

Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	LA
Course ID	NVA010501	Grade Level	5
Course Name	Language Arts Grade 5	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

LANGUAGE SKILLS

- *Composition—Students practice writing, from planning to proofreading, as they write a memoir, an editorial, a research paper, a business letter, and more*
- *Grammar, Usage, and Mechanics—Students learn about parts of speech, punctuation, and research skills. They continue sentence analysis and diagramming*
- *Vocabulary—The Vocabulary Workshop helps students enrich their vocabulary, develop word analysis skills, and prepare for standardized tests*
- *Spelling—Students learn sound-symbol relationships and spelling patterns, identify affixes and how they affect the meaning of words, and recognize base words and roots in related words*

LITERATURE

Students analyze, compare, and creatively respond to a variety of works. The emphasis is on classic works, including tales of Robin Hood and St. George; selections from Don Quixote and Shakespeare’s The Tempest and A Midsummer Night’s Dream; “Rip Van Winkle” and “The Legend of Sleepy Hollow”; and Sherlock Holmes mysteries. Students read works of nonfiction, as well as four novels (selected from a long list of such classics as Pippi Longstocking, Call It Courage, and The Lion, the Witch, and the Wardrobe).

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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.5.8	(Not applicable to literature)
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	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	a. Read on-level text with purpose and understanding.
RF.5.4.b	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	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	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	b. Provide logically ordered reasons that are supported by facts and details.
W.5.1.c	c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).
W.5.1.d	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	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	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2.c	c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).
W.5.2.d	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2.e	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	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	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	c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3.d	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.e	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	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	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	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	b. Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.c	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	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	a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1.b	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	c. Use verb tense to convey various times, sequences, states, and conditions.
L.5.1.d	d. Recognize and correct inappropriate shifts in verb tense.
L.5.1.e	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	a. Use punctuation to separate items in a series.
L.5.2.b	b. Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.c	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	d. Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2.e	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	a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3.b	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	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	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	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	a. Interpret figurative language, including similes and metaphors, in context.
L.5.5.b	b. Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.5.c	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>).
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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Spelling Unit 1-36 Lessons 180	L.5.2.e, L.5.4.b	Spell the words correctly. Use knowledge of the prefixes uni-, quad-, oct-, kilo-, milli-, super-, tele-, multi-, and micro- out-, over-, ir-, im-, and il- to determine the meaning of words. Use knowledge of the suffixes -eer, -ess, -ical, -less, and -ify, or, -ary, -ant, -worthy, and -ward to determine the meaning of words.
Vocabulary Unit 1-20 Lessons 80	L.5.4 L.5.4.a L.5.4.b L.5.4.c L.5.5 L.5.5.a L.5.5.b L.5.5.c L.5.6	Use grade-appropriate vocabulary words. Identify the meaning of grade level words. Identify appropriate use for multiple-meaning words. Write sentences to answer questions on a reading selection that uses the words in context. Identify synonyms and antonyms of given words. Understand and apply the definitions of given words. Write original sentences that use words correctly in context. Make connections between words and ideas. Use context clues to determine the meaning of unknown words. Use Greek and Latin roots and affixes to determine the meaning of unknown words. Use print and digital dictionaries, thesauruses, and glossaries to find the pronunciation and meaning of unknown words. Use print and digital dictionaries and thesauruses to determine the most accurate meaning of a given word.

		<p>Identify and explain figurative language, word relationships, and nuance in words.</p> <p>Identify and explain similes.</p> <p>Identify and explain metaphors.</p> <p>Identify and explain figurative language.</p> <p>Identify and explain idioms.</p> <p>Identify and explain adages and proverbs.</p> <p>Use synonyms to better understand vocabulary words.</p> <p>Use antonyms to better understand vocabulary words.</p> <p>Use homographs to better understand vocabulary words.</p> <p>Identify the relationship between two words.</p> <p>Use grade appropriate vocabulary words.</p> <p>Use grade-appropriate, content-specific vocabulary words.</p>
<p>Language Skills 5 Composition</p> <p>Unit 1: Use Technology to Write Lessons 1-3</p> <p>Unit 2: Writing a Memoir Lessons 1-8</p> <p>Unit 3: Writing a Research Paper Lessons 1-10</p> <p>Unit 4: Writing to a Prompt Lessons 1-6</p> <p>Unit 5: Writing an Editorial Lessons 1-8</p> <p>Unit 6: Writing a Speech Lessons 1-4</p> <p>Unit 7: Writing Business Letters Lessons 1-4</p> <p>Unit 8: Writing a Compare and Contrast Essay Lessons 1-6</p>	<p>L.5.1</p> <p>L.5.1.a-e</p> <p>L.5.2</p> <p>L.5.2.a-e</p> <p>L.5.3</p> <p>L.5.3.a</p> <p>L.5.4.c</p> <p>L.5.6</p> <p>SL.5.4</p> <p>SL.5.6</p> <p>SL.5.2</p> <p>SL.5.3</p> <p>W.5.2</p> <p>W.5.2.a</p> <p>W.5.2a-e</p> <p>W.5.4</p> <p>W.5.5</p> <p>W.5.6</p> <p>W.5.9</p> <p>W5.9.b</p> <p>W.5.10</p> <p>RI.5.1</p> <p>RI.5.4</p>	<p>Recognize that the writing process is made up of stages.</p> <p>Explore the writing process.</p> <p>Revise using feedback from adults.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Revise using feedback.</p> <p>Use technology to revise and edit a document.</p> <p>Use technology to collaborate with others.</p> <p>Type at least one page in a single sitting</p> <p>Type at least two pages in one sitting.</p> <p>Student will also finalize their memoir and show ability to:</p> <p>Proofread the memoir to correct errors in grammar, punctuation, and spelling.</p> <p>Publish the memoir.</p>

<p>Unit 9: Writing a Character Sketch Lessons 1-8</p> <p>Unit 10: Writing a Research Paper 2 Lessons 1-10</p> <p>Unit 11: Writing a Short Story Lessons 1-8</p>	<p>RI.5.5</p> <p>RI.5.6</p> <p>RI.5.7</p> <p>RI.5.8</p> <p>RI.5.9</p> <p>RI.5.10</p>	<p>Write sentences that relate to and support the topic of the memoir.</p> <p>Use details and precise words to create images in the reader's mind.</p> <p>Write a paper with few or no mistakes in spelling, grammar, usage and mechanics.</p> <p>Identify and use the steps in the writing process: pre-writing, writing, and revising.</p> <p>Edit and proofread the research paper.</p> <p>Choose a title for the paper.</p> <p>Make a final copy of the research paper for publication.</p> <p>Write a well organized and focused report.</p> <p>Write a report with few to no errors in grammar, usage, mechanics, and spelling.</p> <p>Type at least two pages in one sitting.</p> <p>Identify the elements of expository writing.</p> <p>Identify elements of a paragraph: topic sentence, body (supporting details), and closing sentence.</p> <p>Practice writing to an expository prompt.</p> <p>Identify the elements of narrative writing.</p> <p>Describe the steps of writing to a narrative prompt. Proofread the editorial.</p> <p>Publish the editorial.</p> <p>Write a well organized and focused editorial.</p> <p>Write an editorial with few to no errors in grammar, usage, mechanics, and spelling.</p> <p>Support opinions in an editorial with facts.</p> <p>Use technology to publish and produce writing.</p>
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		<p>Collaborate with peers for feedback.</p> <p>Write a note card with the main points of the speech.</p> <p>Deliver the speech from memory to an audience.</p> <p>Identify the parts of a business letter.</p> <p>Define the purposes of a business letter.</p> <p>Analyze a business letter.</p> <p>Address an envelope for a business letter.</p> <p>Revise the content and organization of the compare and contrast essay.</p> <p>Proofread the essay.</p> <p>Define a character sketch.</p> <p>Choose a subject for a character sketch.</p> <p>Freewrite to generate ideas for the character sketch</p> <p>Narrow the topic so it is manageable.</p> <p>Prepare bibliography cards.</p> <p>Revise the beginning and ending of the story.</p> <p>Include imagery in the short story.</p> <p>Add a simile or metaphor to the story.</p>
<p>Language Skills 5: GUM Unit 1: Punctuation Lessons 1-9 Unit 2 :Nouns Lessons 1-12</p>	<p>L.5.1 L.5.1.a L.5.1.b L.5.1.c L.5.1.d</p>	<p>Use periods to end declarative and most imperative sentences.</p> <p>Use periods after most abbreviations.</p>

<p>Unit 3: Pronouns I Lessons 1-8</p> <p>Unit 4: Pronouns II Lessons 1-8</p> <p>Unit 5: Adjectives Lessons 1-6</p> <p>Unit 6: Verbs I Lessons 1-10</p> <p>Unit 7: Verbs II Lessons 1-7</p> <p>Unit 8: Verbs III Lessons 1-8</p> <p>Unit 9: Adverbs Lessons 1-9</p> <p>Unit 10: Prepositions, Conjunctions, and Interjections Lessons 1-8</p> <p>Unit 11: Prepositions, Conjunctions, and Interjections II Lessons 1-6</p> <p>Unit 12: Sentences Lessons 1-14</p>	<p>L.5.2</p> <p>L.5.2.a</p> <p>L.5.2.b</p> <p>L.5.2.c</p> <p>L.5.2.d</p> <p>L.5.3.a</p> <p>L.5.3</p> <p>L.5.6</p>	<p>Use a comma after yes or no when they begin a sentence.</p> <p>Use commas to set off words in direct address.</p> <p>Use exclamation points to end exclamatory and some imperative sentences.</p> <p>Use question marks to end interrogative sentences. Use commas and quotation marks to set off direct quotations in sentences.</p> <p>Use quotation marks before and after each part of a divided direct quotation.</p> <p>Use a question mark or exclamation point to end interrogative or exclamatory direct quotations.</p> <p>Use a period to end a declarative direct quotation that comes at the end of a sentence.</p> <p>Use commas to separate words in a series, after the salutation and complimentary close of a letter, and to punctuate dates and geographical names.</p> <p>Capitalize the first words of sentences, direct quotations, and lines of poetry.</p> <p>Capitalize proper nouns, proper adjectives, and their abbreviations.</p> <p>Capitalize names of deities and sacred books.</p> <p>Capitalize north, south, east, and west when they refer to specific sections of a country.</p> <p>Demonstrate mastery of the knowledge and skills taught in this unit.</p> <p>Use periods to end declarative and some imperative sentences.</p> <p>Use periods after initials and most abbreviations.</p> <p>Use commas to set off words in direct address, and yes or no when they begin a sentence.</p> <p>Use commas before the conjunctions and, but, and or to join two sentences.</p>
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Use underlining for the titles of books, movies, and works of art when written out by hand.

Capitalize important words in creative titles.

Capitalize the first word of the salutation and complimentary close of a letter, and capitalize the name of the person addressed.

Italicize the titles of books, movies, and works of art in print.

Identify whether a group of words is a sentence or a fragment.

Identify the kind of sentence: declarative, interrogative, imperative, or exclamatory.

Identify the verb in a sentence.

Identify the simple subject in a sentence.

Identify the modifiers in a sentence.

Identify the part of speech of each word in a sentence.

Identify nouns as subjects, subject complements, direct objects, objects of prepositions, or direct address.

Analyze the components of sentences.

Identify nouns as common or proper.

Identify possessive nouns as singular or plural.

Identify the role a noun is playing in a sentence: subject, direct object, subject complement, object of preposition, or direct address. Distinguish between common and proper nouns.

Form singular and plural possessive nouns.

Identify nouns as singular or plural.

Identify and use nouns as subjects.

Identify and use nouns as subject complements.

Identify and use nouns as direct objects.

Identify and use nouns as objects of a preposition.

Identify and use nouns in direct address.

Distinguish between direct objects and objects of a preposition.

Identify and use singular and plural nouns.

Use possessive pronouns in sentences.

Use personal pronouns in sentences.

Form proper adjectives from proper nouns.

Use correct forms of demonstrative adjectives to complete sentences.

Use action verbs in sentences.

Use does, doesn't, do, and don't correctly in sentences.

Form contractions by joining a pronoun and a verb.

Use proper and common adjectives in sentences.

Use definite and indefinite articles in sentences.

Use possessive adjectives in sentences.

Use adjectives that tell how many.

Use positive, comparative, and superlative adjectives in sentences.

Diagram sentence to show the parts of speech and how they relate to each other.

Identify verb phrases in sentences.

Use the correct principal parts of verbs.

Identify and use the correct tenses of verbs.

Make verbs agree with subjects.

Identify verbs as transitive or intransitive.

Identify and use adverbs of time, place, and manner in sentences.

Identify linking verbs in sentences.

Use forms of let, leave, teach, learn, lie, lay, sit, and set correctly in sentences.

Identify subject complements in sentences and label as nouns, pronouns, or adjectives.

Use verbs that agree with their subjects in person and number.

Distinguish between adjectival and adverbial phrases in sentences.

Identify conjunctions and the elements they join: subjects, verbs, direct objects, or sentences.

Name the emotion expressed by an interjection.

Use appropriate interjections in sentences

Use between, among, from, and off correctly in sentences.

Identify adverbial phrases and the verbs they modify in sentences.

Use prepositional phrases in sentences.

Identify adjectival phrases and the nouns they modify in sentences.

Use conjunctions to form compound subjects.

Use conjunctions to form compound predicates.

Use conjunctions to form compound direct objects.

Use conjunctions to form compound sentences.

Combine sentences to form one sentence with a compound predicate.

Use compound direct objects to complete sentences.

Combine sentences to form one sentence with a compound subject.

Identify sentences as in natural or inverted order.

		<p>Use appropriate interjections to introduce sentences.</p> <p>Identify conjunctions and compound simple predicates in sentences.</p>
<p>Literature 5</p> <p>Unit 1: Lessons Learned Lessons 1-11</p> <p>Unit 2: Mostly Heroes Lessons 1-12</p> <p>Unit 3: The Prince and the Pauper Lessons 1-4</p> <p>Unit 4: Seasonal Change Lessons 1-5</p> <p>Unit 5: Curious Creatures Lessons 1-10</p> <p>Unit 6: Critical Skills</p> <p>Unit 7: Make Novel Choice</p> <p>Unit 8 :Stories from the Bible Lessons 1-7</p> <p>Unit 9: Early American Lives Lessons 1-14</p> <p>Unit 10: Stories of Washington Irving Lessons 1-7</p> <p>Unit 11: Critical Skills Assignment Sessions 1-3</p> <p>Unit 12: Passing Moments Lessons 1-5</p> <p>Unit 13: Semester Review</p> <p>Unit 14: 14 I Didn't Know That! Lessons 1-6</p> <p>Unit 15: Make Novel Choice</p> <p>Unit 16: William Shakespeare Lessons 1-8</p> <p>Unit 17: Investigate an Inventor Lessons</p> <p>Unit 18: Critical Skills Assignment Sessions 1-3</p> <p>Unit 19: Don Quixote Lessons 1-6</p> <p>Unit 20: Make Novel Choice Session 1-9</p> <p>Unit 21: Sherlock Holmes Lessons Lessons 1-7</p>	<p>L.5.1</p> <p>L.5.1.a-e</p> <p>L.5.2</p> <p>L.5.2.a-e</p> <p>L.5.3</p> <p>L.5.3.a</p> <p>L.5.4.c</p> <p>L.5.5b</p> <p>L.5.6</p> <p>RF.5.3</p> <p>RF.5.3a</p> <p>RF.5.4</p> <p>RF.5.4a-c</p> <p>RL.5.1</p> <p>RL.5.2</p> <p>RL.5.3</p> <p>RL.5.4</p> <p>RL.5.5</p> <p>RL.5.6</p> <p>RL.5.7</p> <p>RL.5.9</p> <p>RL.5.10</p> <p>SL.5.1.a</p> <p>SL.5.1</p> <p>SL.5.1a-d</p> <p>SL.5.2</p> <p>SL.5.3</p> <p>SL.5.4</p> <p>RI.5.1</p> <p>RI.5.2</p> <p>RI.5.3</p> <p>RI.5.4</p> <p>RI.5.5</p> <p>RI.5.6</p> <p>RI.5.7</p> <p>RI.5.8</p> <p>RI.5.9</p> <p>RI.5.10</p> <p>W.5.2</p> <p>W.5.2.a-e</p> <p>W.5.4</p>	<p>Identify alliteration.</p> <p>Demonstrate knowledge of major characters, incidents, and terms.</p> <p>Identify simile.</p> <p>Use facts and details from the story to discuss choices and consequences.</p> <p>Make inferences and draw conclusions.</p> <p>Distinguish between fact and opinion.</p> <p>Identify main idea and details.</p> <p>Identify personification.</p> <p>Identify rhyme scheme.</p> <p>Identify metaphor.</p> <p>Identify the theme.</p> <p>Compare and contrast information.</p> <p>Distinguish between literal and figurative language.</p> <p>Interpret poetry and support interpretations with evidence from the text.</p> <p>Identify characters from passages from the text.</p> <p>Identify the tone of the poem.</p> <p>Identify the setting.</p> <p>Identify the author's purpose.</p> <p>Compare and contrast literary selections and characters.</p> <p>Demonstrate comprehension of text.</p>

<p>Unit 22: American Themes Lessons 1-5</p> <p>Unit 23: Life Stories Lessons 1-5</p> <p>Unit 24: American Tall Tales Lessons 1-8</p> <p>Unit 25: Make Novel Choice Session 1-9</p> <p>Unit 26: Semester Review and Assessment</p>	<p>W.5.9</p> <p>W.5.10</p>	<p>Demonstrate knowledge of major characters, incidents, and terms.</p> <p>Compare and contrast characters.</p> <p>Use facts and details from the story to discuss choices and consequences.</p> <p>Make inferences and draw conclusions. Distinguish between fact and opinion.</p> <p>Identify main idea and details.</p> <p>Identify rhyme scheme.</p> <p>Identify the theme.</p> <p>Describe characters based on evidence in the text.</p> <p>Distinguish between literal and figurative language.</p> <p>Identify an author's purpose.</p> <p>Identify the tone of the poem.</p> <p>Identify the setting.</p> <p>Identify theme.</p> <p>Compare and contrast literary selections and characters.</p> <p>Demonstrate comprehension of text.</p> <p>Identify a lesson learned based on a character.</p> <p>Compare and contrast characters.</p> <p>Identify choices and consequences.</p> <p>Identify personification.</p> <p>Identify metaphor.</p> <p>Describe a character using evidence from text.</p> <p>Describe characters based on evidence in the text.</p> <p>Distinguish between literal and figurative language.</p> <p>Describe tone.</p>
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Recognize the characteristics of tall tales.

Demonstrate knowledge of major characters, terms, incidents, or authors.

Summarize the plot of the text.

Identify theme.

Explain possible symbolic meanings in the poem.

Identify main idea.

Identify supporting details.

Identify conflict and resolution in the text.