



	<p><b>RL 5.6</b></p> <p><b>RL 5.9</b></p> <p><b>RL 5.10</b></p> <p><b>L 4.1f</b></p> <p><b>L 4.2a</b></p> <p><b>L 5.1</b></p>	<p>including but not limited to linear, nonlinear and circular structures.</p> <ul style="list-style-type: none"> <li>● Describe how a narrator’s or speaker’s perspective influences how events are described</li> <li>● Compare/contrast stories in the same genre on their approaches to similar themes and topics.</li> <li>● By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</li> <li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>● Demonstrate appropriate use of capitalization rules.</li> <li>● When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</li> <li>● a. Explain the function of</li> </ul>	<p>Narrative Genre Fiction</p>		<p>(Possibly) Save the World</p> <ul style="list-style-type: none"> <li>● Reading Wonders: Literature Anthology: Page 450, The Friend Who Changed My Life</li> <li>● Reading Wonders: Reading Writing Workshop. Page 22 A Fresh Idea</li> <li>● Reading Wonders: Reading Writing Workshop, Page 36 Whitewater Adventure</li> <li>● Reading Wonders: Reading Writing Workshop, page 172, A Reluctant Traveler</li> <li>● Reading Wonders: Reading Writing Workshop, Page 310, Miguel in the Middle</li> <li>● Reading Wonders: Reading Writing Workshop, Page 402, The Bully</li> <li>● Teachers Pay Teachers: Fiction</li> </ul>
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	<p><b>L 5.4a</b></p> <p><b>L 5.4b</b></p> <p><b>C 5.3</b></p> <p><b>C 5.6</b></p>	<p>conjunctions, prepositions and interjections in a grade-level text.</p> <ul style="list-style-type: none"> <li>● b. Use the perfect verb tenses.</li> <li>● c. Use verb tense to convey various times, sequences, states and conditions.</li> <li>● d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.</li> <li>● e. Use correlative conjunctions.</li> <li>● Use context (e.g., cause/ effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>● Use common affixes and roots as clues to the meaning of a word.</li> <li>● Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</li> <li>● Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.</li> </ul>			<p>Genres by Lovin Lit. Realistic Fiction, Historical Fiction, Science Fiction, and Fantasy</p> <ul style="list-style-type: none"> <li>● Teachers Pay Teachers- Realistic Fiction Writing Unit by Love Believe Teach with Jo-Ellen Foody</li> <li>● YouTube -Realistic Fiction Writing for Kids Episode 1 - What is Realistic Fiction? By Teaching Without Frills</li> <li>● YouTube- Realistic Fiction Writing for Kids Episode 2 - Brainstorming By Teaching Without Frills</li> <li>● YouTube - Realistic Fiction Writing for Kids Episode 3 - Writing an Introduction by Teaching Without</li> </ul>
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					<p>Frills</p> <ul style="list-style-type: none"><li>● You Tube- Realistic Fiction Writing for Kids Episode 4 -Writing a Draft by Teaching Without Frills.</li><li>● YouTube - Realistic Fiction Writing for Kids Episode 5 - Writing a Closing by Teaching Without Frills</li><li>● You Tube - Realistic Fiction Writing for Kids Episode 6- Revising Your Story by Teaching Without Frills</li><li>● Drama - Teachers Pay Teachers - Character Trait Partner Plays by Deb Hanson</li><li>● Teachers Pay Teachers (Inferencing) 1) Smoky Night Book</li></ul>
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					<p>Activities By Molding Minds and 2) Making Inferences Reading Passages Ideal for Distance Learning</p> <ul style="list-style-type: none"><li>● Realistic Fiction: Reading Wonders Anthology passages and selection tests-Unit 1, Weeks 1,2</li></ul> <p>Reading Wonders:</p> <ul style="list-style-type: none"><li>● Unit 3, Week 1</li><li>● Unit 5, Week 1</li><li>● Unit 6 Week 2</li><li>● Drama: Common Core Reading</li><li>● TeachersPayTeachers Point of View Activities Bundle, Author's Perspective, Reading Passages and More By Kalena Baker</li></ul> <ul style="list-style-type: none"><li>● Reading Wonders Unit 1 Week 2 Weekly Assessment ERQ</li><li>● Narrative Writing:Spectrum</li></ul>
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					<p>Writing Teacher Edition</p> <p>Language Standards Resources:</p> <ul style="list-style-type: none"><li>● TPT - 5th Grade Language Interactive Notebook by Nichole Shelby</li><li>● TPT - 5th Grade Common Core Language Assessment by Alyssa Swanson-Teaching and Tapas</li><li>● IXL: GG4-6 (Sentences)</li><li>● IXL:RR1-2 (Capitalization)</li><li>● IXL: NN and OO 1-4 (Conjunctions Prepositions)</li><li>● IXL:LL4-6 (Verb tenses)</li><li>● IXL:W6-7(Latin affixes/roots)</li></ul> <p>Drama Resources:</p> <ul style="list-style-type: none"><li>● TPT-Poetry, Prose, and Drama Activities</li></ul>
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					<p>&amp; Texts</p> <ul style="list-style-type: none"><li>● Elements of Poetry, Drama and Prose: Print and Digital   Distance Learning</li></ul>
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**HOT questions:**Analyze how the character's feelings changed in the story. (Realistic fiction and compare/contrast characters)

What evidence in the text can you find that helps you infer what is happening?

Days: 31-61	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
<b>Unit 2:</b> <b>Genre:</b>  <b>Biography/ Autobiography</b>  <b>Historical Fiction</b>  <b>Expository Writing - Informational/ article/essay</b>	<b>RL 5.1</b>  <b>RI 5.2</b>  <b>RI 5.3</b>  <b>RI 5.6</b>  <b>RI 5.9</b>	<ul style="list-style-type: none"> <li>● Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.(RI 5.1)</li> <li>● Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.(RI 5.2)</li> <li>● Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.</li> <li>● Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.</li> <li>● Integrate information from several texts on the same theme</li> </ul>	quote inferences compare contrast perspective non print text theme topic comprehension strategies central idea <b>biography</b> <b>autobiography</b> <b>Historical Fiction</b> <b>expository</b> <b>article</b> <b>essay</b> <b>Informational</b> <b>Analyze</b>	1. questioning 2. monitoring 3. visualizing 4. inferencing 5. summarizing 6. synthesizing 7. using prior knowledge 8. determining importance	<b>Biography Resources:</b> <ul style="list-style-type: none"> <li>● Reading Wonders Literature Anthology; Page 68, The Boy Who Invented TV</li> <li>● Reading Wonders Literature Anthology: Page 138, The Boy Who Invented TV</li> <li>● Reading Wonders Literature Anthology: Page 298, Rosa</li> <li>● Reading Wonders Literature Anthology: Page 490, Planting the Trees of Kenya</li> <li>● Reading Wonders, Reading/Writing Workshop: Page 64, Fantasy</li> </ul>

	<p><b>RI/RL 5.10</b></p> <p><b>RL 5.1</b></p> <p><b>RL 5.3</b></p> <p><b>RL 5.6</b></p>	<p>or topic.</p> <ul style="list-style-type: none"> <li>● By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</li> <li>● Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.</li> <li>● Describe how a narrator’s or speaker’s perspective influences how events are described.</li> <li>● Analyze how visual and multimedia elements</li> </ul>			<p>Becomes Fact</p> <ul style="list-style-type: none"> <li>● Reading Wonders, Reading/Writing Workshop: Page, 128,</li> <li>● TPT - Biography Project and 6 week Biography Report - Editable with Access to Web Links by Mrs. Renz Class</li> <li>● TPT - Autobiography Writing Planner and Templates by: Teacher Trap</li> <li>● Biography Project - 39 Reading Selections included by Melissa Shutler</li> <li>● Biography: Reading Wonders Anthology passages and Selection Tests Unit 1 Week 4, Unit 2 Week 3, Unit 4, Week 3</li> <li>● Reading Wonders ERQ: Mum Bett Unit 4 Week 3</li> </ul>
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	<p><b>RL 5.7</b></p> <p><b>RL 5.9</b></p> <p><b>L 5.2</b></p> <p><b>L 5.3b</b></p>	<p>contribute to the meaning or tone of non-print texts.</p> <ul style="list-style-type: none"> <li>• Compare/contrast stories in the same genre on their approaches to similar themes and topics.</li> <li>• When writing: a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources to identify and correct spelling errors.</li> <li>• Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.</li> <li>• Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and</li> </ul>			<p><b>Historical Fiction Resources:</b></p> <ul style="list-style-type: none"> <li>• TPT: Narrative Writing: Creating a Historical Fiction Story by: Jennifer Feldhaus</li> <li>• TPT: Teaching Historical Fiction by TXTeach22</li> <li>• TPT: The Titanic: More Than Paired Passages - A Multi Faceted Historical Fiction Unit by Belinda Wells</li> <li>• TPT: Fiction Genres: Realistic Fiction, Historical Fiction, Science Fiction, and Fantasy by Livin Lit</li> <li>• Historical Fiction: Selection Tests Unit 5 Week 2, Unit 6</li> </ul>
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	<b>L 5.5</b> <b>C 5.2</b>	convey ideas and information clearly.			<p>Week 1</p> <ul style="list-style-type: none"><li>• Language standards:IXL: QQ1, QQ3, QQ4 (Comma Usage)</li><li>• Dialect: Reading Wonders Your Turn:Unit 5 Week 2, Unit 6 Week 1</li></ul> <p>Expository Writing Resources:</p> <ul style="list-style-type: none"><li>• TPT Expository Interactive Notebook by Fun Teaching</li></ul> <p>Language Standards Resources:</p> <ul style="list-style-type: none"><li>• TPT - 5th Grade Language Interactive Notebook by Nichole Shelby</li><li>• TPT - 5th Grade Common Core Language Assessment by Alyssa Swanson-Teaching and</li></ul>
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					<p>Tapas</p> <ul style="list-style-type: none"> <li>TPT: Biography Graphic Organizer By Creative Classroom Lessons</li> </ul>
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**HOT questions:** What evidence can you find to prove that this genre is historical fiction (or a biography/autobiography?) (Elements of historical fiction, biographies, and autobiographies)  
 What facts can you gather about \_\_\_\_\_?

Days: 62-92	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
<b>Unit 3</b> <b>Genre:</b>  <b>Persuasive Texts</b> <b>Opinion Texts</b>  <b>Writing:</b> <b>Persuasive/Opinion</b>	RI 5.1  RI 5.2  RI 5.4	<ul style="list-style-type: none"> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.</li> <li>Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape</li> </ul>	quote inference cite analyze similarities differences claim persuasive Opinion Multiple accounts Perspective Pro Con	1. questioning 2. monitoring 3. visualizing 4. inferencing 5. summarizing 6. synthesizing 7. using prior knowledge 8. determining importance	<b>Persuasive and Opinion Texts Resources:</b> <ul style="list-style-type: none"> <li>TPT- Persuasive Texts - Writing Samples with Comprehension Questions by Pink Tulip Teaching Creations</li> <li>TPT-All About Advertising (persuasive text) powerpoint by the Texan Teacher</li> </ul>

	<p><b>RI 5.6</b></p> <p><b>RI 5.8</b></p> <p><b>RI 5.10</b></p> <p><b>L 5.3</b></p>	<p>meaning.</p> <ul style="list-style-type: none"> <li>● Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.</li> <li>● Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).</li> <li>● By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</li> <li>● Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>● a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.</li> </ul>			<ul style="list-style-type: none"> <li>● Reading Wonders Anthology passages and selection tests Unit 1 Week 5, Unit 3 Week 5, Unit 5 Week 5</li> <li>● Author's Point, Reasons, Evidence - RI 2.8, 3.8, 4.8, 5.8 Differentiated Reading By Mrs Wilson Wonders (TPT)</li> <li>● TPT Multiple Accounts of the Same Topic Passages and Activities   RI.4.6 and RI.5.6</li> <li>● TPT <b>Common Core RI.5.6: Analyzing Multiple Accounts of the Same Event</b></li> <li>● <b>The Boston Tea Party: Analyzing Multiple Accounts of the</b></li> </ul>
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					<ul style="list-style-type: none"><li>● TPT- Opinion Writing with Step by Step Model Lessons by Rockin Resources</li><li>● TPT - Opinion Writing "You Should Try This!" Five Paragraph Essay by Lisa Lilienthal.</li><li>● TPT-5th Grade Opinion Writing /unit 3/ 6 weeks of CCSS Aligned Lesson Plans by Kelly Anne- Apple Slices LLC</li></ul>
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**HOT questions:** Judge which is the best solution to the problem presented by the author. Why do you think so?  
Whose arguments/evidence was more convincing? Why? (Persuasive texts)  
What examples can you find that support multiple claims from the same event?

Days: 93-123	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
<b>Unit 4</b> <b>Genre:</b>  <b>Mythology</b> <b>Folktales</b> <b>Poetry</b>	<b>RL 5.1</b>  <b>RL 5.2</b>  <b>RL 5.4</b>	<ul style="list-style-type: none"> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.</li> <li>Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and</li> </ul>	allusion hyperbole personification simile metaphor Alliteration myth folktale fable Poetry Figurative language Poetry elements Rhyme Repetition	1. questioning 2. monitoring 3. visualizing 4. inferencing 5. summarizing 6. synthesizing 7. using prior knowledge 8. determining importance	<b>Mythology Resources:</b> <ul style="list-style-type: none"> <li>TPT: Greek Mythology ELA Bundle - 12 Greek Stories - Distance Learning Activities by Hubbards Cupboard</li> <li>Myth: Reading Wonders Unit 2 Week 3 Anthology passage only</li> </ul> <b>Folktales/Fables Resources:</b> <ul style="list-style-type: none"> <li>TPT- Teaching Theme Task Cards: Fairy Tales, Fables</li> </ul>

	<p><b>L 5.4</b></p> <p><b>C</b></p> <p><b>D</b></p> <p><b>C 5.3</b></p>	<p>analyze how those words and phrases shape meaning.</p> <ul style="list-style-type: none"> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</li> <li>• Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> <li>• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.</li> <li>• Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</li> </ul>	<p>Rhyme scheme Line Stanza</p>		<p>and Legends by Mia's Marketplace</p> <ul style="list-style-type: none"> <li>• TPT- Teaching Theme with Aesops Fables/ Distance Learning by Kim Miller</li> <li>• Folktales:Reading Wonders Unit 2 Week 4 Anthology stories and selection Tests</li> <li>• (TPT) Folktale Booklet and Poster By Amber Polk</li> <li>• (TPT): Fable Graphic Organizer</li> </ul> <p>Poetry Resources:</p> <ul style="list-style-type: none"> <li>• TPT - Poetry Month for e-learning, 137 slides, includes digital quiz by: The Language of Learning</li> <li>• TPT - Poetry-Distance Learning (A Step by step guide to writing great poems) by Jane Loretz</li> </ul>
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					<ul style="list-style-type: none"><li>● TPT - Daily Poetry Warm Up by Kimberly Harber</li><li>● TPT - Poetry Unit - Comprehension Passages and questions distance learning packet- By: The Little Ladybug Shop</li><li>● TPT - Close Read Poetry 4th-5th Grade for Theme, Stanzas, and Figurative Language by Kristin Kamberger</li><li>● TPT- Poetry Stretches - 52 Task Cards to Prepare Students for Writing Poetry by: More Than a Worksheet</li><li>● TPT - Figurative Language with Poetry by: One Stop Teacher Shop</li><li>● TPT - Poetry Where I Am From Poems by: Little of This and a Little of That</li><li>● Poetry: TPT: Shel</li></ul>
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					<p>Silverstein Poetry Study By Amber Carpenter</p> <ul style="list-style-type: none"> <li>• Common Core Poetry</li> <li>• TPT Poetry, Prose, and Drama Activities &amp; Texts</li> <li>• TPT Poetry Activities</li> <li>• TPT Elements of Poetry, Drama and Prose: Print and Digital   Distance Learning</li> </ul>
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**HOT questions:** Identify an example of figurative language from the passage. What is being compared or exaggerated? (Mythology, folktales and poetry: Figurative language)  
 What can you infer from the figurative language in the \_\_\_\_\_ stanza?

Days: 124-154	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 5	RI 5.2	<ul style="list-style-type: none"> <li>• Analyze how the central ideas are reflected in a text, and cite</li> </ul>	central ideas	1. questioning	Nonfiction Reading



	<p><b>L 5.3</b></p>	<p>texts on the same theme or topic.</p> <ul style="list-style-type: none"> <li>● Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>● a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.</li> <li>● b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems. L.5.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>● a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.</li> <li>● b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.</li> </ul>			<p><b>Notebook:</b>  <b>Nonfiction Text Activities by: Lovin Lit</b></p> <ul style="list-style-type: none"> <li>● <b>Nonfiction Text Structures - Complete Unit - by One Stop Teacher Shop</b></li> <li>● <b>Scholastic: Main Idea Teacher Edition</b></li> <li>● <b>Main Idea: Reading Wonders-Unit 3 Week 3,4 Anthology passage and Selection tests</b></li> <li>● <b>Main Idea   Main Idea Activity for 4th and 5th Grades By The Teacher Next Door (TPT)</b></li> <li>● <b>Narrative nonfiction: Reading Wonders: Unit 3 Week 3</b></li> </ul> <p><b>Language Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>IXL: BB1-3 (Multiple meaning words)</b></li> </ul>
	<p><b>L 5.4</b></p>	<ul style="list-style-type: none"> <li>● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</li> <li>● a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>● b. Use common affixes and roots</li> </ul>			



	<b>C 5.4</b>	<ul style="list-style-type: none"> <li>• With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</li> </ul>			
	<b>C 5.5</b>	<ul style="list-style-type: none"> <li>• Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> </ul>			
	<b>C 5.6</b>	<ul style="list-style-type: none"> <li>• Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.</li> </ul>			

**HOT questions:** Predict the main idea of this section based on the title/heading.  
Was the main idea of the story directly stated or was it implied? How do you know? (Expository text and main idea)  
How would you compare/contrast the text?

<b>Days:</b> 155-185	<b>KAS:</b>	<b>Skills/Targets:</b>	<b>Vocabulary:</b>	<b>Strategies:</b>	<b>Resources:</b>
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	<p><b>C 5.1</b> <b>C 5.2</b> <b>C 5.3</b></p> <p><b>C 5.4</b></p> <p><b>C 5.5</b></p>	<p>figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p> <ul style="list-style-type: none"> <li>● Compose opinion informative, and narrative pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information.</li> <li>● With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others. Research to Build and Present Knowledge</li> <li>● Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> </ul>			
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