After Reading</p>	<p style="text-align: center;">COMPREHENSION</p> <p>5.5 The student will read and demonstrate comprehension of Poetry, Fictional Texts such as Historical or Realistic Fiction and Biography/Autobiography</p> <p>b) Describe character development.</p> <ul style="list-style-type: none"> • Explain how what is directly stated in the narration shows a character’s trait(s) or feelings. • Explain how what the character says and does shows a character’s trait(s) or feelings. • Explain how what other characters say and think about a character show a character’s trait(s). • Explain whether or not a character changes. • If a character changes, explain the change and the cause of the change. <p>c) Describe the development of plot and explain the resolution of conflict(s).</p> <ul style="list-style-type: none"> • Understand that the main character has a conflict that usually gets resolved. • Identify the conflict or problem of the plot. • Identify the events in a sequence that lead to the resolution of the conflict. <p>j) Identify cause/effect relationship. Explain the relationship between the main character and the plot: the cause/effect relationship between events.</p> <p>e) Identify how the author’s choice of vocabulary contributes to the author’s intent.</p> <ul style="list-style-type: none"> • Explain how choices of language, setting, characters, details, and other information contribute to the author’s purpose. • Discuss why an author might have used particular words and phrases. • Identify sensory words that describe sights, sounds, smells, and tastes and how these words make the reader feel. • Identify the author’s purpose, such as to entertain, to inform, or to persuade. <p>i) Draw conclusions and make inferences about characters, events, and author’s purpose.</p>	<p style="text-align: center;">COMPREHENSION</p> <p>5.6 The student will read and demonstrate comprehension of nonfiction texts: Textbook; Print or Digital Informational Articles, Web Pages or Passages; Leveled Readers; and Graphic Aids (Maps, Charts, Tables, and Graphs)</p> <p>a) Use text features, such as type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts.</p> <p>c) Skim materials to develop a general overview of content and to locate specific information.</p> <p>g) Locate information to support predictions and conclusions.</p> <p>d) Identify the main idea and supporting details.</p> <p>i) Differentiate between fact & opinion.</p> <p>e) Summarize supporting details and synthesize information by using tools such as</p> <ul style="list-style-type: none"> • Graphic organizers: Sequence or Cause/Effect Chains, Flow Charts, Cause/Effect Charts, Classification/Categorization Charts, Comparison/Contrast Venn Diagram • Outlines • Notes <p>e) Determine an appropriate heading for notes.</p> <p>g) Draw conclusions and form opinions from the selection.</p> <p>g) Locate information to support opinions and conclusions.</p> <p>k) Identify new information gained from reading.</p> <p>k) Compare and contrast first- and second- hand accounts of the same event (primary and secondary source accounts).</p> <p style="text-align: center;">REFERENCE RESOURCES</p>

h) Summarize what was read.

- Use graphic organizers to synthesize information: venn diagram, T-chart, cause/effect chart, story map, timeline, sequence chart, flow chart

c) Skim materials to locate specific information.

- Find information to support predictions, inferences and conclusions.

f) Describe the relationship between text and previously read material.

- Identify similar themes, topics, or patterns of events across genre.
- Compare and contrast characters' actions, behaviors, motivations, and personalities.
- Identify and ask questions that clarify various points of view.
 - Is a character in the story telling the story? (Character refers to himself or herself using the pronoun "I.") (First person narrator)
 - What character is telling the story?
 - Is there a narrator who is not a character in the story? (Third person narrator)

The student will demonstrate comprehension of information resources to research a topic.

Use reference materials to collect information: encyclopedias, almanacs atlases, and other printed and online reference materials.

- Identify key terms to use in searching for information.
- Use table of contents, indices and charts.
- Skim to find information related to a topic.
- Evaluate the quality and accuracy of information found in a multiple resources.
- Determine a good resource to answer a question.

VOCABULARY	WORD ANALYSIS	SPELLING																																			
<p>Students develop vocabulary through reading and listening to a variety of texts (5.4 f) and through content area reading/study history, social sciences, mathematics, and science (5.4g).</p> <p>5.4 The student will expand vocabulary when reading.</p> <p>a) Use context to clarify meaning of unfamiliar words and phrases: Context Clues</p> <ul style="list-style-type: none"> Understand that sometimes a word is defined in context. Understand that sometimes the meaning of a word is given through restating in other words. Understand that sometimes a synonym is used that clarifies the meaning of a word. Understand that sometimes an example is used to clarify the meaning of a word. Understand that sometimes details that describe are used to clarify the meaning of a word <p>b) Use context and sentence structure to determine meanings and differentiate among multiple meaning words.</p> <ul style="list-style-type: none"> Use clues within the sentence. Use clues in the preceding and following sentences Use clues in the paragraph <p>d) Identify the author's use of figurative language. Author uses figurative language to impact the reader by</p> <ul style="list-style-type: none"> Comparing unlike things to show how one thing has the quality of the other. (simile) Exaggerating a quality for emphasis (hyperbole) Giving human qualities to non-human things. (personification) <p>e) Use word-reference materials and context to select the applicable definition of a word from a dictionary.</p> <p>e) Use a thesaurus.</p> <ul style="list-style-type: none"> Understand the difference between a thesaurus and a dictionary. Identify which word reference resource is most likely to contain needed information to clarify word meaning. Understand the meaning of signal words and how they help the reader understand text organization: sequence, comparison/contrast, examples, description with clarifying details Develop a vocabulary to describe characters, actions, and events. Understand the test language used on SOL assessments. 	<p>5.4 The student will expand vocabulary when reading.</p> <p>The student will apply word-analysis skills to decode and understand multisyllabic words. (On-going)</p> <ul style="list-style-type: none"> Apply knowledge of syllabication. Divide a word into its root, prefix and suffix in order to pronounce it and determine meaning. Apply knowledge of contractions. Apply knowledge of inflected endings such as -ed, -ing, -er, -est. Understand the meaning of both singular and plural possessives. <p>c) Use knowledge of roots to read and understand the meaning of words.</p> <ul style="list-style-type: none"> Use a dictionary to find the meaning of a word root or base word. Apply knowledge of roots to understand the meaning of words with the same roots: Examples <u>tele</u>: far (telephone/ telegraph), <u>sign</u>: sign/mark (signal/significant), <u>tract</u>: draw/pull (tractor/traction). <p>c) Use knowledge of prefixes and suffixes to read and understand the meaning of words.</p> <ul style="list-style-type: none"> Use a dictionary to find the meaning of a prefix or suffix. Apply knowledge of suffixes: -ward, -ous, -ive, -ic Understand how a prefix changes a word. Apply knowledge of prefixes: sub-, sur- <p>Students are responsible for all previously studied suffixes and prefixes.</p> <table border="1" data-bbox="846 1307 1409 1515"> <thead> <tr> <th colspan="3">Suffixes</th> <th colspan="2">Prefixes</th> </tr> </thead> <tbody> <tr> <td>-ible</td> <td>-ion</td> <td>-er</td> <td>re-</td> <td>com-</td> </tr> <tr> <td>-s</td> <td>-ment</td> <td>-or</td> <td>mis-</td> <td>un-</td> </tr> <tr> <td>-es</td> <td>-er</td> <td>-ist</td> <td>ex-</td> <td>dis-</td> </tr> <tr> <td>-ed</td> <td>-est</td> <td>-ness</td> <td>pre-</td> <td>non-</td> </tr> <tr> <td>-ing</td> <td>-ful</td> <td>-ly</td> <td>con-</td> <td></td> </tr> <tr> <td>-able</td> <td>-less</td> <td>-y</td> <td>over-</td> <td></td> </tr> </tbody> </table>	Suffixes			Prefixes		-ible	-ion	-er	re-	com-	-s	-ment	-or	mis-	un-	-es	-er	-ist	ex-	dis-	-ed	-est	-ness	pre-	non-	-ing	-ful	-ly	con-		-able	-less	-y	over-		<p>WORD STUDY</p> <p>Word Study based on <u>Words Their Way</u> and <u>Word Journeys</u> supports students at their developmental level and provides the opportunity for them to extend their knowledge of how words work. Students can be expected to work at the following patterns while in the identified grade.</p> <p>The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> Kindergarten – Emergent/Letter Name 1st Grade – Letter Name/Within Word Pattern 2nd Grade – Within Word Pattern 3rd Grade – Within Word Pattern/Syllables and Affixes 4th Grade – Syllables and Affixes 5th Grade – Syllables and Affixes <p>GRADE-LEVEL SPELLING TARGETS</p> <p>5.8 The student will edit writing for correct spelling.</p> <p>R-controlled vowels <u>Patterns</u>: ear, eer, ier; ar; are, air <u>Patterns</u>: or, ore, oar; er, ir, ur, ear, or; ure</p> <p>Two-syllable words that end with schwa + r <u>Spelling</u> <u>er</u> (er, or, ar)</p> <p>Syllabication VCCV Pattern: usually divide between CC (double or different consonants) VCV pattern with Short Vowel: divide after C if followed by a consonant VCV pattern with Long Vowel or Schwa: divide before C</p> <p>Two-syllable words that end with schwa + l, or final l sound <u>Spelling</u> <u>el</u> common spellings (el, le, or al) uncommon spelling (il)</p>
Suffixes			Prefixes																																		
-ible	-ion	-er	re-	com-																																	
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-ing	-ful	-ly	con-																																		
-able	-less	-y	over-																																		

WRITING		EDITING
<p>5.7 The student will write for a variety of purposes (to describe, to inform, to entertain, to explain, and to persuade) Expository Prompt (explain how or why) and Narrative Nonfiction/Letter and Functional Text.</p> <p>Instruction: Writing workshop instruction is based on teacher-selected methods drawn from Calkins <u>Units of Study</u> or <u>Being and Writer</u>.</p> <p>Assessment: Students should understand how their work will be assessed and use rubrics to self-assess writing and workshop participation.</p> <p>Writing Across the Curriculum: Writing should be used as a tool for constructing and demonstrating content understandings.</p> <ul style="list-style-type: none"> • Functional Texts such as powerpoints, brochures, fliers. • Paragraph responses to essay questions. • Journal, Learning Log, and Interactive Reading Notebook responses/entries. • Graphic (outline, timeline, graphic organizer or thinking map) and narrative summaries of content. <p>Publishing: Students should have access to technology, including the internet, to produce, edit, and publish writing.</p> <p style="text-align: center;">WRITING TO A PROMPT</p> <p>Expository Nonfiction: Explain How or Why</p> <ul style="list-style-type: none"> • Create a plan before writing • Follow Steps: Analyze prompt, Plan what will say, Organize ideas, Compose, Edit. • Produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience <p style="text-align: center;">COMPOSITION</p> <p>PREWRITING</p> <p>c) Use a variety of pre-writing strategies.</p> <ul style="list-style-type: none"> • Read texts by peers and professionals. • Create a plan and organize thoughts to convey a central idea. • Use ideas from a class brainstormed list. • Use ideas from personal list of ideas. • Talk to classmates about writing. • Free-write on a focused topic. • Create a graphic organizer: outline, thinking map/frame, 4-Square, etc. 	<p>5.7 The student will write for a variety of purposes (to describe, to inform, to entertain, to explain, and to persuade): Expository Prompt (explain how or why) and Narrative Nonfiction/Letter, and Functional Text.</p> <p style="text-align: center;">COMPOSITION CONTINUED</p> <p>Students should focus, organize, and elaborate to construct an effective, cohesive message for the reader.</p> <p>Focus</p> <p>c) Organize information to convey a central idea.</p> <ul style="list-style-type: none"> • Focus on one aspect of a topic. • Follow clear pattern of organization: <ul style="list-style-type: none"> - Introduce the Topic. - Organize information by subtopics or by chronology of process. - Cluster information (facts, explanation, examples, or details) by subtopic or explain each step of the process. - Use transition words and phrases to move from one subtopic or step in a process to the next. - Provide a conclusion. <p>d) Write a clear topic sentence focusing on the main idea of each paragraph.</p> <p>e) Write multiple paragraph compositions, each paragraph developing some aspect of the topic.</p> <p>ELABORATION</p> <ul style="list-style-type: none"> • Include supporting details that elaborate the main idea—add specific details. <p style="text-align: center;">WRITTEN EXPRESSION</p> <ul style="list-style-type: none"> • Apply previously learned competencies. <ul style="list-style-type: none"> - Revise writing for clarity of content using precise, descriptive, and specific vocabulary and information. - Vary sentence structure. - Eliminate off topic and/or confusing information and sentences. <p>a) Identify the audience; purposely shape and control language for the intended audience.</p> <p>f) Use precise and descriptive vocabulary to create tone and voice.</p> <p>g) Vary sentence structure by using transition words; include sentences of various lengths and beginnings to create a pleasant rhythm.</p>	<p>5.8 The student will edit writing for correct grammar, capitalization, punctuation, and spelling, sentence structure and paragraphing.</p> <p style="text-align: center;">USAGE AND MECHANICS</p> <p>CAPITALIZATION AND PUNCTUATION</p> <ul style="list-style-type: none"> • Apply previously learned competencies (see 1st 9-weeks). <p>d) Use apostrophe correctly in singular (Jan’s book) and plural (books’ cover) possessives and in contractions.</p> <p>d) Use apostrophe correctly in contractions.</p> <p>b) Use adjective and adverb comparison forms: adjective (big, bigger, biggest); adverb (fast, faster, fastest)</p> <p>e) Use quotation marks around words of other people or resources.</p> <p>f) Use comma to separate an introductory element (e.g., prepositional phrase or adverbial clause) from the rest of the sentence.</p> <ul style="list-style-type: none"> • Use underlining, quotation marks, or italics to indicate titles of works. • Identify and use conjunctions: <i>and, or, but</i> <p>SENTENCE STRUCTURE AND GRAMMAR</p> <ul style="list-style-type: none"> • Edit to apply previously learned competencies. <ul style="list-style-type: none"> - Use the word / in compound subjects. - Use past and present verb tense. <p>i) Eliminate double negatives.</p> <p>h) Edit for fragments and run-on sentences. <ul style="list-style-type: none"> - Use complete sentences; avoid clauses written as sentence. - Eliminate excessive coordination (and, and, and) - Eliminate run-on sentences. </p> <p>GRAMMAR (GRADE 4 ON-GOING EXPECTATIONS)</p> <ul style="list-style-type: none"> • Identify the following parts of speech. <ul style="list-style-type: none"> - Nouns, - Verbs - Adjectives - Pronouns - Adverbs - Prepositions • Identify the following parts of a sentence. <ul style="list-style-type: none"> - Subject - Predicate - Prepositional phrase <p>CITE RESOURCES IN A BIBLIOGRAPHY</p> <p>SPELLING</p> <p>j) Use correct spelling of commonly used words, including common homonyms/homophones.</p> <p>HANDWRITING & WORD PROCESSING</p> <ul style="list-style-type: none"> • The student will write legibly in cursive and understand that legible handwriting is an important tool of written communication. • The student will use keyboarding skills to compose and prepare final drafts.

<p>FLUENCY & MONITORING</p>	<p>FICTION</p>	<p>NONFICTION</p>
<p>Students develop fluency through reading frequently and widely (self-selected and class texts, including content area selections) and rereading familiar text.</p> <p>5.5 & 5.6 m) The student will read texts with fluency, accuracy, and expression to support comprehension.</p> <p>FLUENCY</p> <ul style="list-style-type: none"> • Use punctuation indicators to read with appropriate rhythmic expression of sentence structures. • Indicate comprehension through phrasing, pacing, rhythm, expression and intonation. • Read high frequency words automatically. <p>ACCURACY</p> <ul style="list-style-type: none"> • Use meaning clues, text structure and phonetic strategies to process words. • Apply syllable knowledge to decode regular multisyllabic words. <p>MONITOR COMPREHENSION</p> <p>5.5 & 5.6 l) The student will use reading strategies throughout the reading process to monitor comprehension.</p> <p>Before Reading</p> <p>k) Preview and make predictions.</p> <p>b) Think about what the reader already knows about the topic and/or build additional background knowledge as context for new learning.</p> <p>During Reading</p> <ul style="list-style-type: none"> • Ask questions and locate information to confirm or refute predictions. • Revise predictions as needed based on information in the text and make new predictions. • Make connections between what the reader knows and the new information he/she is learning. • Recognize when comprehension breaks down and use strategies to regain understandings. • Become aware of when they do not understand and articulate what is causing the difficulty. • Use context to confirm or self-correct word recognition and understanding. • Become aware of when understanding breaks down and reread to clarify meaning. <p>After Reading</p> <ul style="list-style-type: none"> • Summarize what was read. • Identify new information gained from reading. 	<p>COMPREHENSION</p> <p>5.5 The student will read and demonstrate comprehension of Poetry and Fictional Texts such as Realistic Fiction and Historical Fiction.</p> <p>a) Describe the relationship between text and previously read materials.</p> <ul style="list-style-type: none"> • Compare and contrast characters. • Explain how characters are alike and/or different. <p>b) Describe character development: use what is stated directly in the text, what the character says and does, and what other characters think and say about the character to draw a conclusion about a character’s motives, traits, and feelings.</p> <p>c) Describe the conflict or problem of the main character and the cause/effect relationship of the sequence of events that lead to the resolution of the conflict.</p> <p>d) Describe the characteristics of free verse, rhymed, and patterned poetry.</p> <ul style="list-style-type: none"> • Identify free verse: poetry with neither regular meter nor rhyme scheme. • Identify rhymed poetry: poetry that has a pattern of lines that rhyme. • Patterned Poetry: poetry that follows one of many types of patterns such as diamante, acrostic, concrete, haiku • Recognize structural elements of poems: line, stanza, rhyme, rhythm, verse • Identify the main idea of a poem. <p>e) Describe how an author’s choice of words and phrases contribute to the meaning and enjoyment of the poem.</p> <p>i) Draw conclusions and make inferences about characters, events, and author’s purpose.</p> <p>i) Understand the characteristics of historical fiction and use them along with details from the text to identify a selection as historical fiction.</p> <p>i) Select details that show the setting (time-historical period and place) of an historical fiction selection.</p> <p>i) Use details to justify an inference or conclusion about character, setting or sequence of events.</p>	<p>COMPREHENSION</p> <p>5.6 The student will read and demonstrate comprehension of nonfiction: Textbook and Informational Passages, Informational Articles, including Biographical Articles.</p> <p>f) Identify structural patterns found in non-fiction.</p> <ul style="list-style-type: none"> • Cause/Effect • Comparison/Contrast • Problem/Solution • Chronological Order <p>a) Use text organizers to help to identify the structural patterns found in non-fiction.</p> <p>h) Use transition words that signal the structural pattern to help identify the pattern</p> <ul style="list-style-type: none"> • Cause/Effect: because, as a result, cause • Comparison/Contrast: like, similar to, alike; unlike, different • Problem/Solution: a reason, the solution, to solve, a problem, one answer, ...explains, ...shows • Chronological Order: first, second, next, following, before, after, while <p>c) Skim materials to develop a general overview of content and to locate specific information.</p> <p>g) Locate information to support opinions, predictions, and conclusions.</p> <p>i) Differentiate between fact and opinion.</p> <p>k) Identify new information gained from reading and record it using a note-taking tool.</p> <ul style="list-style-type: none"> • Venn Diagram • Cause/Effect Organizer • Timeline • Bubble or Cluster Map • Outline • Notes <p>j) Identify, compare, and contrast relationships.</p> <ul style="list-style-type: none"> • Use graphic organizers to show the relationship of ideas. • Compare and contrast a first-hand and a second-hand account of the same event or topic. • Explain the difference in information found in two different texts. • Describe the different focus two different texts take. <p>e) Summarize major points and supporting details in nonfiction.</p> <p>e) Identify, compare, and contrast relationships between characters, events, and facts in narrative nonfiction, including biography and autobiography.</p>

<ul style="list-style-type: none">• Evaluate what has been read by asking questions.<ul style="list-style-type: none">- How do I feel about what I read?- Do I agree or disagree with it?- Am I learning what I wanted to know?- How good a job has the author done?	<p>f) Describe the relationship between text and previously read material.</p> <ul style="list-style-type: none">• Identify similar themes, topics, or patterns of events across genre.• Compare and contrast characters' actions, behaviors, motivations, and personalities.• Identify and ask questions that clarify various points of view.<ul style="list-style-type: none">• Is a character in the story telling the story? (Character refers to himself or herself using the pronoun "I.") (First person narrator)• What character is telling the story? <p>Is there a narrator who is not a character in the story? (Third person narrator)</p>	
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VOCABULARY	WORD ANALYSIS	SPELLING																																			
<p>Students develop vocabulary through reading and listening to a variety of texts (5.4 f) and through content area reading/study history, social sciences, mathematics, and science (5.4g).</p> <p>5.4 The student will expand vocabulary when reading.</p> <p>a) Use context to clarify meaning of unfamiliar words and phrases: Apply knowledge of context clues.</p> <ul style="list-style-type: none"> - Definition - Example - Restatement - Description - Synonym - Antonym <p>b) Use context and sentence structure to determine meanings and differentiate among multiple meaning words.</p> <ul style="list-style-type: none"> • Use clues within the sentence. • Use clues in the preceding and following sentences • Use clues in the paragraph <p>d) Identify the author’s use of figurative language. Author uses figurative language to impact the reader by</p> <ul style="list-style-type: none"> • Comparing unlike things to show how one thing has the quality of the other. (simile) • Exaggerating a quality for emphasis (hyperbole) • Giving human qualities to non-human things. (personification) • Choosing a word intentionally to convey a feeling (e.g., puppy instead of dog) <p>e) Use word-reference materials and context to select the applicable definition of a word from a dictionary.</p> <p>e) Use word-reference materials: SPBQ descriptors for Grade 5 SOL</p> <ul style="list-style-type: none"> • Choose correct definition from a dictionary entry. • Choose correct synonym from a thesaurus entry. • Evaluate the best resource for a given purpose (dictionary, thesaurus, glossary). • Evaluate usefulness of resource. 	<p>5.4 The student will expand vocabulary when reading.</p> <p>The student will apply word-analysis skills to decode and understand multisyllabic words. (On-going)</p> <ul style="list-style-type: none"> • Apply knowledge of syllabication. • Divide a word into its root, prefix and suffix in order to pronounce it. • Apply knowledge of affixes (prefixes and suffixes) to understand the meaning of the word. • Apply knowledge of root words, prefixes, and suffixes. • Understand how a prefix changes a word. • Apply knowledge of homophones. <p>c) Use knowledge of roots, read and understand the meaning of words. (On-going)</p> <ul style="list-style-type: none"> • Use a dictionary to find the meaning of a word root or base word. • Apply knowledge of roots to understand the meaning of words with the same roots: <u>graph</u>: write/written (graphic/telegraph) <u>scope</u>: see (microscope/telescope) <u>ped</u>: feet (pedal/moped) <p>c) Use knowledge of prefixes and suffixes to read and understand the meaning of words.</p> <ul style="list-style-type: none"> • Use a dictionary to find the meaning of a prefix or suffix • Understand how a prefix changes a word. • Apply knowledge of prefixes: un-, dis-, re-, in-, auto-, sub-, micro-, trans-, mono- • Apply knowledge of suffixes: -ly, -ness, -ment, -ful, -less, -ion <p>Students are responsible for all previously studied suffixes and prefixes. Teachers may choose when to review them.</p> <table border="1" data-bbox="667 1299 1228 1502"> <thead> <tr> <th colspan="3">Suffixes</th> <th colspan="2">Prefixes</th> </tr> </thead> <tbody> <tr> <td>-ible</td> <td>-ion</td> <td>-er</td> <td>re-</td> <td>com-</td> </tr> <tr> <td>-s</td> <td>-ment</td> <td>-or</td> <td>mis-</td> <td>un-</td> </tr> <tr> <td>-es</td> <td>-er</td> <td>-ist</td> <td>ex-</td> <td>dis-</td> </tr> <tr> <td>-ed</td> <td>-est</td> <td>-ness</td> <td>pre-</td> <td>non-</td> </tr> <tr> <td>-ing</td> <td>-ful</td> <td>-ly</td> <td>con-</td> <td></td> </tr> <tr> <td>-able</td> <td>-less</td> <td>-y</td> <td></td> <td></td> </tr> </tbody> </table>	Suffixes			Prefixes		-ible	-ion	-er	re-	com-	-s	-ment	-or	mis-	un-	-es	-er	-ist	ex-	dis-	-ed	-est	-ness	pre-	non-	-ing	-ful	-ly	con-		-able	-less	-y			<p>WORD STUDY</p> <p>Word Study based on <u>Words Their Way</u> and <u>Word Journeys</u> supports students at their developmental level and provides the opportunity for them to extend their knowledge of how words work. Students can be expected to work at the following patterns while in the identified grade.</p> <p>The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> • Kindergarten – Emergent/Letter Name • 1st Grade – Letter Name/Within Word Pattern • 2nd Grade – Within Word Pattern • 3rd Grade – Within Word Pattern/Syllables and Affixes • 4th Grade – Syllables and Affixes • 5th Grade – Syllables and Affixes <p>GRADE-LEVEL SPELLING TARGETS</p> <p>5.8 The student will edit writing for correct spelling.</p> <p>Syllabication</p> <p><u>VCCCV pattern</u>: When two different consonants spell one sound (example: gh = /f/) or are a cluster (example: pl)</p> <p>Divide the word before or after the paired consonants.</p> <p><u>VV pattern</u>: divide between vowels</p> <p>Adding Endings –ed or –ing to base word</p> <p>Principle 1: If a base word ends with e, drop the e before adding –ed or –ing.</p> <p>Principle 2: If a base word ends with two consonants, no spelling change is needed before adding –ed or –ing.</p> <p>Principle 3: If a one-syllable word ends with a vowel followed by a single consonant, double the consonant before adding –ed or –ing.</p> <p>Base and Root Words with a Prefix or Suffix</p> <p>Prefixes: re- (again), dis- (not), un- (not or opposite of) in- (not)</p> <p>Suffixes: -ly (in a certain way), -ness (quality of being), -ment (condition or act of), -ful (full of), -less (without)</p> <p>Suffix –ion: When verb form ends in <u>e</u>, the final <u>e</u> is dropped before adding –ion.</p> <p>Unstressed Final Syllables: /ij/, /iv/, /is/ sounds</p> <p>/ij/ spelled age; less commonly spelled edge</p> <p>/iv/ spelled ive</p> <p>/is/ -ice</p>
Suffixes			Prefixes																																		
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WRITING

5.7 The student will write for a variety of purposes (to describe, to inform, to entertain, to explain, and to persuade): **Poetry, Short Research Project, and Writing to a Prompt**

Instruction: Writing workshop instruction is based on teacher-selected methods drawn from Calkins Units of Study or Being and Writer.

Assessment: Students should understand how their work will be assessed and use rubrics to self-assess writing and workshop participation.

Writing Across the Curriculum: Writing should be used as a tool for constructing and demonstrating content understandings.

- Functional Texts such as powerpoints, brochures, fliers.
- Paragraph responses to essay questions.
- Journal, Learning Log, and Interactive Reading Notebook responses/entries.
- Graphic (outline, timeline, graphic organizer or thinking map) and narrative summaries of content.

Publishing: Students should have access to technology, including the internet and presentation software, to produce, edit, and publish.

WRITING TO A PROMPT

Informative/Explanatory

- Create a plan before writing
- Follow Steps: Analyze prompt, Plan what will say, Organize ideas, Compose, Edit.
- Produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience

COMPOSITION

PREWRITING

- c)** Use a variety of pre-writing strategies.
- Read texts by peers and professionals.
 - Create a plan and organize thoughts to convey a central idea.
 - Use ideas from a class brainstormed list.
 - Use ideas from personal list of ideas.
 - Talk to classmates about writing.
 - Free-write on a focused topic.
 - Create a graphic organizer: outline, thinking map/frame, 4-Square, etc.

5.7 The student will write for a variety of purposes (to describe, to inform, to entertain, to explain, and to persuade): **Poetry, Short Research Project, and Writing to a Prompt**

COMPOSITION CONTINUED

FOCUS & ELABORATION BASED ON GENRE FORM Poetry

- Has lines, stanza, rhyme, rhythm, repetition
- Creates a mental image/picture: uses sensory details: see, hear, touch, taste, smell
- Uses figurative language: alliteration, simile, onomatopoeia, personification.
- Includes specific details by using specific nouns, strong verbs, precise adjectives.
- Uses shape to convey meaning.

Informative/Explanatory

- Clearly introduce topic & group related information in paragraphs.
- Use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic.
- Use specific vocabulary to inform and explain.
- Provide a concluding statement or section.

Short Research Project (Content Area Based)

- a)** Construct research questions about the topic.
- b)** Collect information from multiple sources including online, print, and media: identify key search terms, skim sources, evaluate and select information, take notes, and combine information from two or more sources.
- c)** Use technology as a tool to research: gather, organize, and communicate information.
- d)** Organize information presented on charts, maps, and graphs.
- e)** Develop notes that include important concepts, summaries, and identification of sources.
- f)** Give credit to sources used in research.
- g)** Define the meaning and consequences of plagiarism: give credit to & provide a list of sources of information.

WRITTEN EXPRESSION

- a)** Identify the audience; purposely shape and control language for the intended audience.
- f)** Use precise and descriptive vocabulary to create tone and voice.

EDITING

5.8 The student will edit writing for correct grammar, capitalization, punctuation, and spelling, sentence structure and paragraphing.

USAGE AND MECHANICS

- Apply previous grade competencies (see 1st 9-weeks).
- Apply previously learned, grade-level competencies.

CAPITALIZATION AND PUNCTUATION

- e)** Use quotation marks around words of other people or resources.
- f)** Use comma to separate an introductory element (e.g., prepositional phrase or adverbial clause) from the rest of the sentence.
- f)** Use commas to indicate interrupters: words like *yes* or *no*; direct address like *Is that you, Chloe?* and interjections like *Yikes, look at the size of that bug!*
- Use comma to separate coordinate adjectives like *It was a fascinating, enjoyable move.*
 - Use underlining, quotation marks, or italics to indicate titles of works.
 - Use adverbs instead of adjectives where appropriate (e.g., "He played really well." Instead of "He played real good.")
 - Use verbs to convey various times, sequences, states, and conditions.
 - Form and use the perfect verb tenses. For example: *I had walked; I have walked; I will have walked.*

SENTENCE STRUCTURE AND GRAMMAR

- h)** Edit for fragments and run-on sentences.
- Use complete sentences.
 - Avoid clauses written as sentence.
 - Eliminate excessive coordination (and, and, and)
 - Eliminate run-on sentences.

SPELLING

- j)** Use correct spelling of commonly used words, including common homonyms/homophones.

AVOID PLAGIARISM (using someone else's ideas or words with giving credit to the source.)

- Summarize and paraphrase information.
- Give credit to authors when ideas and/or words are used in research.
- Provide a list of sources including author, title, date.

HANDWRITING & COMPUTER KEYBOARDING

- The student will write legibly in cursive and understand that legible handwriting is an important tool of written communication.
- The student will use keyboarding skills to compose and prepare final drafts.

FLUENCY & MONITORING	FICTION	NONFICTION
<p>Students develop fluency through reading frequently and widely (self-selected and class texts, including content area selections) and rereading familiar text.</p> <p>5.5 & 5.6 m) The student will read texts with fluency, accuracy, and expression to support comprehension.</p> <p style="text-align: center;">FLUENCY</p> <ul style="list-style-type: none"> • Use punctuation indicators to read with appropriate rhythmic expression of sentence structures. • Indicate comprehension through phrasing, pacing, rhythm, expression and intonation. • Read high frequency words automatically. <p style="text-align: center;">ACCURACY</p> <ul style="list-style-type: none"> • Use meaning clues, text structure and phonetic strategies to process words. • Apply syllable knowledge to decode regular multisyllabic words. <p style="text-align: center;">MONITOR COMPREHENSION</p> <p>5.5 & 5.6 l) The student will use reading strategies throughout the reading process to monitor comprehension.</p> <p>Before Reading</p> <p>k) Preview and make predictions.</p> <p>b) Think about what the reader already knows about the topic and/or build additional background knowledge as context for new learning.</p> <p>During Reading</p> <ul style="list-style-type: none"> • Ask questions and locate information to confirm or refute predictions. • Revise predictions as needed based on information in the text. • Make connections between what the reader knows and the new information he/she is learning. • Recognize when comprehension breaks down and use strategies to regain understandings. • Become aware of when they do not understand and articulate what is causing the difficulty. • Use context to confirm or self-correct word recognition and understanding. • Become aware of when understanding breaks down and reread to self-correct. <p>After Reading</p> <ul style="list-style-type: none"> • Summarize what was read. • Identify new information gained from reading. • Reread to locate information and answer questions. 	<p style="text-align: center;">COMPREHENSION</p> <p>5.5 The student will read and demonstrate comprehension of Fictional Texts. (May include drama).</p> <p>Apply all standards to demonstrate the following competences assessed on the Grade 5 Reading SOL Test.</p> <ul style="list-style-type: none"> • Make inferences based on details of a selection. • Draw conclusions based on information stated in a text. • Locate information in a passage to support conclusions. • Locate information to support conclusions. • Draw inferences about a character. • Identify character traits. • Determine character motivation in a text. • Draw inferences about a character. • Identify the emotions of a character. • Identify changes in a character. • Compare and contrast characters. • Determine main idea. • Determine the focus of a paragraph. • Identify an important detail. • Identify important details. • Summarize a story. • Identify plot element in a passage. • Identify cause and effect relationships. • Determine the effect of a given story event. • Determine the cause for a given effect. • Determine which cause produces a specified effect. • Identify compare and contrast relationships. • Analyze the author’s purpose for writing a passage. • Analyze the author’s purpose. • Determine how language helps to relay an author’s message. • Determine how language contributes to author’s purpose. • Analyze the author’s purpose for including details. • Determine author’s reason for including specific information. 	<p style="text-align: center;">COMPREHENSION</p> <p>5.6 The student will read and demonstrate comprehension of nonfiction: Informational Articles (print and digital), Narrative Nonfiction (biography and articles) and Functional Texts.</p> <p>Apply all standards to demonstrate the following competences assessed on the Grade 5 Reading SOL Test.</p> <ul style="list-style-type: none"> • Make inferences based on details of a selection. • Draw conclusions based on information stated in a text. • Locate information in a passage to support conclusions. • Recognize the purpose of special print. • Determine the best picture to include in a text. • Recognize the purpose of a graphic. • Identify the appropriate source of a given text. • Evaluate the best resource for a given purpose. • Evaluate usefulness of a resource. • Determine main idea. • Identify paragraphs to fit under a given heading. • Identify an appropriate heading for a given paragraph. • Determine the focus of a paragraph. • Determine where information would be found in a text. • Identify the best placement for additional information. • Identify an important detail or important details. • Identify an opinion from a text. • Recognize organizational pattern in text. • Summarize a text. • Organize information in a list. • Identify cause and effect relationships. • Determine which cause produces a specified effect. • Determine the cause for a given effect. • Identify how two objects contrast. • Identify compare and contrast relationships. • Analyze the author’s purpose for writing a selection. • Analyze the author’s purpose for writing an informational text. • Determine how language helps to relay an author’s message and contribute to the author’s purpose. • Analyze the author’s purpose for including details. • Determine author’s reason for including specific information.

VOCABULARY	WORD ANALYSIS	SPELLING																																			
<p>Students develop vocabulary through reading and listening to a variety of texts (5.4 f) and through content area reading/study history, social sciences, mathematics, and science (5.4g).</p> <p>5.4 The student will expand vocabulary when reading.</p> <p>a) Use context to clarify meaning of unfamiliar words and phrases: SPBO descriptors for Grade 5 SOL</p> <ul style="list-style-type: none"> Use context to infer the meaning of unfamiliar words. Use context in a passage to determine word meaning. Use context to determine the specific meaning of multiple-meaning words. <p>b) Use context and sentence structure to determine meanings and differentiate among multiple meaning words.</p> <ul style="list-style-type: none"> Use clues within the sentence. Use clues in the preceding and following sentences Use clues in the paragraph <p>d) Identify the author’s use of figurative language. Author uses figurative language to impact the reader by</p> <ul style="list-style-type: none"> Comparing unlike things to show how one thing has the quality of the other. (simile & metaphor) Exaggerating a quality for emphasis (hyperbole) Giving human qualities to non-human things. (personification) <p>e) Use word-reference materials and context to select the applicable definition of a word from a dictionary.</p> <p>e) Use word-reference materials: SPBO descriptors for Grade 5 SOL</p> <ul style="list-style-type: none"> Choose correct definition from a dictionary entry. Choose correct synonym from a thesaurus entry. Evaluate the best resource for a given purpose Evaluate usefulness of resource. 	<p>5.4 The student will expand vocabulary when reading.</p> <p>The student will apply word-analysis skills to decode and understand multisyllabic words. (On-going)</p> <ul style="list-style-type: none"> Apply knowledge of syllabication. Divide a word into its root, prefix and suffix in order to pronounce it. Apply knowledge of affixes (prefixes and suffixes) to understand the meaning of the word. Apply knowledge of root words, prefixes, and suffixes. Understand how a prefix changes a word. Apply knowledge of homophones. <p>c) Use knowledge of roots, read and understand the meaning of words. (On-going)</p> <ul style="list-style-type: none"> Use a dictionary to find the meaning of a word root or base word. Apply knowledge of roots to understand the meaning of words with the same roots: <ul style="list-style-type: none"> <u>dict</u>: word (dictate) <u>scrib</u>: write (subscribe, prescription) <u>scope</u>: see (telescope, microscope) <u>mar</u>: sea (marine) <p>c) Use knowledge of prefixes and suffixes to read and understand the meaning of words.</p> <ul style="list-style-type: none"> Use a dictionary to find the meaning of a prefix or suffix Understand how a prefix changes a word. Apply knowledge of prefixes: com-, con-, en-, ex-, pre-, pro- Apply knowledge of suffixes: -ent, -ant, -able, -ible <p>Students are responsible for all previously studied suffixes and prefixes. Teachers may choose when to review them.</p> <table border="1" data-bbox="663 1352 1281 1555"> <thead> <tr> <th colspan="3">Suffixes</th> <th colspan="2">Prefixes</th> </tr> </thead> <tbody> <tr> <td>-ible</td> <td>-ion</td> <td>-er</td> <td><u>re</u>-</td> <td>com-</td> </tr> <tr> <td>-s</td> <td>-ment</td> <td>-or</td> <td>mis-</td> <td><u>un</u>-</td> </tr> <tr> <td>-es</td> <td>-er</td> <td>-ist</td> <td>ex-</td> <td><u>dis</u>-</td> </tr> <tr> <td>-ed</td> <td>-est</td> <td>-ness</td> <td>pre-</td> <td><u>non</u>-</td> </tr> <tr> <td>-ing</td> <td>-ful</td> <td>-ly</td> <td>con-</td> <td></td> </tr> <tr> <td>-able</td> <td>-less</td> <td>-y</td> <td></td> <td></td> </tr> </tbody> </table>	Suffixes			Prefixes		-ible	-ion	-er	<u>re</u> -	com-	-s	-ment	-or	mis-	<u>un</u> -	-es	-er	-ist	ex-	<u>dis</u> -	-ed	-est	-ness	pre-	<u>non</u> -	-ing	-ful	-ly	con-		-able	-less	-y			<p>WORD STUDY</p> <p>Word Study based on <u>Words Their Way</u> and <u>Word Journeys</u> supports students at their developmental level and provides the opportunity for them to extend their knowledge of how words work. Students can be expected to work at the following patterns while in the identified grade.</p> <p>The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> Kindergarten – Emergent/Letter Name 1st Grade – Letter Name/Within Word Pattern 2nd Grade – Within Word Pattern 3rd Grade – Within Word Pattern/Syllables and Affixes 4th Grade – Syllables and Affixes 5th Grade – Syllables and Affixes <p>GRADE-LEVEL SPELLING TARGETS</p> <p>5.8 The student will edit writing for correct spelling.</p> <p>Final Syllable Schwa Vowel Sounds</p> <p><i>ain</i> as in capt<u>ai</u>n <i>ture</i> as in cultur<u>e</u> <i>sure</i> like in treas<u>ur</u>e <i>eon</i> like in sur<u>eo</u>n</p> <p>Change y to i when base word ends with a consonant and y</p> <p>before adding –es, -ed, -er, -est, -ness</p> <p>Base and Root Words with a Prefix or Suffix</p> <p>Prefixes: com- (form of con (again) used before p, con- (again), en- (in/into), ex- (out), pre- (before), pro- (forward, in favor of)</p> <p>Suffixes: -ent (promoting, or causing a specific action), -ant (performing, making happen), -able (able, can do), ible (able to)</p> <p>When –ent, -ant, -able, -ible are added to a base word that ends with <u>e</u>, the <u>e</u> is dropped.</p> <p>The standards and their application in SOL testing use “root word” in two different ways.</p> <ol style="list-style-type: none"> “Root word” may mean the same as “base word,” referring to words that exist on their own as a recognizable word in the English language. For example, “inspect” is the base word of inspection, inspected, inspecting and inspector. Root words are portions of a base word that do not stand alone and have no meaning by themselves in the English language. They are word parts derived from Greek or Latin. Continuing the previous example, the root word of “inspect” is the Latin word “spec” meaning see.
Suffixes			Prefixes																																		
-ible	-ion	-er	<u>re</u> -	com-																																	
-s	-ment	-or	mis-	<u>un</u> -																																	
-es	-er	-ist	ex-	<u>dis</u> -																																	
-ed	-est	-ness	pre-	<u>non</u> -																																	
-ing	-ful	-ly	con-																																		
-able	-less	-y																																			

WRITING	COMPOSITION CONTINUED	EDITING
<p>5.7 The student will write for a variety of purposes (to describe, to inform, to entertain, to explain, and to persuade): Writing to a Prompt Instruction: Writing workshop instruction is based on teacher-selected methods drawn from Calkins <u>Units of Study</u> or <u>Being and Writer</u>. Assessment: Students should understand how their work will be assessed and use rubrics to self-assess writing and workshop participation. Writing Across the Curriculum: Writing should be used as a tool for constructing and demonstrating content understandings.</p> <ul style="list-style-type: none"> • Functional Texts such as PowerPoints, brochures, fliers. • Paragraph responses to essay questions. • Journal, Learning Log, and Interactive Reading Notebook responses/entries. • Graphic (outline, timeline, graphic organizer or thinking map) and narrative summaries of content. <p>Publishing: Students should have access to technology, including the internet and presentation software, to produce, edit, and publish.</p> <p>5.7 The student will write for a variety of purposes (to describe, to inform, to entertain, to explain, and to persuade)</p> <p style="text-align: center;">WRITING LETTERS AND FUNCTIONAL TEXTS Ad, Directions, Flyer, How To Explanation, Menu, Sign, Web Page</p> <p style="text-align: center;">COMPOSITION</p> <p>PREWRITING c) Use a variety of pre-writing strategies.</p> <ul style="list-style-type: none"> • Create a plan and organize thoughts to convey a message. • Create a graphic organizer: outline, thinking map/frame, 4-Square, etc. • Plan how visuals and other text features will be used to clarify the message. 	<p style="text-align: center;">COMPOSITION CONTINUED</p> <p>FOCUS & ELABORATE BASED ON GENRE FORM c) Organize information to convey a central idea.</p> <ul style="list-style-type: none"> • Follow Persuasive Letter Format: Informal and/or Formal Letter <ul style="list-style-type: none"> - Format: heading, greeting, body, closing, signature. - Informal Letter: written to family or friend; word choice and phrase can be casual - Formal Letter: written to someone who is not known personally, e.g., principal, mayor, head of a museum; word choice and phrasing should be respectful - Persuasive Content: states a position, provides evidence to support the position (facts, explanation, examples, details), respectfully argues for the position, pointing out why it is the right thing to do • Follow a Functional Text Format: Ad, Directions, Flyer, How To Explanation, Menu, Sign, Web Page <ul style="list-style-type: none"> - Format: use examples of the type of text as models. - Text Organizational Aids: bold or color print, bullets, headings and subheadings, and captions - Graphic Aids: diagrams, flow charts, graphs, maps, charts and tables - Illustration Aids: photos, drawings, magnifications, cross-sections or cut-aways - Web page Aids: sidebars, tabs, buttons, hyperlinks in addition to all other types of aids. <p style="text-align: center;">ELABORATION</p> <ul style="list-style-type: none"> • Include supporting details that elaborate the main idea—add specific details. <p style="text-align: center;">WRITTEN EXPRESSION</p> <ul style="list-style-type: none"> • Revise writing for clarity of content using precise, descriptive, specific vocabulary and information and varied sentence structures to create tone and voice. <p>a) Identify the audience; purposely shape and control language for the intended audience.</p>	<p>5.8 The student will edit writing for correct grammar, capitalization, punctuation, and spelling, sentence structure and paragraphing.</p> <p style="text-align: center;">USAGE AND MECHANICS</p> <ul style="list-style-type: none"> • Apply previous grade competencies (see 1st through 3rd 9-weeks guides). <p>CAPITALIZATION AND PUNCTUATION e) Use quotation marks around words of other people or resources. f) Use comma to separate an introductory element (e.g., prepositional phrase or adverbial clause) from the rest of the sentence.</p> <ul style="list-style-type: none"> • Use comma for date and address in heading, after greeting and closing. • Use underlining, quotation marks, or italics to indicate titles of works. • Use adverbs instead of adjectives where appropriate (e.g., "He played really well." Instead of "He played real good.") • Use verbs to convey various times, sequences, states, and conditions. • Use the verb tenses appropriately when giving written directions. • Use transition words of time/sequence when giving directions. <p>SENTENCE STRUCTURE AND GRAMMAR h) Edit for fragments and run-on sentences.</p> <ul style="list-style-type: none"> - Use complete sentences in narrative text. - Avoid clauses written as sentence in narrative text. - Eliminate excessive coordination (and, and, and) - Eliminate run-on sentences. <p>SPELLING j) Use correct spelling of commonly used words, including common homonyms/homophones.</p> <p>AVOID PLAGIARISM (using someone else's ideas or words without giving credit to the source.)</p> <ul style="list-style-type: none"> • Summarize and paraphrase information. • Give credit to authors when ideas and/or words are used in research. • Provide a list of sources including author, title, date. <p>HANDWRITING & COMPUTER KEYBOARDING</p> <ul style="list-style-type: none"> • The student will write legibly in cursive and understand that legible handwriting is an important tool of written communication. • The student will use keyboarding skills to compose and prepare final drafts, as appropriate.