

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Language Arts
Course ID	CAEL75393	Grade Level	5
Course Name	Language Arts 5 A	# of Credits	0.5
SCED Code	NoCourseSCED	Curriculum Type	Connections Academy

COURSE DESCRIPTION

In this course, the student will use his critical thinking and reading comprehension skills to analyze fiction and nonfiction stories presented in McGraw-Hill's Wonders. Using a multi-draft reading approach, the student will discuss, analyze, and critique stories in order to make connections between readings, other titles and the world. Stories from the Reading/Writing Workshop and Literature Anthology will ask the student to ponder and make connections to the following essential questions, "Where can an idea begin?"; "What does it take to put a plan into action?"; and "What kinds of experiences can lead to new discoveries?". The student will use textual evidence from one or more sources to support his ideas.

Throughout the course, the students will also develop writing skills. The basic writing content concentrates on writing quality sentences, organizing paragraphs, and adding detail to writing. The student will continue to use effective planning tools such as graphic organizers and outlines to create well-organized compositions. Through the five-stages of the writing process: prewriting, drafting, revising, editing, and publishing the student will write narrative and informative compositions. The student will continue to master spelling, grammar, and language skills. Wonders offers spelling lists based on the patterns and relationship of letters within words. Daily reading and writing activities reinforce the spelling strategies and give the student opportunities to use spelling words in context. The student will also learn the strokes of cursive handwriting.

WYOMING CONTENT AND PERFORMANCE STANDARDS

RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read on-level text with purpose and understanding.
RF.5.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1.b	Provide logically ordered reasons that are supported by facts and details.
W.5.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).
W.5.1.d	Provide a concluding statement or section related to the opinion presented.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2.c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).
W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.1.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.1.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9.a	Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
W.5.9.b	Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.
SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1.b	Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.
L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.
L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
L.5.1.e	Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2.a	Use punctuation to separate items in a series.
L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.c	Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.
L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).
L.5.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5.a	Interpret figurative language, including similes and metaphors, in context.
L.5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES
<p>Unit 1: Language Arts Course Overview</p> <p>This unit will introduce your student to the Language Arts 3-----5 course. In this unit, he will meet Maya, an animated character who will guide him through the course. Together, the student will work with words, watch videos, and practice language arts skills. In each lesson of the course, students will have an opportunity to practice what they have learned. Your student will also become familiar with the instructional routines presented throughout the course, so that he is ready to begin learning with the first lesson. This unit contains important information for the Learning Coach which will be useful throughout the course.</p>		<ul style="list-style-type: none"> •Introduce the student to the learning buddy who serves as a guide for the course •Provide a sample of the types of lesson slides and describe their purpose •Describe the types of activities the student will do in every lesson •Provide important information for the Learning Coach
<p>Unit 2: Meeting a Need</p> <p>In this unit, the student will focus on how people meet specific needs. By using the sequencing strategy, the student will put events in order to better understand the text. The student will use context clues to discover new vocabulary words. The student will identify different types of sentences, correctly spell words with short vowel sounds, and continue developing handwriting skills.</p>	<p>RL.5.1, RL.5.2, RL.5.5, RL.5.7, RL.5.9</p> <p>RF.5.3, RF.5.4, RF.5.4a, RF.5.4b, RF.5.4c</p> <p>W.5.3, W.5.3d, W.5.9</p> <p>SL.5.1, SL.5.1b, SL.5.1c, SL.5.1d, SL.5.2</p> <p>L.5.1, L.5.2, L.5.2c, L.5.2e, L.5.4, L.5.4a, L.5.4c, L.5.6</p>	<ul style="list-style-type: none"> •Analyze the sequence of events in realistic fiction texts and use the reread strategy to understand new information •Predict, define and accurately use academic vocabulary words using context clues •Identify and classify different types of sentences (statement, exclamation, command, and question) and apply the appropriate punctuation •Apply knowledge of letter patterns and word structure to spell words correctly •Use text evidence to support character development in texts

<p>Unit 3: Trial and Error In this unit, the student will explore features of realistic fiction. As he explores the concept of trial and error, the student will identify problems and solutions in text. The student will describe how authors use figurative language. The student will continue to write more complex sentences, correctly spell words with long vowel sounds and continue to develop handwriting skills.</p>	<p>RL.5.1, RL.5.4, RL.5.5, RL.5.9, RL.5.10 RI.5.1, RI.5.3, RI.5.10 RF.5.4, RF.5.4a, RF.5.4b W.5.3b SL.5.1a, SL.5.1b, SL.5.1c, SL.5.2 L.5.1, L.5.1a, L.5.1e, L.5.2a, L.5.2c, L.5.2e, L.5.4a, L.5.5b, L.5.6</p>	<ul style="list-style-type: none"> Analyze the problems and solutions in texts and use the reread strategy to better understand important events, descriptions, and details in a story Identify and determine the meaning of idioms used in text Identify compound subjects and predicates in sentences and apply the appropriate punctuation Apply knowledge of letter patterns and word structure to spell words correctly Use text evidence to support how a character solves problems in a text
<p>Unit 4: Seeing for Yourself In this unit, the student will explore how the natural world is viewed while identifying elements of narrative nonfiction. The student will identify the main idea and key details in multiple texts. The student will analyze vocabulary words with Latin roots. The student will work on using conjunctions in compound sentences, as well as building spelling and handwriting skills.</p>	<p>RL.5.6 RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.6, RI.5.9, RI.5.10 RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b W.5.2b, W.5.2b, W.5.3d, W.5.5, W.5.9 SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, SL.5.2, SL.5.4 L.5.1a, L.5.1e, L.5.2e, L.5.5c, L.5.6, L.5.6</p>	<ul style="list-style-type: none"> Ask questions and use information from the text to answer them to increase understanding Identify and analyze cause-and-effect relationships in texts Distinguish between a compound sentence and a simple sentence, as well as which conjunction and punctuation is used Apply knowledge of letter patterns and word structure to spell words correctly Explain the effect events had on a person or thing by examining text evidence from multiple texts on the same topic
<p>Unit 5: Inventions In this unit, the student will investigate features of a biography as well as explore inventions. To better understand information in text, the student will practice asking and answering questions. The student will explore vocabulary words with Greek roots. The student will continue to build complex sentences with dependent and independent clauses. In this unit, the student will continue to apply grade-level spelling patterns and handwriting skills.</p>	<p>RI.5.1, RI.5.2, RI.5.5, RI.5.9, RI.5.10 RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b W.5.2b, W.5.2b, W.5.9, W.5.9b SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, SL.5.2, SL.5.4 L.5.1, L.5.1a, L.5.2b, L.5.2e, L.5.4b, L.5.6</p>	<ul style="list-style-type: none"> Identify characteristics of a biography and ask questions while reading to increase understanding Predict, define, and accurately use academic vocabulary words using Greek roots Identify and correct the use of conjunctions and commas in complex and compound sentences Apply knowledge of letter patterns and word structure to spell words correctly Identify and analyze sequence of events and draw inferences of these events in a biography; explain how an author develops a person in a biography
<p>Unit 6: New Technology In this unit, the student will discover new technologies that change our lives as she explores persuasive articles. The student will consider the author's point of view as she investigates text evidence that supports an opinion. The student will learn how to identify and correct run-on sentences and sentence fragments. The student will also continue practicing grade-level spelling and handwriting skills.</p>	<p>RI.5.6, RI.5.8, RI.5.9, RI.5.10 RF.5.4, RF.5.4a, RF.5.4b W.5.1, W.5.2b, W.5.2b, W.5.9 SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, SL.5.3 L.5.1a, L.5.2e, L.5.3, L.5.3a, L.5.4, L.5.4b, L.5.5c, L.5.6</p>	<ul style="list-style-type: none"> Compare multiple texts to form an opinion on a topic and support the opinion with textual evidence from the texts Predict, define, and accurately use academic vocabulary words using Greek or Latin roots Correct run-on sentences by forming simple or compound sentences Apply knowledge of letter patterns and word structure to spell words correctly
<p>Unit 7: Reaching a Compromise In this unit, the student will focus on reaching a compromise as he explores historical documents. By using the rereading strategy, the student will learn about problems and solutions to better understand the text. The student will use context clues to discover new vocabulary words. The student will use proper nouns correctly in sentences, correctly spell words with the variant vowel /o/ and diphthongs /oi/ and /ou/ and continue developing handwriting skills. The student will also explore the features of a personal narrative and begin the genre writing process.</p>	<p>RI.5.2, RI.5.3, RI.5.9, RI.5.10 RF.5.4, RF.5.4a, RF.5.4b W.5.2b, W.5.2b, W.5.2c, W.5.3, W.5.3a, W.5.3c, W.5.3e, W.5.4, W.5.5, W.5.6, W.5.8, W.5.9 SL.5.1, SL.5.1b, SL.5.1c, SL.5.1d L.5.1, L.5.2, L.5.2e, L.5.4, L.5.4a, L.5.6</p>	<ul style="list-style-type: none"> Identify elements of expository text, apply the reread strategy to increase understanding, and analyze problems and solutions in expository text Define and use key vocabulary and determine the meaning of unknown words using context clues Identify, use, and apply correct punctuation to concrete, abstract, and collective nouns in sentences Apply knowledge of letter patterns and word structure to spell words correctly Brainstorm, plan, and prewrite a personal narrative of writing in response to a prompt
<p>Unit 8: Seeking the Answer In this unit, the student will explore features of fairy tales. As she explores how to get the information needed, the student will make predictions. By comparing and contrasting events in a text, the student will revise her predictions. The student will identify different types of nouns, correctly spell words that are plurals and continue to develop handwriting skills. The student will discuss the sequence of events needed for a personal narrative and write the first draft.</p>	<p>RL.5.1, RL.5.3, RL.5.4, RL.5.9, RL.5.10 RF.5.4, RF.5.4a, RF.5.4b W.5.2c, W.5.3, W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e, W.5.4, W.5.5, W.5.6, W.5.8, W.5.9, W.5.9a SL.5.1b, SL.5.1c, SL.5.1d L.5.1, L.5.2e, L.5.4a, L.5.5a, L.5.6</p>	<ul style="list-style-type: none"> Make, confirm, and revise predictions by comparing and contrasting events in a story. Identify similes and metaphors in a text in order to compare one thing to another in order to create a picture in readers' minds. Using text evidence, analyze how a characters' development is shown by how they think, solve problems, and talk. Distinguish between singular and plural nouns and correctly form plurals in a sentence. Looking at a student model of a personal narrative, use a graphic organizer to draft the narrative.

<p>Unit 9: Investigations In this unit, the student will investigate questions about nature as he identifies elements of biographies. The student will identify the sequence of events to better understand the text. The student will analyze vocabulary words with Greek and Latin suffixes. The student will work on using more plural nouns and appositives in sentences, as well as building spelling and handwriting skills.</p>	<p>RL.5.1, RL.5.3, RL.5.5, RL.5.9, RL.5.10 RI.5.3, RI.5.4, RI.5.5, RI.5.9, RI.5.10 RF.5.4, RF.5.4a, RF.5.4b, RF.5.4c W.5.2a, W.5.2b, W.5.2b, W.5.2d, W.5.4, W.5.9, W.5.9a SL.5.1b, SL.5.1c, SL.5.1d L.5.1, L.5.2, L.5.2e, L.5.4a, L.5.4b, L.5.4c, L.5.5a, L.5.5c, L.5.6</p>	<ul style="list-style-type: none"> •Identify signal words and phrases to help readers recognize the sequence of events in a biography •Use the reread strategy to better understand facts and details in a biography •Demonstrate the correct use of plural nouns, commas, and appositives in sentences •Apply knowledge of letter patterns and word structure to spell words correctly •Use text evidence to describe how the author develops a character through the use of observation and attention to detail.
<p>Unit 10: A Plan of Action In this unit, the student will investigate when a plan helped her accomplish a task as she explores features of folktales. To better understand information in text, the student will practice making, confirming, and revising predictions, and explore an author's use of personification. The student will learn to correctly use possessive nouns in sentences. In this unit, the student will continue to apply grade-level spelling patterns and handwriting skills. The student will work on revising her personal narrative to include a strong conclusion.</p>	<p>RL.5.1, RL.5.2, RL.5.10 RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b W.5.3, W.5.3c, W.5.4, W.5.5, W.5.6, W.5.8 SL.5.1b, SL.5.1d, SL.5.2 L.5.1, L.5.2e, L.5.5a, L.5.6</p>	<ul style="list-style-type: none"> •Describe how an author's use of imagery, figurative language, and word choice are used to set the tone of a story •Use plural possessive nouns correctly in sentences •Identify and explain the use of personification in a text •Apply knowledge of letter patterns and word structure to spell words correctly •Revise the conclusions of a personal narrative to give readers a sense of closure
<p>Unit 11: Making It Happen In this unit, the student will explore different ways to accomplish a goal while reading poetry. By using the rereading strategy, the student will learn about the theme of a poem. The student will expand his vocabulary by exploring homographs to learn the meaning of new words in context. The student will learn how to identify prepositional phrases, as well as how to punctuate titles and letters. The student will also continue practicing grade-level spelling and handwriting skills.</p>	<p>RL.5.1, RL.5.2, RL.5.4, RL.5.5, RL.5.6, RL.5.10 RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b W.5.3, W.5.3a, W.5.3b, W.5.3d, W.5.4, W.5.9, W.5.9a SL.5.1b, SL.5.1d, SL.5.2 L.5.1a, L.5.2, L.5.2d, L.5.2e, L.5.4, L.5.5, L.5.5a, L.5.5c, L.5.6</p>	<ul style="list-style-type: none"> •Identify repetition and rhyme in a poem and explain how each are used to better understand the meaning of a poem •Compare two poems and explain how the arrangement of lines and repetition help convey each poem's theme •Use the reread strategy to understand content in poetry •Apply knowledge of letter patterns and word structure to spell words correctly •Use a graphic organizer to note details from a poem and identify the theme
<p>Unit 12: Cultural Exchange In this unit, the student will learn about what different cultures teach us as she explores cause and effect. By using the summarizing strategy, the student will discover the theme of multiple texts. The student will use context clues to discover new vocabulary words. The student will identify action verbs and determine correct subject-verb agreement. The student will work on correctly spelling words with the open syllable pattern and continue developing handwriting skills. The student will also explore the features of informative writing and begin the genre writing process.</p>	<p>RL.5.1, RL.5.2, RL.5.9, RL.5.10 RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b W.5.2, W.5.3b, W.5.4, W.5.5, W.5.6, W.5.8 SL.5.1b, SL.5.1c, SL.5.1d, SL.5.2 L.5.1, L.5.1b, L.5.2e, L.5.4a, L.5.5c, L.5.6</p>	<ul style="list-style-type: none"> •Use the summarizing strategy and identify the most important ideas, details, and events in a story •Use context clues to identify the meaning of vocabulary words •Use the correct verb form to show subject-verb agreement and demonstrate the use of action verbs in a sentence •Apply knowledge of letter patterns and word structure to spell words correctly •Brainstorm times when a plan was used to accomplish a task in order to begin prewriting and planning a personal narrative
<p>Unit 13: Being Resourceful In this unit, the student will explore features of fantasy. As he explores how learning about nature can be useful, the student will practice summarizing a text. While continuing to explore verb tenses, the student will learn to avoid shifting tenses. The student will continue to learn spelling words that follow the open syllable pattern and continue to develop handwriting skills. The student will discuss the use of supporting details in informative writing as he writes the first draft of his explanatory essay.</p>	<p>RL.5.1, RL.5.2, RL.5.4, RL.5.9, RL.5.10 RF.5.3, RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b W.5.2, W.5.4, W.5.5, W.5.6, W.5.8, W.5.9 SL.5.1b, SL.5.1d, SL.5.2 L.5.1c, L.5.1d, L.5.2e, L.5.4a, L.5.5, L.5.6</p>	<ul style="list-style-type: none"> •Identify the most important ideas, details, and events in order to summarize a fantasy story •Identify what a character says and does, as well as other events, to determine the theme in a story •Use context clues to determine the meaning of unfamiliar words •Identify the correct verb tense in sentences •Apply knowledge of letter patterns and word structure to spell words correctly
<p>Unit 14: Patterns In this unit, the student will investigate patterns in nature as she identifies elements of expository texts. The student will ask and answer questions to better understand the main idea and key details. The student will analyze vocabulary words with Greek roots. The student will work with main verbs and helping verbs, as well as special helping verbs, contractions, and troublesome words. She will also continue to build on spelling and handwriting skills.</p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.10 RI.5.2, RI.5.3, RI.5.9 RF.5.3, RF.5.3a, RF.5.4, RF.5.4a, RF.5.4c W.5.2b, W.5.2b, W.5.4 SL.5.1a, SL.5.1b, SL.5.2 L.5.1, L.5.1b, L.5.1c, L.5.2e, L.5.4a, L.5.4b, L.5.4c, L.5.5c, L.5.6</p>	<ul style="list-style-type: none"> •Use the ask and answer questions strategy and identify the main idea and key details in an informational text •Use Greek roots and context clues to determine the meaning of unfamiliar words in a text •Use the correct main verbs and helping verbs when writing a paragraph •Apply knowledge of letter patterns and word structure to spell words correctly •Identify characteristics of informational texts by using text evidence

<p>Unit 15: Teamwork In this unit, the student will investigate the benefits of people working as a group as he identifies elements of an expository text. Using pictures and captions, he will ask and answer questions to better understand the main idea and key details. The student will analyze vocabulary words with Latin roots. He will work with linking verbs and punctuating titles and product names. He will also continue to build spelling and handwriting skills. The student will work on revising his informative writing to include a strong conclusion.</p>	<p>RI.5.1, RI.5.2, RI.5.9, RI.5.10 RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b W.5.1b, W.5.2e, W.5.4, W.5.5, W.5.6, W.5.8 SL.5.1c, SL.5.1d, SL.5.2 L.5.2d, L.5.2e, L.5.4a, L.5.4b</p>	<ul style="list-style-type: none"> •Compare and contrast the information in two texts to summarize the main idea and key details in both texts •Identify Latin roots to determine the meaning of unfamiliar words •Correctly use linking verbs and correctly punctuate titles and product names in sentences •Apply knowledge of letter patterns and word structure to spell words correctly •Revise the conclusions of an explanatory essay to sum up important details and recall the purpose of the essay
<p>Unit 16: Into the Past In this unit, the student will explore how to explain what happened in the past as she explores the features of a persuasive article. The student will practice summarizing a text to determine an author's point of view. Continuing to understand correct verb usage, the student will learn to use irregular verbs in sentences. In this unit, the student will continue to apply grade-level spelling patterns and handwriting skills.</p>	<p>RI.5.1, RI.5.2, RI.5.6, RI.5.8, RI.5.9 RF.5.4, RF.5.4a, RF.5.4b, RF.5.4c W.5.1c, W.5.2b, W.5.2b, W.5.3a SL.5.1b, SL.5.1c, SL.5.1d, SL.5.2, SL.5.4 L.5.1b, L.5.2e, L.5.4, L.5.4a, L.5.5c, L.5.6</p>	<ul style="list-style-type: none"> •Use the summarizing strategy in order to identify the most important ideas, details, and events in a text •Identify how an author uses reason and evidence as support for a point of view in a persuasive text •Use context clues to determine the meaning of unfamiliar words •Apply knowledge of letter patterns and word structure to spell words correctly •Correctly use the correct verb tense in sentences