

# Wyoming Department of Education Required Virtual Education Course Syllabus

## BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Language Arts
Course ID	CAEL75422	Grade Level	5
Course Name	Language Arts 5 B	# 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 teacher-led) 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> ; <i>I have walked</i> ; <i>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</i> , <i>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 <i>yes</i> and <i>no</i> (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</i> , <i>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</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES
<p><b>Unit 1: Language Arts Course Overview</b></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"> <li>•Introduce the student to the learning buddy who serves as a guide for the course</li> <li>•Provide a sample of the types of lesson slides and describe their purpose</li> <li>•Describe the types of activities the student will do in every lesson</li> <li>•Provide important information for the Learning Coach</li> </ul>

<p><b>Unit 2: Sharing Stories</b> In this unit, the student will focus on the theme telling stories. By using the visualizing strategy, the student will be able to better understand the mental images authors are trying to convey. The student will use similes, metaphors, and hyperboles to understand the tone of a text. The student will use synonyms and antonyms to determine the meaning of unfamiliar words. Students will also identify pronouns and antecedents, correctly spell words with the final /?/ and /?n/ sounds and continue developing handwriting skills.</p>	<p>RL.5.1, RL.5.4, RL.5.6, RL.5.9, RI.5.9 RF.5.4, RF.5.4a, RF.5.4b W.5.3d, W.5.4, W.5.9 SL.5.1c, SL.5.1d, SL.5.2 L.5.1, L.5.2, L.5.2e, L.5.4a, L.5.4c, L.5.5c, L.5.6</p>	<ul style="list-style-type: none"> <li>•Apply the visualizing strategy to better understand characters, setting, and action in a tall tale</li> <li>•Explain that the relationship between synonyms and antonyms can help to better understand the meaning of each word</li> <li>•Apply knowledge of letter patterns and word structure to spell words correctly</li> <li>•Use textual evidence to describe how the author’s use of literary devices, such as hyperbole, affects the story</li> <li>•Determine how pronouns and antecedents are used in sentences</li> </ul>
<p><b>Unit 3: Discoveries</b> In this unit, the student will examine the features of a mystery play and explore the theme of discoveries. As he explores the meaning of adages and proverbs, the student will identify how authors use stage directions and suspense in a text. The student will analyze a text to see how dialogue helps develop the characters. The student will identify different kinds of pronouns, such as subject pronouns, object pronouns, relative pronoun, and a reflexive pronoun, in sentences, correctly spell words with the un- or re- prefix and continue to develop handwriting skills.</p>	<p>RL.5.1, RL.5.5, RL.5.6, RL.5.9, RL.5.10 RF.5.3a, RF.5.4, RF.5.4a, RF.5.4c W.5.3b, W.5.5 SL.5.1b, SL.5.1d, SL.5.2 L.5.1, L.5.2, L.5.2e, L.5.4a, L.5.5b, L.5.5c, L.5.6</p>	<ul style="list-style-type: none"> <li>•Explain how stage directions and scene descriptions in a play can help readers visualize what is happening</li> <li>•Recognize and explain the meaning of adages and proverbs used in a play</li> <li>•Apply knowledge of letter patterns and word structure to spell words correctly</li> <li>•Identify different kinds of pronouns in sentences, such as subject pronouns, object pronouns, relative pronouns, and reflexive pronouns</li> <li>•Using evidence from two mysteries, compare characters and determine which character is a better problem solver</li> </ul>
<p><b>Unit 4: Take Action</b> In this unit, the student will explore how to take action and bring about a positive change as they identify elements of biographies. The student will identify how text structure helps readers understand information about the struggle for equal rights. The student will analyze vocabulary words with prefixes and suffixes. The student will work on identify proper pronoun-verb agreement in sentences, as well as, to build spelling and handwriting skills.</p>	<p>RI.5.2, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10 RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b W.5.2, W.5.2b, W.5.2b, W.5.3, W.5.9, W.5.10 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.5.2, L.5.2e, L.5.4a, L.5.4b, L.5.5c, L.5.6</p>	<ul style="list-style-type: none"> <li>•Identify the author’s point of view by examining details, descriptions, reasons, and evidence in a text</li> <li>•Summarize the main idea and key details in a biography</li> <li>•Identify and explain how the text structure from two texts helps readers understand information about the struggle for equal rights</li> <li>•Apply knowledge of letter patterns and word structure to spell words correctly</li> <li>•Identify proper pronoun-verb agreement and subject pronoun-verb contractions in sentences; apply correct punctuation and capitalization to abbreviations</li> </ul>
<p><b>Unit 5: Consider Our Resources</b> In this unit, the student will investigate features of an expository text as he examines why natural resources are valuable. To better understand an author’s point of view in text, the student will determine how an author uses facts and details to support an opinion. The student will use context clues to discover new vocabulary words. The student will identify possessive pronouns in sentences. In this unit, the student will continue to apply grade-level spelling patterns and handwriting skills.</p>	<p>RL.5.1, RL.5.10 RI.5.1, RI.5.2, RI.5.4, RI.5.6, RI.5.8, RI.5.9 RF.5.3, RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b W.5.2, W.5.2e, W.5.9, W.5.9b, W.5.10 SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, SL.5.2, SL.5.4 L.5.1, L.5.2e, L.5.4a</p>	<ul style="list-style-type: none"> <li>•By using details from a text and the author’s word choice, determine the author’s point of view in an expository text</li> <li>•Using textual evidence, determine how an author uses facts and details to support an opinion</li> <li>•Use context clues to determine the meaning of unfamiliar words in a text</li> <li>•Apply knowledge of letter patterns and word structure to spell words correctly</li> <li>•Correctly use possessive pronouns when writing a paragraph</li> </ul>
<p><b>Unit 6: Express Yourself</b> In this unit, the student will discover ways to express herself as she explores poetry. The student will analyze an author’s use of similes, metaphors, and meter as they investigate text evidence that support the theme of a poem. The student will learn how to use homophones correctly in sentences. The student will also continue practicing grade-level spelling and handwriting skills.</p>	<p>RL.5.1, RL.5.2, RL.5.5, RL.5.6, RL.5.10 RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b W.5.3b, W.5.3d, W.5.5, W.5.9 SL.5.1a, SL.5.1b, SL.5.1d, SL.5.2 L.5.1, L.5.2, L.5.2a, L.5.2e, L.5.4a, L.5.4b, L.5.5, L.5.5a, L.5.6</p>	<ul style="list-style-type: none"> <li>•Explain how stanzas and meter, or rhythm fits together to provide the overall structure of a poem</li> <li>•Analyze a piece of writing and identify the use of figurative language, descriptive details, style and tone; note evidence found in a text</li> <li>•Apply knowledge of letter patterns and word structure to spell words correctly</li> <li>•Correctly use capital letters, dashes, hyphens, commas and quotation marks when punctuating a poem</li> </ul>
<p><b>Unit 7: New Perspectives</b> In this unit, the student will focus on experiences that change the way we see ourselves and the world around us. By making, confirming, and revising predictions, the student will be able to better understand the message authors are trying to convey. The student will use comparisons to understand the tone of a text. The student will identify dependent and independent clauses, correctly spell words with suffixes, and continue developing handwriting skills. The student will also explore the features of an opinion essay and begin the genre writing process.</p>	<p>RL.5.1, RL.5.3, RL.5.4, RL.5.6, RL.5.9, RL.5.10 RI.5.9, RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b W.5.1a, W.5.1b, W.5.2a, W.5.4, W.5.5, W.5.6, W.5.9, W.5.9a, W.5.10 SL.5.1b, SL.5.1c, SL.5.1d L.5.1a, L.5.2, L.5.2e, L.5.4a, L.5.4b, L.5.5c</p>	<ul style="list-style-type: none"> <li>•Identify characteristics of realistic fiction and make predications while reading</li> <li>•Use comparison context clues to determine the meaning of unfamiliar words in a text</li> <li>•Identify and correctly use independent and dependent clauses, appositives, and commas, when writing a paragraph</li> <li>•Apply knowledge of letter patterns and word structure to spell words correctly</li> <li>•Brainstorm topics in order to begin prewriting and planning an opinion piece of writing</li> </ul>

<p><b>Unit 8: Better Together</b> In this unit, the student will examine the features of historical fiction and explore how shared experiences help people adapt to change. As the student explores the meaning of idioms, the student will identify how authors compare and contrast characters in a text. The student will continue to make, confirm, and revise predictions. The student will identify essential and nonessential clauses in complex sentences, correctly spell homophones, and continue to develop handwriting skills. The student will discuss the use of supporting evidence in an opinion essay and write the first draft.</p>	<p>RL.5.1, RL.5.3, RL.5.4, RL.5.9, RL.5.10 RF.5.3, RF.5.3a, RF.5.4, RF.5.4a W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.2c, W.5.4, W.5.5, W.5.6, W.5.9, W.5.9a, W.5.10 SL.5.1b, SL.5.1c, SL.5.1d, SL.5.2 L.5.1a, L.5.2, L.5.2e, L.5.3b, L.5.4a, L.5.5b, L.5.5c, L.5.6</p>	<ul style="list-style-type: none"> <li>Identify characteristics of historical fiction and make predictions while reading</li> <li>Analyze character actions and traits in order to understand how characters can affect events in a story</li> <li>Identify and use independent clauses and dependent clauses in a complex sentence when writing a paragraph</li> <li>Identify and draft an opinion essay with clear reasons, relevant evidence, logical order, signal words, and a conclusion</li> <li>Identify and define idioms using context clues in a text; define and use key vocabulary; spell homographs correctly</li> </ul>
<p><b>Unit 9: Our Changing Earth</b> In this unit, the student will explore what changes in the environment affect living things as they identify elements of expository texts. The student will identify how text structure helps readers to better understand information. The student will use context clues to understand the meaning of unfamiliar words. The student will work on using adjectives in sentences, as well as, to build spelling and handwriting skills.</p>	<p>RI.5.1, RI.5.2, RI.5.3, RI.5.7, RI.5.9, RI.5.10 RF.5.3, RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b W.5.2, W.5.2b, W.5.2b, W.5.9, W.5.9b, W.5.10 SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, SL.5.2 L.5.1, L.5.2, L.5.2d, L.5.2e, L.5.4, L.5.4a, L.5.4b, L.5.4c, L.5.5, L.5.5c, L.5.6</p>	<ul style="list-style-type: none"> <li>Compare and contrast different ideas to better understand information presented in an informational text</li> <li>Identify and analyze characteristics of expository text; Ask and answer questions while reading to increase understanding</li> <li>Identify, read, spell, and determine the meaning of base words with prefixes dis-, mis-, in-, and pre-</li> <li>Identify and use adjectives and acronyms; Apply correct punctuation and capitalization to titles in sentences</li> <li>Use context clues to determine the meaning of unknown words; Define and use key vocabulary</li> </ul>
<p><b>Unit 10: Now We Know</b> In this unit, the student will investigate features of an expository text as she examines how scientific knowledge can change over time. To better understand information in a text, the student will explore cause and effect relationship. The student will use Greek roots to discover new vocabulary words. The student will use more and most to compare items 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 opinion essay to include evidence to support reasons.</p>	<p>RI.5.1, RI.5.5, RI.5.7, RI.5.10 RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b, RF.5.4c W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.2, W.5.2a, W.5.2b, W.5.2b, W.5.4, W.5.5, W.5.6, W.5.9, W.5.9b, W.5.10 SL.5.1b, SL.5.1c, SL.5.1d L.5.1, L.5.1a, L.5.2, L.5.2e, L.5.4a, L.5.4b, L.5.4c, L.5.6</p>	<ul style="list-style-type: none"> <li>Ask and answer questions and reread to better understand parts of complex texts</li> <li>Use Greek roots to determine the meaning of unfamiliar words in a text</li> <li>Correctly use adjectives that compare when writing a paragraph</li> <li>Apply knowledge of letter patterns and word structure to spell words correctly.</li> <li>Revise the opinion essay draft to include relevant evidence which supports opinions</li> </ul>
<p><b>Unit 11: Scientific Viewpoints</b> In this unit, the student will read persuasive articles to discover how natural events and human activities affect the environment. The student will analyze an author's point of view as he asks and answers questions about the text. The student will learn how to use good and bad correctly in sentences. The student will also continue practicing grade-level spelling and handwriting skills.</p>	<p>RI.5.1, RI.5.2, RI.5.8, RI.5.9, RI.5.10 RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b W.5.1d, W.5.2b, W.5.2b, W.5.9, W.5.9b, W.5.10 SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, SL.5.2 L.5.1, L.5.1a, L.5.2, L.5.2e, L.5.4a, L.5.4b, L.5.5c, L.5.6</p>	<ul style="list-style-type: none"> <li>Identify characteristics of persuasive text and ask and answer question to increase understanding</li> <li>Use Greek or Latin roots to determine the meaning of unfamiliar words in a text</li> <li>Correctly use irregular comparative and superlative adjectives when writing a paragraph</li> <li>Apply knowledge of letter patterns and word structure to spell words correctly.</li> <li>Identify author's point of view in a persuasive text</li> </ul>
<p><b>Unit 12: Joining Forces</b> In this unit, the student will focus on how different groups contribute to a cause as she explores the features of historical fiction. By summarizing texts, the student will be able to better understand the theme authors are trying to convey. The student will learn to use adverbs, as well as capitalization and abbreviations in letters and formal e-mails. The student will also learn to correctly spell words with Greek roots and continue developing handwriting skills. The student will also explore the features of a research report and begin the genre writing process.</p>	<p>RL.5.1, RL.5.2, RL.5.3, 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.5.3d, W.5.4, W.5.5, W.5.6, W.5.8, W.5.10 SL.5.1a, SL.5.1d, SL.5.2, SL.5.5, SL.5.6 L.5.1, L.5.2, L.5.2e, L.5.4a, L.5.4b, L.5.5c, L.5.6</p>	<ul style="list-style-type: none"> <li>Explain how an author uses dialogue and figurative language to develop characters in a story</li> <li>Summarize a text by restating important events; important things the characters do, say, and feel; and other significant details in the story</li> <li>Correctly use adverbs when writing a paragraph</li> <li>Apply knowledge of letter patterns and word structure to spell words correctly</li> <li>Brainstorm topics in order to begin prewriting and planning a research report</li> </ul>

<p><b>Unit 13: Getting Along</b> In this unit, the student will examine the features of realistic fiction and explore what actions he can take to get along with others. As he explores the connotation and denotation of words, the student will identify how authors present the theme of a story. The student will continue to summarize texts. The student will identify adverbs that compare, correctly spell words with Latin roots, and continue to develop handwriting skills. The student will discuss the logical order in a research report and write the first draft.</p>	<p>RL.5.1, RL.5.2, RL.5.5, RL.5.9, RL.5.10 RF.5.3a, RF.5.4, RF.5.4a, RF.5.4b W.5.1d, W.5.2, W.5.3c, W.5.4, W.5.5, W.5.6, W.5.8, W.5.10 SL.5.1, SL.5.1b, SL.5.1d, SL.5.2, SL.5.5, SL.5.6 L.5.1, L.5.2e, L.5.4, L.5.4a, L.5.4c, L.5.5, L.5.6</p>	<ul style="list-style-type: none"> <li>• Explain an author's word choice and use of figurative language to develop a character in a story</li> <li>• Examine what the main characters do and say, what happens to them, and how they respond to events, as well as how they change from the beginning to the end of a story, to understand the theme of the text</li> <li>• Determine the correct use of comparative adverbs when writing a paragraph</li> <li>• Apply knowledge of letter patterns and word structure to spell words correctly</li> <li>• Use a graphic organizer to draft a research report, placing related facts, details, examples, or quotations into paragraphs that support the topic</li> </ul>
<p><b>Unit 14: Adaptations</b> In this unit, the student will explore what changes in the environment affect living things as she identifies elements of expository texts. The student will identify how text structure helps readers to better understand information. The student will use context clues to understand the meaning of unfamiliar words. The student will work on using adjectives in sentences, as well as to build spelling and handwriting skills.</p>	<p>RL.5.1 RI.5.1, RI.5.3, RI.5.5, RI.5.7, RI.5.9, RI.5.10 RF.5.3a, RF.5.4, RF.5.4a, RF.5.4c W.5.2b, W.5.2b, W.5.2c, W.5.4, W.5.5, W.5.9, W.5.10 SL.5.1a, SL.5.1b, SL.5.1d, SL.5.2 L.5.1, L.5.2e, L.5.4a, L.5.4b, L.5.6</p>	<ul style="list-style-type: none"> <li>• Identify the sequence of events in a story and summarize the main idea</li> <li>• Ask and answer questions when reading scientific texts to better understand unfamiliar or complex topics</li> <li>• Correctly use negative words when writing a paragraph</li> <li>• Apply knowledge of letter patterns and word structure to spell words correctly</li> <li>• Identify the cause-and-effect relationships texts</li> </ul>
<p><b>Unit 15: Making a Difference</b> In this unit, the student will investigate features of a biography as they examine what impact our actions have on our world. To better understand information in a text, the student will explore problems and solutions. The student will use synonyms and antonyms to understand new vocabulary words. The student will combine sentences using commas and colons. In this unit, the student will continue to apply grade-level spelling patterns and handwriting skills. The student will work on revising his research report to include a strong conclusion which restates the main idea and summarizes the key points.</p>	<p>RI.5.1, RI.5.2, RI.5.5, RI.5.9, RI.5.10 RF.5.4, RF.5.4a, RF.5.4b W.5.1a, W.5.2, W.5.4, W.5.5, W.5.6, W.5.8, W.5.10 SL.5.1c, SL.5.1d, SL.5.2, SL.5.5, SL.5.6 L.5.1a, L.5.1e, L.5.2a, L.5.2e, L.5.3a, L.5.4, L.5.4a, L.5.5, L.5.5c, L.5.6</p>	<ul style="list-style-type: none"> <li>• Ask and answer questions before, during, and after reading to increase their understanding of biographies</li> <li>• Correctly use correlative conjunctions to combine sentences when writing a paragraph</li> <li>• Identify a pair of synonyms or a pair of antonyms to better understand the meaning of each word or identify the meaning of an unfamiliar word in the pair</li> <li>• Apply knowledge of letter patterns and word structure to spell words correctly.</li> <li>• Revise the research report to include a strong conclusion that restates the main idea and summarizes the key points</li> </ul>
<p><b>Unit 16: Out in the World</b> In this unit, the student will discover what our connections to the world around us teaches us. The student will explore visualization in poetry. The student will analyze an author's point of view. Using textual evidence, the student will identify how a poet uses figurative language, personification and imagery in a text. The student will learn to use prepositional phrases as adjectives and adverbs in sentences. 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.5.3d, W.5.5, W.5.9, W.5.10 SL.5.1a, SL.5.1b, SL.5.1d, SL.5.2 L.5.1a, L.5.2e, L.5.4a, L.5.5, L.5.5a, L.5.5c, L.5.6</p>	<ul style="list-style-type: none"> <li>• Identify the use of assonance and consonance in poetry to draw the reader's attention to important words and key details in a poem</li> <li>• Identify how poets use personification to create vivid images that help the reader picture a detail or understand an idea</li> <li>• Correctly use prepositional phrases in sentences when writing a paragraph</li> <li>• Apply knowledge of letter patterns and word structure to spell words correctly</li> <li>• Use text evidence to identify how a poet uses figurative language and imagery in a text</li> </ul>