

	Trimester 1	Trimester 2	Trimester 3
	LITERARY	INFORMATIONAL-Literary	INFORMATIONAL TEXT-Non-Literary
READING	<p>NEW LEARNING</p> <ul style="list-style-type: none"> • Central Theme-Supported by key details, characters respond to challenges, summarize text • Text Structure-How chapters, scenes or stanzas fit together-RL5.5 • Point of View/Purpose-Narration & speaker’s point of view and how they influence events-RI5.6 • Language-Meaning of words and phrases in text-figurative language-metaphors and similes-RL5.4 • Compare & Contrast-RL 5.3, RL 5.9, L 5.3b <ul style="list-style-type: none"> ▪ Two or more characters, settings or events ▪ Stories in same genre (e.g., mysteries, adventure stories)-similar topics/themes ▪ English (e.g., dialect, registers) in literary text 	<p>NEW LEARNING</p> <ul style="list-style-type: none"> • Main Idea-Two or more main ideas, supported through key details, summarize text-RI5.2 • Author’s Point of View-Multiple accounts of same event/topic, compare and contrast point of view-RI5.6 • Author’s Claims/Argument-Reasons and evidence to support points-RI5.8 • Integration-several texts on same topic to write or speak knowledgeably about subject-RI5.9 	<p>NEW LEARNING</p> <ul style="list-style-type: none"> • Main Idea-Two or more main ideas, supported through key details, summarize text-RI5.2 • Relationship & interaction between two or more individuals, events, ideas, concepts in text-RI5.3 • Text Structure-Compare/contrast structures in two or more texts (e.g., chronology, compare/contrast, cause/effect, problem/solution) of events, ideas, concepts-RI5.5 • Integrate Information-multiple print and digital sources to locate answer to question-RI5.7
	<p>On-Going Learning-Reading</p> <ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text-RL 5.1, RI 5.1 • Determine how visual and multimedia elements contribute to meaning (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)-RL 5.7 • Apply grade level phonics and word analysis skills in decoding multisyllabic words (e.g., syllabication, morphology)-RF55.3 • Determine the meaning of academic and domain-specific words and phrases in text relevant to grade 5 topic or subject area-RI5.4 • Determine or clarify the meaning of unknown/multiple-meaning words/phrases based on <i>grade 5 reading/content</i>, choosing from strategies <ul style="list-style-type: none"> ◦ Context, Greek and Latin affixes and root words, reference materials-L5.4 • Read with sufficient accuracy and fluency to support comprehension (e.g., read on level text, read poetry orally, reading strategies)-RFS 5.4 • Read-comprehends literature & informational texts at the high end of the 4-5 text complexity independently and proficiently-RL 5.10 		
WRITING	<p>NEW LEARNING</p> <p>Narrative-W5.3</p> <ul style="list-style-type: none"> • Center focus • Narrator • Sequence of events • Narrative techniques-dialogue, descriptions, pacing • Variety of transitional words and phrases • Use concrete words and phrases, sensory details • Conclusion that follows from events 	<p>NEW LEARNING</p> <p>Opinion-W5.1</p> <ul style="list-style-type: none"> • Introduce topic • State opinion • Organizational structure-related ideas logically grouped to support author’s purpose • Reasons that support opinion-logically ordered • Link opinion and reasons using words, phrases, clauses (e.g., consequently, specifically) • Concluding statement -section related to the opinion • Information from print/digital sources; summarize or paraphrase notes/finished work, provide list of sources-w5.8 	<p>NEW LEARNING</p> <p>Informative-W5.2</p> <ul style="list-style-type: none"> • Introduce topic clearly <ul style="list-style-type: none"> ▪ General observation and focus ▪ Group information-paragraphs-sections ▪ Formatting (e.g., headings) ▪ Illustrations, multi-media as useful • Develop topic-facts, definitions, details, quotations, • Link ideas within/across categories using words, phrases (e.g., in contrast, especially) • Precise language, domain specific vocabulary • Concluding statement/section related to info • Information from print/digital sources; summarize or paraphrase notes/finished work, provide list of sources-w5.8

WRITING	<p>On-Going Learning-Writing</p> <ul style="list-style-type: none"> • With guidance and support focus on a topic and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach-w5.5 • With guidance-support from adults, use technology including internet, to produce and publish writing, in collaboration with peers-w5.6 • Demonstrate sufficient command of key-boards skills to type two pages in single sitting-w5.6 • Short research projects using several sources-build knowledge of different aspects of topic-w5.7 • Draw evidence from literary and informational texts to support analysis, reflection, and research-w5.9 • Write routinely over extended and shorter time frames for a range of purposes, tasks and audiences-w5.10 		
	SPEAKING/LISTENING	<p>NEW LEARNING <i>Collaborative conversations</i> with diverse partners (peers and adults) on grade 5 topics/texts expressing themselves clearly-SL5.1</p> <ul style="list-style-type: none"> • Come to discussions prepared • Rules for discussion • Pose and respond to questions • Link comments to remarks of others • Elaborate on other’s remarks • Review key ideas 	<p>NEW LEARNING <i>Report on a topic</i> or present an opinion-SL.4</p> <ul style="list-style-type: none"> • Sequencing ideas • Appropriate facts and relevant, • Descriptive details • Speaking clearly at an understandable pace
<p>On-Going Learning-Speaking Listening</p> <ul style="list-style-type: none"> • <i>Summarize text read aloud or presented in diverse formats</i>-SL5.2 • <i>Summarize reasons and evidence a speaker provides to support particular claim</i>-SL5.3 • Adapt speech to a variety of contexts using formal when appropriate-SL5.6 			
LANGUAGE	<p>NEW LEARNING Conventions of grammar in writing and speaking-L5.1</p> <ul style="list-style-type: none"> • Function of conjunctions, prepositions, and interjections <p>Conventions of capitalization, punctuation, spelling when writing-SL5.2</p> <ul style="list-style-type: none"> • Punctuation in series • Comma-introductory element <p>Demonstrate understanding of figurative language, word relationships, nuances in word meanings-SL5.5</p> <ul style="list-style-type: none"> • Simple similes, metaphors 	<p>NEW LEARNING Conventions of grammar in writing and speaking-L5.1</p> <ul style="list-style-type: none"> • Form and use perfect (e.g., I had walked; I have walked, I will have walked) • Use verb tense-times, sequences, states, and conditions <p>Conventions of capitalization, punctuation, spelling when writing-SL5.2</p> <ul style="list-style-type: none"> • Commas-to set off <i>YES, NO</i> <p>Demonstrate understanding of figurative language, word relationships, nuances in word meanings-SL5.5</p> <ul style="list-style-type: none"> • Common idioms, adages, proverbs 	<p>NEW LEARNING Conventions of grammar in writing and speaking-L5.1</p> <ul style="list-style-type: none"> • Recognize and correct inappropriate shifts in verb tense • Correlative conjunctions (e.g., either/or, neither/nor) <p>Conventions of capitalization, punctuation, spelling when writing-SL5.2</p> <ul style="list-style-type: none"> • Titles of works-underlining, quotation marks, italics <p>Demonstrate understanding of figurative language, word relationships, nuances in word meanings-SL5.5</p> <ul style="list-style-type: none"> • Antonyms, synonyms, homographs
	<p>On-Going Learning-Language:</p> <ul style="list-style-type: none"> • Spelling grade appropriate words correctly, consulting references as needed-L5.2e • Use knowledge of language and its conventions when writing, speaking, reading and listening-expand, combine, reduce sentences for meaning, interest, style- L5.3 • Use grade –appropriate conversational, general academic, and domain specific words and phrases that signal contrast, additions, logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)-L5.6 		