

Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District # 1

Program Name	Campbell County Virtual School	Content Area	LA
Course ID	LA5V	Grade Level	5
Course Name	Literature 5	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

LANGUAGE ARTS 5

This course provides structured lessons on reading comprehension; analysis; composition; vocabulary; and grammar, usage, and mechanics. Through emphasis on spelling, students learn relationships between sounds and spellings in words and affixes. Targeted vocabulary instruction develops students' ability to identify, clarify, and expand on the meanings of grade level-appropriate and domain-specific words. Lessons are designed to develop comprehension, build vocabulary, and help students become more independent and thoughtful readers. Students practice writing as they write a memoir, an editorial, a research paper, a business letter, and more. They learn about parts of speech, punctuation, and research skills. Students study literature in a variety of genres, including fiction, poetry, nonfiction, drama, and novels. This course addresses current thinking in assessment standards.

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.5.9	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 grade 5 topic or subject area.
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.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.a	Read grade-level text with purpose and understanding.
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.9.a	Apply grade 5 Reading standards 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 grade 5 Reading standards 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]").
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.
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.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.5.a	Interpret figurative language, including similes and metaphors, in context.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1: Lessons Learned 1: Foundational Skills 2: "Salt and Bread" 3: "Ali and the Magic Stew" 4: "The Fire on the Mountain" 5: Summarizing a Story 6: "The Sword of Damocles" 7: "As Rich as Croesus" 8: "The Three Questions" 9: (Optional) Roll and Write 10: (Optional) Looking Back 11: Unit Assessment	RL.5.2 RL.5.3 RI.5.3 RF.5.3 RF.5.4.a-c W.5.9.a	Unit 1: Lessons Learned Use a dictionary. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Read with sufficient accuracy and fluency to comprehend reading. Read grade-level text with purpose and understanding. Know and apply grade-level phonics and word-analysis skills to decode words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to accurately read unfamiliar multisyllabic words both in and out of context. Demonstrate comprehension of text. Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. Identify conflict and resolution in a story. Summarize plot. Compare and contrast characters' perspectives. Explain a story's theme, using evidence from the text. Describe characters, using evidence from the text.
Unit 2: Mostly Heroes 1: "The Story of Mulan": Session 1 2: "The Story of Mulan": Session 2 3: "St. George and the Dragon" 4: What is a Hero? 5: "The Last of the Dragons" 6: (Optional) Turning a Hero Tale on Its Head 7: "Robin Hood and All-in-a-Dale" 8: "Robin Hood and the Golden Arrow" 9: (Optional) "The Horse of Power": Session 1 10: (Optional) "The Horse of Power": Session 2 11: Let's Talk About Heroes	RL.5.1 RL.5.3 RL.5.9 RF.5.4.a SL.5.1.a SL.5.1.c SL.5.2 SL.5.3 W.5.1.a-d W.5.3.a-e	Unit 2: Mostly Heroes Demonstrate comprehension of the text. Make inferences and draw conclusions supported by textual evidence. Describe the main character. Define important qualities of a hero. Support definitions with examples from the text. Contrast expectations of a hero tale with actual events and characters in the story. Compare and contrast characters. Rewrite the ending of "St. George and the Dragon." Write a persuasive speech. Summarize the first part of the story from the perspective of one of the characters. Identify characters by matching them with quotations. Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions. Identify and explain two important qualities of a hero.

<p>Unit 3: The Prince and the Pauper 1: The Prince and the Pauper 2: "The Prince and the Pauper" (A Play): Session 1 3: "The Prince and the Pauper": Session 2 4: Unit Assessment</p>	<p>RL.5.1 RL.5.2 RL.5.3 RL.5.10 RF.5.4.a</p>	<p>Unit 3: The Prince and the Pauper Draw conclusions using evidence from the text. Describe a character using evidence from the text. Demonstrate comprehension of text. L.5.3.b Make inferences and draw conclusions based upon textual evidence. Identify dramatic conventions. Compare and contrast characters. Identify the theme.</p>
<p>Unit 4: Seasonal Change 1: Summer 2: Autumn 3: Winter 4: Spring 5: Unit Assessment</p>	<p>RL.5.4 RL.5.10 RF.5.4.b</p>	<p>Unit 4: Seasonal Change Recognize figurative and literal language. RF.5.4.a L.5.5.a Compare and contrast stanzas about similar subject matter. Recognize author's attitude or tone. Compare and contrast poems. Recognize imagery, simile, and personification in poems. Identify tone. Recognize simile, metaphor, personification, and imagery. Compare and contrast stanzas about similar subject matter. Recognize author's attitude or tone.</p>
<p>Unit 5: Curious Creatures 1: "Eating Like a Bird": Session 1 2: "Eating Like a Bird": Session 2 3: "The Ocean's Cleaning Station": Session 1 4: "The Ocean's Cleaning Station": Session 2 5: "Stormflight": Session 1 6: (Optional) "Stormflight": Session 2 7: "A Mom with a Mission": Session 1 8: (Optional) "A Mom with a Mission": Session 2 9: (Optional) "Lingering Leeches" 10: Unit Assessment</p>	<p>RI.5.2 RI.5.4 RI.5.10 RF.5.3.a RF.5.4.a W.5.9.b</p>	<p>Unit 5: Curious Creatures Identify characteristics of nonfiction. Demonstrate comprehension of text. Demonstrate comprehension of the text. Identify main idea and details. Write a well-organized and focused response to a question or prompt. Classify and categorize details. Identify evidence that supports the main idea in the text. Compare and contrast elements of nonfiction. Locate and use the table of contents and glossary. Locate information in a photo. Reorganize information into an outline. Sequence events in a story. Identify elements of nonfiction. Distinguish fact from opinion.</p>
<p>Unit 6: Critical Skills Assignment 1: Critical Reading and Narrative Writing 1 2: Critical Reading and Narrative Writing 2 3: Critical Reading and Narrative Writing 3</p>	<p>RF.5.4.a W.5.3a-e W.5.4 W.5.5</p>	<p>Unit 6: Critical Skills Assignment Complete a critical skills assignment that includes writing a narrative.</p>
<p>Unit 7: You Need To Make A Choice This unit requires that the student makes a choice before taking any lessons. Below are the available choices. 0670 L Henry Huggins by Cleary, Beverly 0860 L Ramona Quimby, Age 8 by Cleary, Beverly 0680 L Charlotte's Web by White, E.B. Preview 0360 L A Lion to Guard Us by Bulla, Clyde Robert 0890 L Shiloh by Naylor, Phyllis Reynolds 0830 L Call It Courage by Sperry, Armstrong 0560 L Sarah, Plain and Tall by MacLachlan, Patricia 0700 L From the Mixed-up Files of Mrs. Basil E. Frankweiler 0740 L A Wrinkle in Time by Madeleine L'Engle 0920 L Roll of Thunder, Hear My Cry 0910 L Old Yeller 0920 L The Dark Is Rising 0870 L Dragonwings by Laurence Yep 0770 L War Comes to Willy Freeman by James Lincoln Collier and Christopher Collier 1090 L The Hound of the Baskervilles by Sir Arthur Conan Doyle 0840 L Johnny Tremain by Esther Forbes 0740 L Walk Two Moons by Sharon Creech 0950 L Bud, Not Buddy 0970 L White Fang 1030 L 20,000 Leagues Under the Sea by Jules Verne 0870 L The Hundred Dresses by Estes, Eleanor 0760 L Little House on the Prairie by Wilder, Laura 0780 L The Cricket in Times Square by Selden, George 0870 L Pippi Longstocking by Lindgren, Astrid</p>	<p>RF.5.3. RF.5.3.a RF.5.4 RF.5.4a-c RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.10 W.5.2. W.5.2.a-c W.5.4 W.5.9 W.5.9a W.5.10</p>	<p>Unit 7: You Need To Make A Choice Describe characters by what they say, what they do, and what others say about them. Describe characters based on speech, actions, or interactions with others. Identify character traits and motivations. Identify conflict and resolution. Identify theme. Demonstrate comprehension of text.</p>

<p>Unit 7 (Continued)</p> <p>0840 L Johnny Tremain by Esther Forbes</p> <p>0740 L Walk Two Moons by Sharon Creech</p> <p>0950 L Bud, Not Buddy</p> <p>0970 L White Fang</p> <p>1030 L 20,000 Leagues Under the Sea by Jules Verne</p> <p>0870 L The Hundred Dresses by Estes, Eleanor</p> <p>0760 L Little House on the Prairie by Wilder, Laura</p> <p>0780 L The Cricket in Times Square by Selden, George</p> <p>0870 L Pippi Longstocking by Lindgren, Astrid</p> <p>0890 L Caddie Woodlawn by Brink, Carol Ryrie</p> <p>0730 L In the Year of the Boar... by Lord, Bette Bao</p> <p>0790 L Mrs. Frisby and the Rats... by O'Brien, Robert</p> <p>0720 L Li Lun, Lad of Courage by Trefinger, Carolyn</p> <p>0550 L Stone Fox by Gardiner, John Reynolds</p> <p>0760 L The Bronze Bow by Elizabeth George Speare</p> <p>0810 L My Side of the... by George, Jean Craighead</p> <p>0990 L Anne of Green Gables by Montgomery, Lucy Maud</p> <p>0770 L The Book of Three by Alexander, Lloyd</p> <p>0770 L The Sign of the Beaver by Speare, Elizabeth G.</p> <p>0770 L Tuck Everlasting by Babbitt, Natalie</p> <p>1000 L Island of the Blue Dolphins</p> <p>1010 L Ben and Me: by Lawson, Robert</p> <p>1260 L The Swiss Family Robinson</p> <p>1320 L The Incredible Journey</p> <p>0940 L The Lion, the Witch, and the... by Lewis, C.S.</p> <p>0990 L The Door in the Wall by de Angeli, Marguerite</p> <p>0860 L The Fellowship of the Ring by J.R.R. Tolkien</p>		<p>Unit 7: You Need To Make A Choice (Continued)</p>
<p>Unit 8: Stories from the Bible</p> <p>1: "The Story of Ruth"</p> <p>2: "The Story of David": Session 1</p> <p>3: "The Story of David": Session 2</p> <p>4: Choices That Count: Session 1</p> <p>5: "Daniel in the Lion's Den"</p> <p>6: (Optional) Choices That Count: Session 2</p> <p>7: Unit Assessment: Bible Stories</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>W.5.2</p> <p>W.5.2.a-e</p> <p>W.5.4</p> <p>W.5.9</p> <p>W.5.10</p>	<p>Unit 8: Stories from the Bible</p> <p>Use facts and details from the story to discuss choices and consequences.</p> <p>Write a well-organized and focused response to a question or prompt.</p> <p>Draw conclusions using evidence from the text.</p> <p>Demonstrate comprehension of the text.</p> <p>Identify choices and consequences.</p> <p>Identify the main events of the plot.</p> <p>Describe the main character.</p>
<p>Unit 9: Early American Lives</p> <p>1: "Young Benjamin Franklin": Session 1</p> <p>2: "Young Benjamin Franklin": Session 2</p> <p>3: "Phillis Wheatley: A Poem to King George"</p> <p>4: "Paul Revere's Ride"</p> <p>5: Words to Remember: "Paul Revere's Ride"</p> <p>6: "Sybil Ludington: The Female Paul Revere"</p> <p>7: "Sequoyah's Great Invention"</p> <p>8: People to Remember</p> <p>9: Analyze a Presentation and Choose Your Topic</p> <p>10: Research a Topic and Organize Information</p> <p>11: Create a Presentation</p> <p>12: Practice a Presentation</p> <p>13: Deliver Your Presentation</p> <p>14: Unit Assessment: Early American Lives</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>SL.5.2</p> <p>SL.5.3</p> <p>SL.5.4</p> <p>SL.5.5</p> <p>SL.5.6</p> <p>W.5.2</p> <p>W.5.2.a-e</p> <p>W.5.4</p> <p>W.5.5</p> <p>W.5.6</p> <p>W.5.9</p> <p>W.5.10</p>	<p>Unit 9: Early American Lives</p> <p>Use language appropriate for purpose and audience.</p> <p>Makes appropriate eye contact.</p> <p>Use appropriate pace, emphasis, and tone.</p> <p>Identify and use future tense.</p> <p>Use gestures appropriately when speaking publicly.</p> <p>Use audio and visual elements to enhance the main ideas of a presentation.</p> <p>Maintain appropriate eye contact.</p> <p>Write a personal narrative in chronological order.</p> <p>Write a personal narrative that focuses on a clearly defined event with a beginning, middle, and end.</p> <p>Use first-person point of view.</p> <p>Use first-person point of view, language that shows, dialogue, and transitions.</p> <p>Compare and contrast information.</p> <p>Demonstrate comprehension of text.</p> <p>Make inferences and draw conclusions.</p> <p>Identify main events of the plot.</p> <p>Describe a character using evidence from the text.</p>

<p>Unit 10: Stories of Washington Irving</p> <p>1: "Rip Van Winkle": Session 1</p> <p>2: "Rip Van Winkle": Session 2</p> <p>3: "Rip Van Winkle": Session 3</p> <p>4: "The Legend of Sleepy Hollow": Session 1</p> <p>5: "The Legend of Sleepy Hollow": Session 2</p> <p>6: "The Legend of Sleepy Hollow": Session 3</p> <p>7: Unit Assessment: Stories of Washington Irving</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>W.5.2</p> <p>W.5.2.a-e</p> <p>W.5.4</p> <p>W.5.9</p> <p>W.5.10</p>	<p>Unit 10: Stories of Washington Irving</p> <p>Describe a character using evidence from the text.</p> <p>Demonstrate comprehension of text.</p> <p>Write a well-organized and focused response to a question or prompt.</p> <p>Draw conclusions using evidence from the text.</p> <p>Demonstrate comprehension of text.</p> <p>Understand and identify examples of figurative language.</p> <p>Understand and identify examples of foreshadowing.</p> <p>Predict upcoming events.</p> <p>Identify characters by what they say or do.</p> <p>Compare and contrast characters and settings.</p> <p>Recall the elements of a legend.</p> <p>Understand the role of characterization in plot.</p> <p>Make inferences and draw conclusions based upon textual evidence.</p>
<p>Unit 11: Critical Skills Assignment</p> <p>1: Critical Reading and Informative Writing 1</p> <p>2: Critical Reading and Informative Writing 2</p> <p>3: Critical Reading and Informative Writing 3</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</p> <p>L.5.4.a-c</p> <p>L.5.5</p> <p>L.5.5.a-c</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>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>W.5.9</p> <p>W.5.10</p>	<p>Unit 11: Critical Skills Assignment</p> <p>Complete a critical skills assignment that includes informative writing.</p>
<p>Unit 12: Passing Moments</p> <p>1: Incidents and Messages</p> <p>2: Child's Play</p> <p>3: Moments in Nature</p> <p>4: Of Children on Rooftops, and Birds Big and Small</p> <p>5: Unit Assessment: Passing Moments</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>W.5.2</p> <p>W.5.2.a-e</p> <p>W.5.4</p> <p>W.5.9</p> <p>W.5.10</p>	<p>Unit 12: Passing Moments</p> <p>Interpret poetry and support interpretations with evidence from the text.</p> <p>Write a well-organized and focused response to a question or prompt. Interpret poetry and support interpretations with evidence from the text.</p> <p>Compare and contrast poems.</p> <p>Identify metaphor.</p> <p>Identify action as conveyed through vivid verbs in poems.</p> <p>Identify rhyme scheme.</p> <p>Identify action as conveyed through vivid verbs in poems.</p> <p>Define and identify alliteration, simile, and personification.</p> <p>Describe setting.</p>

<p>Unit 13: Semester Review and Assessment</p> <p>1: Semester Review</p> <p>2: Semester Assessment</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>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>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>W.5.2</p> <p>W.5.2.a-e</p> <p>W.5.4</p> <p>W.5.9</p> <p>W.5.10</p>	<p>Unit 13: Semester Review and Assessment</p> <p>Describe characters based on evidence in the text.</p> <p>Compare and contrast characters.</p> <p>Identify the setting.</p> <p>Identify alliteration.</p> <p>Use facts and details from the story to discuss choices and consequences.</p> <p>Identify main idea and details.</p> <p>Identify metaphor.</p> <p>Identify simile.</p> <p>Identify personification.</p> <p>Identify rhyme scheme.</p> <p>Demonstrate comprehension of text.</p> <p>Identify the tone of the poem.</p> <p>Compare and contrast literary selections and characters.</p> <p>Demonstrate knowledge of major characters, incidents, and terms. Identify</p> <p>characters from passages from the text.</p> <p>Make inferences and draw conclusions.</p> <p>Distinguish between literal and figurative language.</p> <p>Identify an author's purpose.</p> <p>Identify theme.</p> <p>Distinguish between fact and opinion.</p> <p>Identify the theme.</p>
<p>Unit 14: I Didn't Know That!</p> <p>1: "Your Fingerprints"</p> <p>2: "The Discovery of X-Rays"</p> <p>3: "From Pygg Jars to Piggy Banks"</p> <p>4: (Optional) "Sweeter than Sugar, Black as Night"</p> <p>5: The Lady with the Green Skin and Do You Know Your ...</p> <p>6: Unit Assessment: I Didn't Know That!</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.5.5</p> <p>L.5.5a-b</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>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.5.10</p> <p>SL.5.4</p> <p>W.5.2</p> <p>W.5.2.a-e</p> <p>W.5.4</p> <p>W.5.9</p> <p>W.5.10</p>	<p>Unit 14: I Didn't Know That!</p> <p>Demonstrate comprehension of text.</p> <p>Identify the main idea.</p> <p>Make inferences and draw conclusions.</p> <p>Identify the conclusion of an article.</p> <p>Write a caption for a drawing.</p> <p>Answer questions from a passage read aloud.</p> <p>Identify main idea and details.</p> <p>Summarize main events.</p> <p>Write a well-organized and focused response to a question or prompt.</p>

<p>Unit 15: You Need To Make A Choice</p> <p>This unit requires that the student makes a choice before taking any lessons. Below are the available choices. 0670 L</p> <p>Henry Huggins by Cleary, Beverly</p> <p>0860 L Ramona Quimby, Age 8 by Cleary, Beverly</p> <p>0680 L Charlotte's Web by White, E.B. Preview</p> <p>0360 L A Lion to Guard Us by Bulla, Clyde Robert</p> <p>0890 L Shiloh by Naylor, Phyllis Reynolds</p> <p>0830 L Call It Courage by Sperry, Armstrong</p> <p>0560 L Sarah, Plain and Tall by MacLachlan, Patricia</p> <p>0700 L From the Mixed-up Files of Mrs. Basil E. Frankweiler</p> <p>0740 L A Wrinkle in Time by Madeleine L'Engle</p> <p>0920 L Roll of Thunder, Hear My Cry</p> <p>0910 L Old Yeller</p> <p>0920 L The Dark Is Rising</p> <p>0870 L Dragonwings by Laurence Yep</p> <p>0770 L War Comes to Willy Freeman by James Lincoln Collier and Christopher Collier</p> <p>1090 L The Hound of the Baskervilles by Sir Arthur Conan Doyle</p> <p>0840 L Johnny Tremain by Esther Forbes</p> <p>0740 L Walk Two Moons by Sharon Creech</p> <p>0950 L Bud, Not Buddy</p> <p>0970 L White Fang</p> <p>1030 L 20,000 Leagues Under the Sea by Jules Verne</p> <p>0870 L The Hundred Dresses by Estes, Eleanor</p> <p>0760 L Little House on the Prairie by Wilder, Laura</p> <p>0780 L The Cricket in Times Square by Selden, George</p> <p>0870 L Pippi Longstocking by Lindgren, Astrid</p>	<p>RF.5.3.</p> <p>RF.5.3.a</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.5.10</p> <p>W.5.2.</p> <p>W.5.2.a-c</p> <p>W.5.4</p> <p>W.5.9</p> <p>W.5.9a</p> <p>W.5.10</p>	<p>Unit 15: You Need To Make A Choice</p> <p>Describe characters by what they say, what they do, and what others say about them.</p> <p>Describe characters based on speech, actions, or interactions with others.</p> <p>Identify character traits and motivations.</p> <p>Identify conflict and resolution.</p> <p>Identify theme.</p> <p>Demonstrate comprehension of text.</p>
<p>Unit 15 (Continued)</p> <p>0840 L Johnny Tremain by Esther Forbes</p> <p>0740 L Walk Two Moons by Sharon Creech</p> <p>0950 L Bud, Not Buddy</p> <p>0970 L White Fang</p> <p>1030 L 20,000 Leagues Under the Sea by Jules Verne</p> <p>0870 L The Hundred Dresses by Estes, Eleanor</p> <p>0760 L Little House on the Prairie by Wilder, Laura</p> <p>0780 L The Cricket in Times Square by Selden, George</p> <p>0870 L Pippi Longstocking by Lindgren, Astrid</p> <p>0890 L Caddie Woodlawn by Brink, Carol Ryrrie</p> <p>0730 L In the Year of the Boar... by Lord, Bette Bao</p> <p>0790 L Mrs. Frisby and the Rats... by O'Brien, Robert</p> <p>0720 L Li Lun, Lad of Courage by Trefinger, Carolyn</p> <p>0550 L Stone Fox by Gardiner, John Reynolds</p> <p>0760 L The Bronze Bow by Elizabeth George Speare</p> <p>0810 L My Side of the... by George, Jean Craighead</p> <p>0990 L Anne of Green Gables by Montgomery, Lucy Maud</p> <p>0770 L The Book of Three by Alexander, Lloyd</p> <p>0770 L The Sign of the Beaver by Speare, Elizabeth G.</p> <p>0770 L Tuck Everlasting by Babbitt, Natalie</p> <p>1000 L Island of the Blue Dolphins</p> <p>1010 L Ben and Me: by Lawson, Robert</p> <p>1260 L The Swiss Family Robinson</p> <p>1320 L The Incredible Journey</p> <p>0940 L The Lion, the Witch, and the... by Lewis, C.S.</p> <p>0990 L The Door in the Wall by de Angeli, Marguerite</p> <p>0860 L The Fellowship of the Ring by J.R.R. Tolkien</p>		<p>Unit 15: You Need To Make A Choice (Continued)</p>
<p>Unit 16: William Shakespeare</p> <p>1: Bard of Avon: Session 1</p> <p>2: Bard of Avon: Session 2</p> <p>3: "A Midsummer Night's Dream": Session 1</p> <p>4: "A Midsummer Night's Dream": Session 2</p> <p>5: "The Tempest": Session 1</p> <p>6: "The Tempest": Session 2</p> <p>7: Dramatic Reading (Optional)</p> <p>8: Unit Assessment: William Shakespeare</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>W.5.2</p> <p>W.5.2.a-e</p> <p>W.5.4</p> <p>W.5.9</p> <p>W.5.10</p>	<p>Unit 16: William Shakespeare</p> <p>Describe a character using evidence from the text.</p> <p>Compare and contrast characters.</p> <p>Write a well-organized and focused response to a question or prompt. Make</p> <p>inferences and draw conclusions based on evidence from the text.</p> <p>Compare and contrast literary works.</p> <p>Understand point of view.</p> <p>Demonstrate comprehension of text.</p>

<p>Unit 17: Investigate an Inventor</p> <p>1: George Westinghouse and the Air Brake</p> <p>2: A Second Look</p> <p>3: Conduct Research</p> <p>4: Write a Report and Create a Multimedia Aid</p> <p>5: Practice a Presentation</p> <p>6: Deliver a Presentation</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>SL.5.2</p> <p>SL.5.3</p> <p>SL.5.4</p> <p>SL.5.5</p> <p>SL.5.6</p> <p>W.5.2</p> <p>W.5.2.a-e</p> <p>W.5.4</p> <p>W.5.5</p> <p>W.5.6</p> <p>W.5.9</p> <p>W.5.10</p>	<p>Unit 17: Investigate an Inventor</p> <p>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.</p> <p>Demonstrate comprehension of the text.</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>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.</p> <p>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.</p> <p>Use research skills to gain information on one of the people mentioned in this lesson.</p> <p>Choose a topic for the research paper.</p> <p>Prepare an outline for the research paper.</p> <p>Create a short research project.</p> <p>Identify sources (books, magazines, reference works, and Internet sites) for the research paper.</p> <p>Use audio and visual elements to enhance the main ideas of a presentation. Practice a presentation. Present a short research project.</p> <p>Maintain appropriate eye contact.</p> <p>Speak using correct grammar and standard, formal English.</p> <p>Speak clearly at an understandable pace.</p> <p>Deliver an informative presentation.</p> <p>Use audio and visual elements to enhance the main ideas of a presentation.</p>
<p>Unit 18: Critical Skills Assignment</p> <p>1: Critical Reading and Writing an Opinion 1</p> <p>2: Critical Reading and Writing an Opinion 2</p> <p>3: Critical Reading and Writing an Opinion 3</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</p> <p>L.5.4.a-c</p> <p>L.5.5</p> <p>L.5.5.a-c</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>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>W.5.9</p> <p>W.5.10</p>	<p>Unit 18: Critical Skills Assignment</p> <p>Complete a critical skills assignment that includes writing an opinion.</p>
<p>Unit 19: Don Quixote</p> <p>1: Don Quixote: Chapters 1-3</p> <p>2: Don Quixote: Chapters 4-6</p> <p>3: Don Quixote: Chapters 7-9</p> <p>4: Don Quixote: Chapters 10-12</p> <p>5: Don Quixote: Chapters 13-15</p> <p>6: Unit Assessment: Don Quixote</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>W.5.2</p> <p>W.5.2.a-e</p> <p>W.5.4</p> <p>W.5.9</p> <p>W.5.10</p>	<p>Unit 19: Don Quixote</p> <p>Demonstrate knowledge of major characters, terms, or authors.</p> <p>Analyze a character from different perspectives.</p> <p>Make inferences about a character using evidence from the text.</p> <p>Describe a character using evidence from the text.</p> <p>Demonstrate comprehension of text.</p> <p>Create a visual using details from the text.</p> <p>Retell a story from various perspectives.</p> <p>Write a well-organized and focused response to a question or prompt.</p>

<p>Unit 20: You Need To Make A Choice</p> <p>This unit requires that the student makes a choice before taking any lessons. Below are the available choices.</p> <p>0670 L</p> <p>Henry Huggins by Cleary, Beverly</p> <p>0860 L Ramona Quimby, Age 8 by Cleary, Beverly</p> <p>0680 L Charlotte's Web by White, E.B. Preview</p> <p>0360 L A Lion to Guard Us by Bulla, Clyde Robert</p> <p>0890 L Shiloh by Naylor, Phyllis Reynolds</p> <p>0830 L Call It Courage by Sperry, Armstrong</p> <p>0560 L Sarah, Plain and Tall by MacLachlan, Patricia</p> <p>0700 L From the Mixed-up Files of Mrs. Basil E. Frankweiler</p> <p>0740 L A Wrinkle in Time by Madeleine L'Engle</p> <p>0920 L Roll of Thunder, Hear My Cry</p> <p>0910 L Old Yeller</p> <p>0920 L The Dark Is Rising</p> <p>0870 L Dragonwings by Laurence Yep</p> <p>0770 L War Comes to Willy Freeman by James Lincoln Collier and Christopher Collier</p> <p>1090 L The Hound of the Baskervilles by Sir Arthur Conan Doyle</p> <p>0840 L Johnny Tremain by Esther Forbes</p> <p>0740 L Walk Two Moons by Sharon Creech</p> <p>0950 L Bud, Not Buddy</p> <p>0970 L White Fang</p> <p>1030 L 20,000 Leagues Under the Sea by Jules Verne</p> <p>0870 L The Hundred Dresses by Estes, Eleanor</p> <p>0760 L Little House on the Prairie by Wilder, Laura</p> <p>0780 L The Cricket in Times Square by Selden, George</p> <p>0870 L Pippi Longstocking by Lindgren, Astrid</p>	<p>RF.5.3.</p> <p>RF.5.3.a</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.5.10</p> <p>W.5.2.</p> <p>W.5.2.a-c</p> <p>W.5.4</p> <p>W.5.9</p> <p>W.5.9a</p> <p>W.5.10</p>	<p>Unit 20: You Need To Make A Choice</p> <p>Describe characters by what they say, what they do, and what others say about them.</p> <p>Describe characters based on speech, actions, or interactions with others.</p> <p>Identify character traits and motivations.</p> <p>Identify conflict and resolution.</p> <p>Identify theme.</p> <p>Demonstrate comprehension of text.</p>
<p>Unit 20 (Continued)</p> <p>0840 L Johnny Tremain by Esther Forbes</p> <p>0740 L Walk Two Moons by Sharon Creech</p> <p>0950 L Bud, Not Buddy</p> <p>0970 L White Fang</p> <p>1030 L 20,000 Leagues Under the Sea by Jules Verne</p> <p>0870 L The Hundred Dresses by Estes, Eleanor</p> <p>0760 L Little House on the Prairie by Wilder, Laura</p> <p>0780 L The Cricket in Times Square by Selden, George</p> <p>0870 L Pippi Longstocking by Lindgren, Astrid</p> <p>0890 L Caddie Woodlawn by Brink, Carol Ryrrie</p> <p>0730 L In the Year of the Boar... by Lord, Bette Bao</p> <p>0790 L Mrs. Frisby and the Rats... by O'Brien, Robert</p> <p>0720 L Li Lun, Lad of Courage by Trefinger, Carolyn</p> <p>0550 L Stone Fox by Gardiner, John Reynolds</p> <p>0760 L The Bronze Bow by Elizabeth George Speare</p> <p>0810 L My Side of the... by George, Jean Craighead</p> <p>0990 L Anne of Green Gables by Montgomery, Lucy Maud</p> <p>0770 L The Book of Three by Alexander, Lloyd</p> <p>0770 L The Sign of the Beaver by Speare, Elizabeth G.</p> <p>0770 L Tuck Everlasting by Babbitt, Natalie</p> <p>1000 L Island of the Blue Dolphins</p> <p>1010 L Ben and Me: by Lawson, Robert</p> <p>1260 L The Swiss Family Robinson</p> <p>1320 L The Incredible Journey</p> <p>0940 L The Lion, the Witch, and the... by Lewis, C.S.</p> <p>0990 L The Door in the Wall by de Angeli, Marguerite</p> <p>0860 L The Fellowship of the Ring by J.R.R. Tolkien</p>		<p>Unit 20(Continued)</p>

<p>Unit 21: Sherlock Holmes</p> <p>1: "The Red-Headed League": Session 1</p> <p>2: "The Red-Headed League": Session 2</p> <p>3: "The Adventure of the Blue Carbuncle": Session 1</p> <p>4: "The Adventure of the Blue Carbuncle": Session 2</p> <p>5: "The Real Sherlock Holmes"</p> <p>6: Sherlock Holmes and Doctor Watson</p> <p>7: Unit Assessment: Sherlock Holmes</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>W.5.2</p> <p>W.5.2.a-e</p> <p>W.5.4</p> <p>W.5.9</p> <p>W.5.10</p>	<p>Unit 21: Sherlock Holmes</p> <p>Write a well-organized and focused response to a question or prompt.</p> <p>Make inferences and draw conclusions based on evidence from the text.</p> <p>Demonstrate comprehension of text.</p> <p>Identify major terms, characters, or authors.</p> <p>Label a map using details from the text.</p> <p>Describe a character using evidence from the text.</p> <p>Recognize sensory details.</p> <p>Predict the outcome of the story.</p> <p>Compare and contrast characters.</p> <p>Demonstrate comprehension of deductive reasoning.</p> <p>Summarize plot.</p>
<p>Unit 22: American Themes</p> <p>1: Native Songs</p> <p>2: Patriotic Songs as Poetry</p> <p>3: Three Portraits</p> <p>4: The Varied Carols I Hear</p> <p>5: Unit Assessment: American Themes</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>W.5.2</p> <p>W.5.2.a-e</p> <p>W.5.4</p> <p>W.5.9</p> <p>W.5.10</p>	<p>Unit 22: American Themes</p> <p>Discuss theme, using evidence from the text.</p> <p>Describe a character using evidence from the text.</p> <p>Identify and describe tone.</p> <p>Interpret poetry and support interpretations with evidence from the text.</p> <p>Describe setting.</p> <p>Identify imagery.</p> <p>Identify rhyme scheme.</p> <p>Identify figurative language, including personification and simile.</p> <p>Read poetry aloud with fluency, rhythm, and expression.</p> <p>Use evidence in the text to describe and make inferences about a character.</p> <p>Discuss possible meanings of a symbol in a poem.</p> <p>Discuss theme, using evidence from the text.</p> <p>Write a well-organized and focused response to a question or prompt.</p>
<p>Unit 23: Life Stories: Young and Brave</p> <p>1: "A Ride in the Night"</p> <p>2: "Young Frederick Douglass: The Slave Who Learned t.."</p> <p>3: "Run, Kate Shelley, Run"</p> <p>4: Young and Brave Review</p> <p>5: Unit Assessment: Life Stories: Young and Brave</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>W.5.2</p> <p>W.5.2.a-e</p> <p>W.5.4</p> <p>W.5.9</p> <p>W.5.10</p>	<p>Unit 23: Life Stories: Young and Brave</p> <p>Describe a character using evidence from the text.</p> <p>Identify conflict and resolution.</p> <p>Write a well-organized and focused response to a question or prompt.</p> <p>Identify choices and consequences.</p> <p>Describe a person using evidence from the text.</p>

<p>Unit 24: American Tall Tales</p> <p>1: "Sky-bright Axe"</p> <p>2: "Coyote Cowboy"</p> <p>3: "Hammerman"</p> <p>4: A Visual Story</p> <p>5: Create Your Own Visual Story</p> <p>6: Exploration Day</p> <p>7: Activity Day</p> <p>8: Unit Assessment: American Tall Tales</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>W.5.2</p> <p>W.5.2.a-e</p> <p>W.5.4</p> <p>W.5.9</p> <p>W.5.10</p>	<p>Unit 24: American Tall Tales</p> <p>Demonstrate knowledge of major characters, terms, incidents, or authors.</p> <p>Recognize the characteristics of tall tales.</p> <p>Write a well-organized and focused response to a question or prompt.</p> <p>Analyze a character using evidence from text.</p> <p>Identify hyperbole.</p> <p>Describe a character using evidence from the text.</p> <p>Demonstrate comprehension of the text.</p> <p>Examine the author's use of language.</p> <p>Recognize the characteristics of tall tales.</p> <p>Analyze the effect of text on an audience.</p> <p>Identify the theme of the story.</p> <p>Compare and contrast different versions of the same story.</p> <p>Analyze a multimedia piece.</p> <p>Demonstrate inferential comprehension of a literary text.</p> <p>Demonstrate literal comprehension of a literary text.</p> <p>Develop a multimedia piece that tells a story.</p> <p>Demonstrate comprehension of the text. Write a well-organized and focused response to a question or prompt.</p>
<p>Unit 25: You Need To Make A Choice</p> <p>This unit requires that the student makes a choice before taking any lessons. Below are the available choices. 0670 L</p> <p>Henry Huggins by Cleary, Beverly</p> <p>0860 L Ramona Quimby, Age 8 by Cleary, Beverly</p> <p>0680 L Charlotte's Web by White, E.B. Preview</p> <p>0360 L A Lion to Guard Us by Bulla, Clyde Robert</p> <p>0890 L Shiloh by Naylor, Phyllis Reynolds</p> <p>0830 L Call It Courage by Sperry, Armstrong</p> <p>0560 L Sarah, Plain and Tall by MacLachlan, Patricia</p> <p>0700 L From the Mixed-up Files of Mrs. Basil E. Frankweiler</p> <p>0740 L A Wrinkle in Time by Madeleine L'Engle</p> <p>0920 L Roll of Thunder, Hear My Cry</p> <p>0910 L Old Yeller</p> <p>0920 L The Dark Is Rising</p> <p>0870 L Dragonwings by Laurence Yep</p> <p>0770 L War Comes to Willy Freeman by James Lincoln Collier and Christopher Collier</p> <p>1090 L The Hound of the Baskervilles by Sir Arthur Conan Doyle</p> <p>0840 L Johnny Tremain by Esther Forbes</p> <p>0740 L Walk Two Moons by Sharon Creech</p> <p>0950 L Bud, Not Buddy</p> <p>0970 L White Fang</p> <p>1030 L 20,000 Leagues Under the Sea by Jules Verne</p> <p>0870 L The Hundred Dresses by Estes, Eleanor</p> <p>0760 L Little House on the Prairie by Wilder, Laura</p> <p>0780 L The Cricket in Times Square by Selden, George</p> <p>0870 L Pippi Longstocking by Lindgren, Astrid</p>	<p>RF.5.3.</p> <p>RF.5.3.a</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.5.10</p> <p>W.5.2.</p> <p>W.5.2.a-c</p> <p>W.5.4</p> <p>W.5.9</p> <p>W.5.9a</p> <p>W.5.10</p>	<p>Unit 25: You Need To Make A Choice</p> <p>Describe characters by what they say, what they do, and what others say about them.</p> <p>Describe characters based on speech, actions, or interactions with others.</p> <p>Identify character traits and motivations.</p> <p>Identify conflict and resolution.</p> <p>Identify theme.</p> <p>Demonstrate comprehension of text.</p>
<p>Unit 25 (Continued)</p> <p>0840 L Johnny Tremain by Esther Forbes</p> <p>0740 L Walk Two Moons by Sharon Creech</p> <p>0950 L Bud, Not Buddy</p> <p>0970 L White Fang</p> <p>1030 L 20,000 Leagues Under the Sea by Jules Verne</p> <p>0870 L The Hundred Dresses by Estes, Eleanor</p> <p>0760 L Little House on the Prairie by Wilder, Laura</p> <p>0780 L The Cricket in Times Square by Selden, George</p> <p>0870 L Pippi Longstocking by Lindgren, Astrid</p> <p>0890 L Caddie Woodlawn by Brink, Carol Ryrrie</p> <p>0730 L In the Year of the Boar... by Lord, Bette Bao</p> <p>0790 L Mrs. Frisby and the Rats... by O'Brien, Robert</p> <p>0720 L Li Lun, Lad of Courage by Trefinger, Carolyn</p> <p>0550 L Stone Fox by Gardiner, John Reynolds</p> <p>0760 L The Bronze Bow by Elizabeth George Speare</p> <p>0810 L My Side of the... by George, Jean Craighead</p> <p>0990 L Anne of Green Gables by Montgomery, Lucy Maud</p> <p>0770 L The Book of Three by Alexander, Lloyd</p> <p>0770 L The Sign of the Beaver by Speare, Elizabeth G.</p> <p>0770 L Tuck Everlasting by Babbitt, Natalie</p> <p>1000 L Island of the Blue Dolphins</p> <p>1010 L Ben and Me: by Lawson, Robert</p> <p>1260 L The Swiss Family Robinson</p> <p>1320 L The Incredible Journey</p> <p>0940 L The Lion, the Witch, and the... by Lewis, C.S.</p> <p>0990 L The Door in the Wall by de Angeli, Marguerite</p> <p>0860 L The Fellowship of the Ring by J.R.R. Tolkien</p>		<p>Unit 25 (Continued)</p>

<p>Unit 26: Semester Review and Assessment</p> <p>1: Semester Review</p> <p>2: Semester Assessment</p>	<p>RL.5.1</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>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>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>W.5.2</p> <p>e</p> <p>W.5.4</p> <p>W.5.9</p> <p>W.5.10</p>	<p>Unit 26: Semester Review and Assessment</p> <p>Describe a character using evidence from text.</p> <p>Demonstrate comprehension of text.</p> <p>Compare and contrast characters.</p> <p>Describe characters based on evidence in the text.</p> <p>Describe tone.</p> <p>Demonstrate knowledge of major characters, terms, incidents, or authors.</p> <p>Explain possible symbolic meanings in the poem.</p> <p>Compare and contrast literary selections and characters.</p> <p>Identify personification.</p> <p>Summarize the plot of the text.</p> <p>Identify main idea.</p> <p>Identify supporting details.</p> <p>Identify a lesson learned based on a character's actions.</p> <p>Identify conflict and resolution in the text.</p> <p>Identify metaphor.</p> <p>Distinguish between literal and figurative language.</p> <p>Recognize the characteristics of tall tales.</p> <p>Identify theme.</p> <p>Identify choices and consequences.</p>
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Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District # 1

Program Name	Campbell County Virtual School	Content Area	LA
Course ID	LA5V	Grade Level	5
Course Name	Language Skills 5 Composition	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

LANGUAGE ARTS 5

Composition—Students practice writing, from planning to proofreading, as they write a memoir, an editorial, a research paper, a business letter, and more.

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
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 grade 5 topic or subject area.
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 grade-level text with purpose and understanding.
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
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., consequently, specifically).
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., in contrast, especially).
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.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	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 grade 5 Reading standards 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 grade 5 Reading standards 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.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.
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 had walked; I have walked; I will have walked) 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., either/or, neither/nor).
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., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
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 grade 5 reading and content, 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., photograph, photosynthesis).
L.5.4.c	Consult general 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., however, although, nevertheless, similarly, moreover, in addition).

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
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<p>Unit 1: Use Technology to Write Technology to Begin Writing 2: Use Technology to Revise and Edit 3: Use Technology to Proofread and Publish</p>	<p>1: Use W.5.6</p>	<p>Unit 1: Use Technology to Write Explore the writing process. Recognize that the writing process is a series of steps. Use technology to draft a document. Revise using feedback from adults. Revise using feedback. Use guidance from adults and peers to revise writing. Explore the writing process. Use technology to revise and edit a document. Type at least one page in a single sitting. Use technology to publish writing. Use technology to collaborate with others.</p>
<p>Unit 2: Writing a Memoir 1: Prewriting: What is a memoir? 2: Prewriting: The Elements of a Memoir 3: Prewriting: Organizing a Memoir 4: Drafting: Writing the Body 5: Drafting: Writing the Introduction 6: Drafting: Writing the Conclusion 7: Revising the Memoir 8: Proofreading and Publishing</p>	<p>L.5.3 L.5.4.c L.5.6 W.5.3 W.5.3.a-e W.5.4 W.5.5 W.5.6 W5.9.a W.5.10</p>	<p>Unit 2: Writing a Memoir Choose and narrow the topic for a memoir. Freewrite about the topic of the memoir. Define a memoir as an essay based on personal experience. Identify and use the steps in the writing process: prewriting, writing, and revising. Recognize the elements of a memoir: plot, characters, setting, and theme. Plan the elements of a memoir. Use imagery and simile to describe a place or scene. Define chronological order. Organize events to be related in the memoir. Use feedback from others to plan, draft, or revise writing. Distinguish between first person and third person point of view. Write the first draft of the body of the memoir. Distinguish between past and present verb tense. Write realistic dialogue. Write a draft of the introduction. Discuss strategies for introducing the memoir. Write the conclusion. Use feedback from others to plan, draft, or revise writing. Plan the conclusion to the memoir. Revise sentences for active voice. Revise for precise, vivid, concrete word usage. Distinguish between active and passive voice. Revise paragraphs and sentences to provide transitions as needed. Revise paragraphs to make sure they focus on a single topic. Write sentences that relate to and support the topic of the memoir. Use details and precise words to create images in the reader's mind. Publish the memoir. Write a paper with few or no mistakes in spelling, grammar, usage and mechanics. Proofread the memoir to correct errors in grammar, punctuation, and spelling.</p>
<p>Unit 3: Writing a Research Paper 1: Writing a Research Paper 2: Prewriting: Following the Right Steps 3: Prewriting: Exploring Sources 4: Prewriting: Taking Notes 5: Prewriting: Planning Your Research Paper 6: Drafting: Writing the Body 7: Drafting: Writing the Introduction and Conclusion 8: Revising and Improving Your Research Paper 9: Compiling a Bibliography 10: Proofreading/Publishing: Preparing the Final Copy</p>	<p>L.5.1 L.5.2 L.5.3 L.5.6 RI.5.1 RI.5.4 RI.5.5 RI.5.7 RI.5.8 RI.5.9 RI.5.10 W.5.2 W.5.2.a-e W.5.4 W.5.5 W.5.6 W.5.9 W5.9.b W.5.10</p>	<p>Unit 3: Writing a Research Paper Narrow the topic so it is manageable. Identify appropriate topics for a research paper. Choose a topic for the research paper. Define what a research paper is. Identify and use the steps in the writing process: prewriting, writing, and revising. Identify types of sources available in the library. Explain how to use different sources for a research paper. List possible research sources. Prepare bibliography cards. Define plagiarism. Take notes from sources. Outline the research paper. Write a thesis statement. Analyze an outline. Write the first draft of the body of the research paper. Use domain-specific (historical or scientific) language when writing about a chosen topic. Write a strong introduction to the research paper. Use domain-specific (historical or scientific) language when writing about a chosen topic. Write a strong conclusion to the research paper. Revise transitions as needed in the research paper. Revise the research paper so the important facts are organized well. Revise to maintain a consistent point of view. Collaborate with peers for feedback. Compile a bibliography. Identify and use the steps in the writing process: prewriting, writing, and revising. Type at least two pages in one sitting. Write a well organized and focused report. Make a final copy of the research paper for publication. Choose a title for the paper. Write a report with few to no errors in grammar, usage, mechanics, and spelling.</p>

		<p>Write and proofread the research paper.</p>
<p>Unit 4: Writing to a Prompt</p> <p>1: What Is Writing to a Prompt?</p> <p>2: The Steps of Writing to a Prompt</p> <p>3: Writing to a Narrative Prompt</p> <p>4: Writing to an Expository Prompt</p> <p>5: Writing to a Descriptive Prompt</p> <p>6: Writing to a Persuasive Prompt</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>W.5.1</p> <p>W.5.1.a-d</p> <p>W.5.2</p> <p>W.5.2.a-e</p> <p>W.5.3</p> <p>W.5.3.a-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.a-b</p> <p>W.5.10</p>	<p>Unit 4: Writing to a Prompt</p> <p>Write to a persuasive prompt.</p> <p>Identify and use the steps in the writing process: prewriting, writing, and revising.</p> <p>Decide what type of writing a prompt requires.</p> <p>Identify four types of prompts: narrative, expository, persuasive, and descriptive.</p> <p>Define the steps of writing to a prompt.</p> <p>Recognize the standards by which writing tests are evaluated.</p> <p>Practice writing to a narrative prompt.</p> <p>Identify the elements of narrative writing.</p> <p>Practice writing to an expository prompt.</p> <p>Identify elements of a paragraph: topic sentence, body (supporting details), and closing sentence.</p> <p>Identify the elements of expository writing.</p> <p>Write to a descriptive prompt.</p> <p>Identify the elements of descriptive essay writing.</p> <p>Write to a persuasive prompt.</p> <p>Identify the elements of persuasive essay writing.</p>
<p>Unit 5: Writing an Editorial</p> <p>1:</p> <p>Prewriting: What is an Editorial?</p> <p>2: Prewriting: Choosing a Topic</p> <p>3: Prewriting: Gathering Information and Taking Notes</p> <p>4: Planning the Editorial</p> <p>5: Drafting: Writing the Body</p> <p>6: Drafting: Writing the Introduction and Conclusion</p> <p>7: Revising: Improving the Editorial</p> <p>8: Proofreading and Publishing: Finishing the Editorial</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>RI.5.9</p> <p>W.5.1</p> <p>W.5.1.a-d</p> <p>W.5.2</p> <p>W.5.2.a-e</p> <p>W.5.4</p> <p>W.5.5</p> <p>W.5.6</p> <p>W.5.7</p> <p>W.5.8</p> <p>W.5.9</p> <p>W5.9.a, b</p> <p>W.5.10</p>	<p>Unit 5: Writing an Editorial</p> <p>Identify and use the steps in the writing process: prewriting, writing, and revising.</p> <p>Summarize the speaker's points and explain the relationship between reasons and evidence.</p> <p>Identify the sections of the editorial pages.</p> <p>Choose a suitable topic for an editorial.</p> <p>Differentiate between facts and opinions.</p> <p>Take notes on the information.</p> <p>Locate facts and information that support the other side of an opinion.</p> <p>Recognize and review types of support for an editorial.</p> <p>Write the first draft of the body of the editorial.</p> <p>Write a conclusion to the editorial.</p> <p>Write an introduction to the editorial.</p> <p>Revise paragraphs and sentences.</p> <p>Revise the content and organization of the editorial.</p> <p>Revise to control tone and eliminate unnecessary attacks, unsupported judgments, and overstatements.</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>Write a well organized and focused editorial.</p> <p>Proofread the editorial.</p> <p>Publish the editorial.</p>
<p>Unit 6: Writing a Speech</p> <p>1: Choosing a Topic for a Speech</p> <p>2: Planning and Writing the Speech</p> <p>3: Revising and Proofreading the Speech</p> <p>4: Delivering the Speech</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>RI.5.9</p> <p>SL.5.4</p> <p>SL.5.6</p> <p>W.5.1</p> <p>W.5.1.a-d</p> <p>W.5.2</p> <p>W.5.2.a-e</p> <p>W.5.4</p> <p>W.5.5</p> <p>W.5.6</p> <p>W.5.7</p> <p>W.5.8</p> <p>W.5.9</p> <p>W5.9.a, b</p> <p>W.5.10</p>	<p>Unit 6: Writing a Speech</p> <p>Choose and narrow a topic for an informative speech.</p> <p>Write a thesis statement for an informative speech.</p> <p>Identify speeches as informative, persuasive, or entertaining.</p> <p>Identify and use the steps in the writing process: prewriting, writing, and revising.</p> <p>Plan and outline a speech.</p> <p>Write a first draft of the speech.</p> <p>Proofread the speech.</p> <p>Revise the speech by reading aloud to oneself and a practice audience.</p> <p>Deliver the speech from memory to an audience.</p> <p>Collaborate with peers for feedback.</p> <p>Write a note card with the main points of the speech.</p>

<p>Unit 7: Writing Business Letters</p> <p>1: What Are Business Letters?</p> <p>2: Writing a Request Letter</p> <p>3: Writing a Letter of Complaint</p> <p>4: Revising and Proofreading a Business Letter</p>	<p>L.5.1</p> <p>L.5.1.a-e</p> <p>L.5.2</p> <p>L.5.2.b</p> <p>L.5.3</p> <p>L.5.3.a</p> <p>L.5.6</p> <p>W.5.2</p> <p>W.5.2.a-e</p> <p>W.5.4</p> <p>W.5.5</p> <p>W.5.6</p> <p>W.5.10</p>	<p>Unit 7: Writing Business Letters Revise a business letter.</p> <p>Identify and use the steps in the writing process: prewriting, writing, and revising.</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>Define the elements of a request letter.</p> <p>Write a draft of a request letter.</p> <p>Write a first draft of a complaint letter.</p> <p>Define the elements of a letter of complaint.</p> <p>Revise a business letter.</p> <p>Proofread a business letter.</p> <p>Address an envelope for the letter, fold the letter, and place it inside the envelope.</p>
<p>Unit 8: Writing a Compare and Contrast Essay</p> <p>1: Prewriting: What Is a Compare and Contrast Essay?</p> <p>2: Prewriting: Thinking About a Topic and Reading Carefully</p> <p>3: Prewriting: Planning the Essay</p> <p>4: Drafting: Beginning the Draft</p> <p>5: Drafting: Completing the Draft</p> <p>6: Revising and Proofreading the Compare and Contrast Essay</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>RI.5.1</p> <p>RI.5.2</p> <p>RI.5.3</p> <p>RI.5.10</p> <p>SL.5.4</p> <p>SL.5.6</p> <p>W.5.2</p> <p>W.5.2.a-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>Unit 8: Writing a Compare and Contrast Essay</p> <p>Identify and use the steps in the writing process: prewriting, writing, and revising.</p> <p>Understand the functions of a compare and contrast essay.</p> <p>Discuss a sample compare and contrast essay.</p> <p>Analyze an assigned topic to identify key words and phrases.</p> <p>Read and take notes on a selection.</p> <p>Organize information in logical categories.</p> <p>Complete a chart to plan the compare and contrast essay.</p> <p>Maintain focus in paragraphs.</p> <p>Write the body of the compare and contrast essay.</p> <p>Develop body paragraphs with a topic sentence, examples, and a closing sentence.</p> <p>Use transitional words and expressions to clarify how ideas are related.</p> <p>Write a conclusion that summarizes the main differences and similarities.</p> <p>Write an introduction with a thesis statement.</p> <p>Revise the content and organization of the compare and contrast essay.</p>
<p>Unit 9: Writing a Character Sketch</p> <p>1: Prewriting: What Is a Character Sketch?</p> <p>2: Prewriting: Getting Ready to Write</p> <p>3: Prewriting: Organizing the Character Sketch</p> <p>4: Drafting: Writing the Body</p> <p>5: Drafting: Writing the Introduction and Conclusion</p> <p>6: Revising: Improving Content and Organization / Checking Sentences</p> <p>7: Revising: Choosing the Best Words</p> <p>8: Proofreading and Publishing: The Final Check</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.5.6</p> <p>RL.5.1</p> <p>RL.5.2</p> <p>RL.5.3</p> <p>RL.5.4</p> <p>RL.5.10</p> <p>W.5.2</p> <p>W.5.2.a-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>Unit 9: Writing a Character Sketch</p> <p>Define a character sketch.</p> <p>Freewrite to generate ideas for the character sketch.</p> <p>Choose a subject for a character sketch.</p> <p>Identify and use the steps in the writing process: prewriting, writing, and revising.</p> <p>Record observations and impressions about the subject for the character sketch.</p> <p>Identify details that reveal character.</p> <p>Decide upon the main impression to be conveyed by the character sketch.</p> <p>Prepare a paragraph outline.</p> <p>Use specific details and examples to reveal character.</p> <p>Write the draft of the body of the character sketch.</p> <p>Write an introduction to the character sketch.</p> <p>Write a conclusion to the character sketch.</p> <p>Add specific details and examples as needed to show rather than tell.</p> <p>Revise to improve content and organization.</p> <p>Use dialogue to reveal character.</p> <p>Correct fragments and run-on sentences.</p> <p>Identify and use the steps in the writing process: prewriting, writing, and revising.</p> <p>Use specific adjectives and action verbs.</p> <p>Identify and use precise conjunctions.</p> <p>Identify the passive voice and replace with the active voice.</p> <p>Proofread and make a final clean copy of the character sketch.</p> <p>Make final revisions to the character sketch.</p>

Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District # 1

Program Name	Campbell County Virtual School	Content Area	LA
Course ID	LA5V	Grade Level	5
Course Name	Language Skills 5 GUM	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

LANGUAGE ARTS 5

Grammar, Usage, and Mechanics—Students learn about parts of speech, punctuation, and research skills. They continue sentence analysis and diagramming.

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
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 grade 5 topic or subject area.
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 grade-level text with purpose and understanding.
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
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.	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., consequently, specifically).
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., in contrast, especially).
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.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	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 grade 5 Reading standards 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 grade 5 Reading standards 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.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.
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 had walked; I have walked; I will have walked) 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., either/or, neither/nor).
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., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
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 grade 5 reading and content, 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., photograph, photosynthesis).
L.5.4.c	Consult general and domain-specific 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., however, although, nevertheless, similarly, moreover, in addition).

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1: Punctuation 1: Punctuation Review 2: Using Commas in Series, Letters, Dates, & Geography 3: Using Punctuation in Direct Quotations 4: Using Commas with Conjunctions Reviewing Commas 6: Quotation Marks and Underlining in Titles Using Capital Letters 8: (Optional) Reviewing Punctuation and Capitalization Assessment	L.5.1 L.5.2 L.5.2.a L.5.2.b 5: L.5.2.c L.5.2.d 7: L.5.3.a 9: Unit 1	Unit 1: Punctuation Capitalize the pronoun I and the interjection O. Capitalize proper nouns, proper adjectives, and their abbreviations. Use periods to end declarative and some imperative sentences. 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. Capitalize names of deities and sacred books. Use commas to set off words in direct address, and yes or no when they begin a sentence. Capitalize the first words of sentences, direct quotations, and lines of poetry. Capitalize north, south, east, and west when they refer to specific sections of a country. Demonstrate mastery of the knowledge and skills taught in this unit. Use periods after initials and most abbreviations. Use commas before the conjunctions and, but, and or to join two sentences. Use commas to separate words in a series, after the salutation and complimentary close of a letter, and to punctuate dates and geographical names. Use exclamation points to end exclamatory and some imperative sentences. Use question marks to end interrogative sentences. Use quotation marks around the titles of stories, poems, songs, and TV shows. Use commas and quotation marks to set off direct quotations in sentences. Use apostrophes to show possession and form contractions. Use underlining for the titles of books, movies, and works of art when written out by hand.
Unit 2: Nouns 1: Noun Review 2: Writing Proper and Common Nouns Using the Possessive Forms of Nouns Using Nouns in Direct Address 5: (Optional) Using Nouns as Subjects and Analyzing Sentences 6: Using Subject Complements 7: Using Nouns as Direct Objects 8: Recognizing Direct Objects and Subject Complements 9: Using Nouns as Objects of Prepositions 10: Recognizing the Uses of Nouns; Sentence Analysis 11: (Optional) Reviewing Nouns 12: Unit 2 Assessment	L.5.1 L.5.3 3: L.5.6 4:	Unit 2: Nouns Distinguish between direct objects and objects of a preposition. Identify nouns as singular or plural. Identify and use nouns as direct objects. Form singular and plural possessive nouns. Identify and use nouns as subjects. Identify and use nouns as objects of a preposition. Distinguish between common and proper nouns. Identify and use nouns in direct address. Identify and use nouns as subject complements.
Unit 3: Pronouns I 1: Using Personal Pronouns as Subjects and Analyzing ... 2: Recognizing Personal Pronouns Used as Subject Complements 3: Using Personal Pronouns as Subject Complements 4: Using Personal Pronouns as Direct Objects 5: Using Personal Pronouns as Objects of Prepositions 6: Using Subject and Object Personal Pronouns 7: (Optional) Reviewing Subject and Object Personal Pronouns 8: Unit 3 Assessment	L.5.1 L.5.3 L.5.6	Unit 3: Pronouns I Identify and use personal pronouns in sentences as subject complements. Identify and use personal pronouns in sentences as objects of prepositions. Identify and use personal pronouns in sentences as direct objects. Identify and use personal pronouns in sentences as subjects. Identify prepositions in sentences.
Unit 4: Pronouns II 1: Identifying Singular and Plural Personal Pronouns 2: Identifying the Person of a Personal Pronoun 3: Recognizing the Person & Gender of a Personal Pronoun 4: Personal Pronouns in Contractions 5: Using Reflexive and Intensive Pronouns (Optional) Reviewing Pronouns 7: Unit 4 Assessment	L.5.1 L.5.3 L.5.6 6:	Unit 4: Pronouns II Identify personal pronouns as first, second, or third person. Identify reflexive and intensive pronouns in sentences. Identify and use possessive pronouns in sentences. Form contractions by joining a pronoun and a verb, and using an apostrophe to show where letters drop out. Identify personal pronouns as singular or plural. Identify personal pronouns by gender. Use personal pronouns in sentences.
Unit 5: Adjectives 1: Identifying Common and Proper Adjectives Identifying Indefinite and Definite Articles 3: Identifying Demonstrative and Possessive Adjectives 4: Using Adjectives That Tell How Many 5: Forming Comparative and Superlative Adjectives 6: (Optional) Reviewing Adjectives 7: Unit 5 Assessment	L.5.1 L.5.2 L.5.3 2:	Unit 5: Adjectives Identify adjectives as positive, comparative, or superlative. Form proper adjectives from proper nouns. Use adjectives as subject complements to complete sentences. Use definite and indefinite articles to complete sentences. Use demonstrative adjectives to complete sentences. Use adjectives to complete sentences.

<p>Unit 6: Verbs I 1: Verb Review 2: Writing Action Verbs and Analyzing Sentences 3: Identifying Verbs of Being and Diagramming Sentences 4: Recognizing Verb Phrases 5: Recognizing Verb Phrases in Questions & Negative Statements 6: (Optional) Unit Review 7: Unit 6 Assessment 8: (Optional) Midterm Cumulative Review, Part One 9: (Optional) Midterm Cumulative Review, Part Two Semester Assessment, Part One 11: Semester Assessment, Part Two</p>	<p>L.5.1 L.5.1.b L.5.2 L.5.2.a L.5.2.b L.5.2.c L.5.2.d 10: L.5.3 L.5.3.a L.5.6</p>	<p>Unit 6: Verbs I Write titles of books, movies, and works of art correctly. Use apostrophes correctly. Use periods, exclamation points, and question marks correctly. Use quotation marks correctly. Use singular and plural nouns in sentences. Use commas correctly. Capitalize words correctly. Use personal pronouns in sentences. Use common and proper nouns in sentences. Use possessive nouns in sentences. Form proper adjectives from proper nouns. Use possessive adjectives in sentences. Identify main and auxiliary verbs in verb phrases in positive statements, negative statements, and questions. 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 being verbs in sentences. Use correct forms of demonstrative adjectives to complete sentences. Use definite and indefinite articles in sentences. Write sentences using verb phrases. Use adjectives that tell how many. Use personal pronouns in sentences. Use possessive pronouns in sentences. Use positive, comparative, and superlative adjectives in sentences.</p>
<p>Unit 7: Verbs II 1: Identifying Regular and Irregular Verbs 2: Using Regular and Irregular Verbs 3: Using Break, See, Go, and Choose 4: Using Take and Analyzing Sentences 5: Using Verb Tenses and Diagramming Sentences 6: Recognizing Simple and Progressive Verb Tenses 7: Recognizing Transitive Verbs 8: Recognizing Intransitive Verbs 9: Identifying Verbs; Analyzing and Diagramming Sentences 10: (Optional) Unit Review 11: Unit 7 Assessment</p>	<p>L.5.1 L.5.1.b L.5.1.c L.5.1.d L.5.3</p>	<p>Unit 7: Verbs II Distinguish between regular and irregular verbs. Identify and use transitive verbs in sentences. Identify and use intransitive verbs in sentences. List the principal parts of verbs. Use past and past participle forms of regular and irregular verbs in sentences. Identify and use verbs by tense: simple present, simple past, simple future, present progressive, and past progressive. Demonstrate mastery of the knowledge and skills taught in this unit. Complete sentences with forms of the irregular verbs break, see, go, choose, and take.</p>
<p>Unit 8: Verbs III 1: Identifying Linking Verbs 2: Understanding Subject-Verb Agreement and Analyzing... 3: Using Let and Leave, Teach and Learn 4: Using Lie and Lay 5: Using Sit and Set and Diagramming Sentences 6: (Optional) Reviewing Verbs 7: Unit 8 Assessment</p>	<p>L.5.1 L.5.1.b L.5.1.c L.5.1.d L.5.3</p>	<p>Unit 8: Verbs III Identify subject complements as nouns, pronouns, or adjectives. Make verbs agree with subjects. Identify verb phrases in sentences. Use the correct principal parts of verbs. Identify and use the correct tenses of verbs. Identify verbs as transitive or intransitive.</p>
<p>Unit 9: Adverbs 1: Adverb Review 2: Reviewing Adverbs of Time, Place, and Manner 3: Comparing with Adverbs 4: Using Good and Well, Their and There 5: Using Real and Very; Analyzing and Diagramming Sentences 6: Using To, Too, and Two and Negative Words 7: (Optional) Reviewing Adverbs 8: Unit 9 Assessment</p>	<p>L.5.1 L.5.3 L.5.6</p>	<p>Unit 9: Adverbs Use good, well, there, their, real, very, to, too, and two correctly in sentences. Form comparative and superlative adverbs from positive forms. Identify and use adverbs of time, place, and manner in sentences. Identify adverbs as positive, comparative, and superlative and use them in sentences. Use negative words correctly in sentences.</p>
<p>Unit 10: Prepositions, Conjunctions, and Interjections I 1: Recognizing Prepositions and Prepositional Phrases 2: (Optional) Writing Prepositions; Analyzing and Diagramming Sentences 3: Using Between, Among, From, and Off; Diagramming Sentences 4: Recognizing Adjectival Phrases 5: Recognizing Adverbial Phrases 6: Distinguishing Between Adjectival and Adverbial Phrases 7: (Optional) Unit Review 8: Unit 10 Assessment</p>	<p>L.5.1 L.5.1.a</p>	<p>Unit 10: Prepositions, Conjunctions, and Interjections I Identify prepositional phrases in sentences. Identify adverbial phrases and the verbs they modify in sentences. Distinguish between adjectival and adverbial phrases in sentences. Identify adjectival phrases and the nouns they modify in sentences. Use prepositional phrases in sentences. Use between, among, from, and off correctly in sentences.</p>
<p>Unit 11: Prepositions, Conjunctions, and Interjections II 1: Using Conjunctions to Connect Subjects or Predicates 2: Using Conjunctions; Analyzing Sentences 3: Using Conjunctions to Connect Sentences 4: Using Interjections and Diagramming Sentences 5: (Optional) Reviewing Prepositions, Conjunctions, and Interjections 6: Unit 11 Assessment</p>	<p>L.5.1 L.5.1.a L.5.3</p>	<p>Unit 11: Prepositions, Conjunctions, and Interjections II Use appropriate interjections in sentences. Identify interjections in sentences. Use conjunctions to form compound subjects. Use conjunctions to form compound direct objects. Use conjunctions to form compound predicates. Use conjunctions to form compound sentences. Identify whether conjunctions form compound subjects, predicates, direct objects, or sentences.</p>

<p>Unit 12: Sentences</p> <p>1: Recognizing Subjects, Predicates, and Complete Sentences</p> <p>2: Identifying the Complete Subject; Analyzing Sentences</p> <p>3: Identifying the Complete Predicate; Diagramming Sentences</p> <p>4: (Optional) Forming Compound Subjects and Predicates</p> <p>5: (Optional) Forming Compound Direct Objects; Analyzing Sentences</p> <p>6: (Optional) Compound Elements; Diagramming Sentences</p> <p>7: Recognizing Natural and Inverted Order in Sentences</p> <p>8: Reviewing the Four Kinds of Sentences</p> <p>(Optional) Reviewing Sentences</p> <p>10: Unit 12 Assessment</p> <p>11: (Optional) Semester Review, Part 1</p> <p>12: (Optional) Semester Review, Part 2</p> <p>13: Semester Assessment, Part 1</p> <p>14: Semester Assessment, Part 2</p>	<p>L.5.1</p> <p>L.5.1.a</p> <p>L.5.1.b</p> <p>L.5.3</p> <p>L.5.6</p>	<p>Unit 12: Sentences</p> <p>Use negative words correctly in sentences. Use positive, comparative, and superlative adverbs in sentences.</p> <p>Use verbs that agree with their subject in person and number. Use irregular verbs in sentences.</p> <p>Use adverbs of time, place, and manner in sentences.</p> <p>Use past and past participle forms of regular and irregular verbs in sentences.</p> <p>Use the simple present, simple past, simple future, present progressive, and past progressive tenses of verbs in sentences.</p> <p>Use transitive and intransitive verbs in sentences.</p> <p>Use let, leave, teach, learn, good, well, real, and very correctly in sentences.</p> <p>Identify sentences as in natural or inverted order.</p> <p>Use between, among, from, and off correctly in sentences. Use conjunctions to form compound predicates.</p> <p>Use compound direct objects to complete sentences. Use conjunctions to form compound subjects.</p> <p>Use conjunctions to form compound direct objects. Use appropriate interjections to introduce sentences.</p> <p>Demonstrate mastery of the knowledge and skills taught in this semester.</p> <p>Identify adverbial phrases and the verbs they modify in sentences.</p> <p>Combine sentences to form one sentence with a compound subject.</p> <p>Use conjunctions to form compound sentences.</p> <p>Use prepositional phrases in sentences.</p> <p>Combine sentences to form one sentence with a compound predicate.</p> <p>Identify adjectival phrases and the nouns they modify in sentences.</p>
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Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District # 1

Program Name	Campbell County Virtual School	Content Area	LA
Course ID	LA5V	Grade Level	5
Course Name	Language Skills 5 Spelling	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

LANGUAGE ARTS 5

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.

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.5.9	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 grade 5 topic or subject area.
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 grade-level text with purpose and understanding.
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
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., consequently, specifically).
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., in contrast, especially).
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.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	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 grade 5 Reading standards 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 grade 5 Reading standards 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.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.
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 had walked; I have walked; I will have walked) 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., either/or, neither/nor).
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., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
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 grade 5 reading and content, 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., photograph, photosynthesis).
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., however, although, nevertheless, similarly, moreover, in addition).
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SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Units 1 - 5: Lessons 1.1 – 5.5	L.5.2.e	Units 1-5: Students will be able to: Spell the words correctly.
Unit 6: Lessons 6.1 - 6.5	L.5.2.e L.5.4.b	Unit 6: Use knowledge of the prefixes uni-, quad-, oct-, kilo-, and milli- to determine the meaning of words. Spell the words correctly.
Units 7-11: Lessons 7.1 – 11.5	L.5.2.e	Units 7-11 Students will be able to: Spell the words correctly.
Unit 12: Lessons 12.1 – 12.5	L.5.2.e L.5.4.b	Unit 12: Students will be able to: Use knowledge of the prefixes a-, super-, tele-, multi-, and micro- to determine the meaning of words. Spell the words correctly.
Units 13-17: Lessons 13.1 – 17.5	L.5.2.e	Units 13-17 Students will be able to: Spell the words correctly.
Unit 18: Lessons 18.1 – 18.5	L.5.2.e L.5.4.b	Unit 18: Students will be able to: Use knowledge of the prefixes out-, over-, ir-, im-, and il- to determine the meaning of words. Spell the words correctly.
Units 19-23: Lessons 19.1 – 23.5	L.5.2.e	Units 19-23: Students will be able to: Spell the words correctly.
Unit 24: Lessons 24.1 – 24.5	L.5.2.e L.5.4.b	Unit 24: Students will be able to: Use knowledge of the suffixes -eer-, -ess-, -ical-, -less-, and -ify to determine the meaning of words. Spell the words correctly.
Units 25 – 29: Lessons 25.1 – 29.5	L.5.2.e	Units 25 – 29: Students will be able to: Spell the words correctly.
Unit 30: Lessons 30.1 – 30.5	L.5.2.e L.5.4.b	Unit 30: Students will be able to: Use knowledge of the suffixes -or-, -ary-, -ant-, -worthy-, and -ward to determine the meaning of words. Spell the words correctly.
Units 31 – 35: Lessons 31.1 – 35.5	L.5.2.e	Units 31 – 35: Students will be able to: Spell the words correctly.
Unit 36: Lessons 36.1 – 36.5	L.5.2.e L.5.4.b	Unit 36: Students will be able to: Use knowledge of the suffixes -some-, -like-, -ish-, -ern-, and -dom to determine the meaning of words. Spell the words correctly.

Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District # 1

Program Name	Campbell County Virtual School	Content Area	LA
Course ID	LASV	Grade Level	5
Course Name	Language Skills 5 Vocabulary	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

LANGUAGE ARTS 5

Vocabulary—The Vocabulary Workshop helps students enrich their vocabulary, develop word analysis skills, and prepare for standardized tests

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
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 grade 5 topic or subject area.
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 grade-level text with purpose and understanding.
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
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., consequently, specifically).
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., in contrast, especially).
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.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	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 grade 5 Reading standards 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 grade 5 Reading standards 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.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.
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 had walked; I have walked; I will have walked) 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., either/or, neither/nor).
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., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
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 grade 5 reading and content, 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., photograph, photosynthesis).
L.5.4.c	Consult general 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., however, although, nevertheless, similarly, moreover, in addition).

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
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<p>Unit 1: Words to Learn 1</p> <p>1: Introduce Word Set 1 (A)</p> <p>2: Review Word Set 1 (A) 1 (A)</p> <p>4: Introduce Word Set 1 (B)</p> <p>5: Review Word Set 1 (B)</p> <p>6: Practice Word Set 1 (B)</p> <p>7: Introduce Word Set 1 (C)</p> <p>8: Review Word Set 1 (C)</p> <p>9: Practice Word Set 1 (C)</p> <p>10: Show You Know Word Set 1 11: Study Day</p> <p>12: Free Vocabulary</p> <p>13: (Optional) Your Choice</p>	<p>L.5.4</p> <p>L.5.4.c</p> <p>L.5.5</p> <p>L.5.5.c</p> <p>L.5.6</p>	<p>Unit 1: Words to Learn 1</p> <p>Identify the relationship between two words. Use</p> <p>grade-appropriate vocabulary words.</p> <p>Use print and digital dictionaries and thesauruses to determine the most accurate meaning of a given word.</p> <p>Use synonyms to better understand vocabulary words.</p> <p>Use antonyms to better understand vocabulary words.</p> <p>Use print and digital dictionaries, thesauruses, or glossaries to find the pronunciation and meaning of unknown words.</p>
<p>Unit 2: Words to Learn 2</p> <p>1: Introduce Word Set 2 (A)</p> <p>2: Review Word Set 2 (A)</p> <p>3: Practice Word Set 2 (A)</p> <p>4: Introduce Word Set 2 (B)</p> <p>5: Review Word Set 2 (B)</p> <p>6: Practice Word Set 2 (B)</p> <p>7: Introduce Word Set 2 (C)</p> <p>8: Review Word Set 2 (C)</p> <p>9: Practice Word Set 2 (C)</p> <p>10: Show You Know Word Set 2 11: Study Day</p> <p>12: Free Vocabulary</p> <p>13: (Optional) Your Choice</p>	<p>L.5.4</p> <p>L.5.4.c</p> <p>L.5.5</p> <p>L.5.5.c</p> <p>L.5.6</p>	<p>Unit 2: Words to Learn 2</p> <p>Identify the relationship between two words. Use grade-appropriate vocabulary words.</p> <p>Use synonyms to better understand vocabulary words. Use</p> <p>antonyms to better understand vocabulary words.</p> <p>Use print and digital dictionaries, thesauruses, or glossaries to find the pronunciation and meaning of unknown words.</p> <p>Use print and digital dictionaries and thesauruses to determine the most accurate meaning of a given word.</p>
<p>Unit 3: Words to Learn 3</p> <p>1: Introduce Word Set 3 (A)</p> <p>2: Review Word Set 3 (A)</p> <p>3: Practice Word Set 3 (A)</p> <p>4: Introduce Word Set 3 (B)</p> <p>5: Review Word Set 3 (B)</p> <p>6: Practice Word Set 3 (B)</p> <p>7: Introduce Word Set 3 (C)</p> <p>8: Review Word Set 3 (C)</p> <p>9: Practice Word Set 3 (C)</p> <p>10: Show You Know Word Set 3 11: (Optional) Your Choice</p>	<p>L.5.4</p> <p>L.5.4.c</p> <p>L.5.5</p> <p>L.5.5.c</p> <p>L.5.6</p>	<p>Unit 3: Words to Learn 3</p> <p>Identify the relationship between two words. Use grade-appropriate vocabulary words.</p> <p>Use print and digital dictionaries, thesauruses, or glossaries to find the pronunciation and meaning of unknown words.</p> <p>Use print and digital dictionaries and thesauruses to determine the most accurate meaning of a given word.</p> <p>Use synonyms to better understand vocabulary words.</p> <p>Use antonyms to better understand vocabulary words.</p>
<p>Unit 4: Words to Learn 4</p> <p>1: Introduce Word Set 4 (A)</p> <p>2: Review Word Set 4 (A)</p> <p>3: Practice Word Set 4 (A)</p> <p>4: Introduce Word Set 4 (B)</p> <p>5: Review Word Set 4 (B)</p> <p>6: Practice Word Set 4 (B)</p> <p>7: Introduce Word Set 4 (C)</p> <p>8: Review Word Set 4 (C)</p> <p>9: Practice Word Set 4 (C)</p>	<p>L.5.4</p> <p>L.5.4.c</p> <p>L.5.5</p> <p>L.5.5.c</p> <p>L.5.6</p>	<p>Unit 4: Words to Learn 4</p> <p>Identify the relationship between two words. Use grade-appropriate vocabulary words.</p> <p>Use print and digital dictionaries and thesauruses to determine the most accurate meaning, and find the pronunciation and meaning of unknown words.</p> <p>Use synonyms to better understand vocabulary words. Use</p> <p>antonyms to better understand vocabulary words.</p>
<p>Unit 5: Words to Learn 5</p> <p>1: Introduce Word Set 5 (A)</p> <p>2: Review Word Set 5 (A)</p> <p>3: Practice Word Set 5 (A)</p> <p>4: Introduce Word Set 5 (B) t 5: Review Word Set 5 (B)</p> <p>6: Practice Word Set 5 (B)</p> <p>7: Introduce Word Set 5 (C)</p> <p>8: Review Word Set 5 (C)</p> <p>9: Practice Word Set 5 (C)</p> <p>10: Show You Know Word Set 5 11: (Optional) Your Choice</p>	<p>L.5.4</p> <p>L.5.4.c</p> <p>L.5.5</p> <p>L.5.5.c</p> <p>L.5.6</p>	<p>Unit 5: Words to Learn 5</p> <p>Identify the relationship between two words. Use grade-appropriate vocabulary words.</p> <p>Use print and digital dictionaries and thesauruses to determine the most accurate meaning of a given word.</p> <p>Use synonyms to better understand vocabulary words. Use</p> <p>antonyms to better understand vocabulary words.</p> <p>Use print and digital dictionaries, thesauruses, or glossaries to find the pronunciation and meaning of unknown words.</p>
<p>Unit 6: Words to Learn 6</p> <p>1: Introduce Word Set 6 (A)</p> <p>2: Review Word Set 6 (A)</p> <p>3: Practice Word Set 6 (A)</p> <p>4: Introduce Word Set 6 (B)</p> <p>5: Review Word Set 6 (B)</p> <p>6: Practice Word Set 6 (B)</p> <p>7: Introduce Word Set 6 (C)</p> <p>8: Review Word Set 6 (C)</p> <p>9: Practice Word Set 6 (C)</p> <p>10: Show You Know Word Set 6 11: Study Day</p> <p>12: Free Vocabulary</p> <p>13: (Optional) Your Choice 6</p>	<p>L.5.4</p> <p>L.5.4.c</p> <p>L.5.5</p> <p>L.5.5.c</p> <p>L.5.6</p>	<p>Unit 6: Words to Learn 6</p> <p>Identify the relationship between two words. Use</p> <p>grade-appropriate vocabulary words.</p> <p>Use print and digital dictionaries and thesauruses to determine the most accurate meaning of a given word.</p> <p>Use synonyms to better understand vocabulary words. Use</p> <p>antonyms to better understand vocabulary words.</p> <p>Use print and digital dictionaries, thesauruses, or glossaries to find the pronunciation and meaning of unknown words.</p>

<p>Unit 7: Words to Learn 7</p> <p>1: Introduce Word Set 7 (A)</p> <p>2: Review Word Set 7 (A)</p> <p>3: Practice Word Set 7 (A)</p> <p>4: Introduce Word Set 7 (B)</p> <p>5: Review Word Set 7 (B)</p> <p>6: Practice Word Set 7 (B)</p> <p>7: Introduce Word Set 7 (C)</p> <p>8: Review Word Set 7 (C)</p> <p>9: Practice Word Set 7 (C)</p> <p>10: Show You Know Word Set 7 11: Study Day</p> <p>12: Free Vocabulary</p> <p>13: (Optional) Your Choice</p>	<p>L.5.4</p> <p>L.5.4.c</p> <p>L.5.5</p> <p>L.5.5.c</p> <p>L.5.6</p>	<p>Unit 7: Words to Learn 7</p> <p>Identify the relationship between two words. Use grade-appropriate vocabulary words.</p> <p>Use print and digital dictionaries and thesauruses to determine the most accurate meaning of a given word.</p> <p>Use synonyms to better understand vocabulary words. Use antonyms to better understand vocabulary words.</p> <p>Use print and digital dictionaries, thesauruses, or glossaries to find the pronunciation and meaning of unknown words.</p>
<p>Unit 8: Semester Practice and Assessment</p> <p>1: Semester Practice</p> <p>2: Semester Assessment</p>	<p>L.5.4</p> <p>L.5.4.b, c</p> <p>L.5.5</p> <p>L.5.5.c</p> <p>L.5.6</p>	<p>Unit 8: Semester Practice and Assessment</p> <p>Identify the meaning of grade-level words.</p> <p>Use antonyms to better understand vocabulary words.</p> <p>Use context clues to determine the meaning of unknown words. Use Greek and Latin roots and affixes to determine the meaning of unknown words.</p> <p>Use grade-appropriate vocabulary words. Identify the relationship between two words.</p> <p>Use grade-appropriate, content-specific vocabulary words.</p> <p>Use print and digital dictionaries, thesauruses, or glossaries to find the pronunciation and meaning of unknown words.</p> <p>Use synonyms to better understand vocabulary words.</p> <p>Identify and explain figurative language, word relationships, and nuances in words.</p>
<p>Unit 9: Words to Learn 9</p> <p>1: Introduce Word Set 9 (A)</p> <p>2: Review Word Set 9 (A)</p> <p>3: Practice Word Set 9 (A)</p> <p>4: Introduce Word Set 9 (B)</p> <p>5: Review Word Set 9 (B)</p> <p>6: Practice Word Set 9 (B)</p> <p>7: Introduce Word Set 9 (C)</p> <p>8: Review Word Set 9 (C)</p> <p>9: Practice Word Set 9 (C)</p> <p>10: Show You Know Word Set 9 11: Study Day</p> <p>12: Free Vocabulary</p> <p>13: (Optional) Your Choice</p>	<p>L.5.4</p> <p>L.5.4.c</p> <p>L.5.5</p> <p>L.5.5.c</p> <p>L.5.6</p>	<p>Unit 9: Words to Learn 9</p> <p>Identify the relationship between two words. Use grade-appropriate vocabulary words.</p> <p>Use print and digital dictionaries and thesauruses to determine the most accurate meaning of a given word.</p> <p>Use synonyms to better understand vocabulary words. Use antonyms to better understand vocabulary words.</p> <p>Use print and digital dictionaries, thesauruses, or glossaries to find the pronunciation and meaning of unknown words.</p>
<p>Unit 10: Words to Learn 10</p> <p>1: Introduce Word Set 10 (A)</p> <p>2: Review Word Set 10 (A)</p> <p>3: Practice Word Set 10 (A)</p> <p>4: Introduce Word Set 10 (B)</p> <p>5: Review Word Set 10 (B)</p> <p>6: Practice Word Set 10 (B)</p> <p>7: Introduce Word Set 10 (C)</p> <p>8: Review Word Set 10 (C)</p> <p>9: Practice Word Set 10 (C)</p> <p>10: Show You Know Word Set 10 11: Study Day</p> <p>12: Free Vocabulary</p> <p>13: (Optional) Your Choice</p>	<p>L.5.4</p> <p>L.5.4.c</p> <p>L.5.5</p> <p>L.5.5.c</p> <p>L.5.6</p>	<p>Unit 10: Words to Learn 10</p> <p>Identify the relationship between two words. Use grade-appropriate vocabulary words.</p> <p>Use print and digital dictionaries and thesauruses to determine the most accurate meaning of a given word.</p> <p>Use synonyms to better understand vocabulary words. Use antonyms to better understand vocabulary words.</p> <p>Use print and digital dictionaries, thesauruses, or glossaries to find the pronunciation and meaning of unknown words.</p>
<p>Unit 11: Words to Learn 11</p> <p>1: Introduce Word Set 11 (A)</p> <p>2: Review Word Set 11 (A)</p> <p>3: Practice Word Set 11 (A)</p> <p>4: Introduce Word Set 11 (B)</p> <p>5: Review Word Set 11 (B)</p> <p>6: Practice Word Set 11 (B)</p> <p>7: Introduce Word Set 11 (C)</p> <p>8: Review Word Set 11 (C)</p> <p>9: Practice Word Set 11 (C)</p> <p>10: Show You Know Word Set 11 11: (Optional) Your Choice</p>	<p>L.5.4</p> <p>L.5.4.c</p> <p>L.5.5</p> <p>L.5.5.c</p> <p>L.5.6</p>	<p>Unit 11: Words to Learn 11</p> <p>Identify the relationship between two words. Use grade-appropriate vocabulary words.</p> <p>Use print and digital dictionaries and thesauruses to determine the most accurate meaning of a given word.</p> <p>Use synonyms to better understand vocabulary words. Use antonyms to better understand vocabulary words.</p> <p>Use print and digital dictionaries, thesauruses, or glossaries to find the pronunciation and meaning of unknown words.</p>
<p>Unit 12: Words to Learn 12</p> <p>1: Introduce Word Set 12 (A)</p> <p>2: Review Word Set 12 (A)</p> <p>3: Practice Word Set 12 (A)</p> <p>4: Introduce Word Set 12 (B)</p> <p>5: Review Word Set 12 (B)</p> <p>6: Practice Word Set 12 (B)</p> <p>7: Introduce Word Set 12 (C)</p> <p>8: Review Word Set 12 (C)</p> <p>9: Practice Word Set 12 (C)</p> <p>10: Show You Know Word Set 12 11: Study Day t</p> <p>12: Free Vocabulary</p> <p>13: (Optional) Your Choice</p>	<p>L.5.4</p> <p>L.5.4.c</p> <p>L.5.5</p> <p>L.5.5.c</p> <p>L.5.6</p>	<p>Unit 12: Words to Learn 12</p> <p>Identify the relationship between two words. Use grade-appropriate vocabulary words.</p> <p>Use print and digital dictionaries and thesauruses to determine the most accurate meaning of a given word.</p> <p>Use synonyms to better understand vocabulary words. Use antonyms to better understand vocabulary words.</p> <p>Use print and digital dictionaries, thesauruses, or glossaries to find the pronunciation and meaning of unknown words.</p>

<p>Unit 13: Words to Learn 13</p> <p>1: Introduce Word Set 13 (A)</p> <p>2: Review Word Set 13 (A)</p> <p>3: Practice Word Set 13 (A)</p> <p>4: Introduce Word Set 13 (B)</p> <p>5: Review Word Set 13 (B)</p> <p>6: Practice Word Set 13 (B)</p> <p>7: Introduce Word Set 13 (C)</p> <p>8: Review Word Set 13 (C)</p>	<p>L.5.4</p> <p>L.5.4.c</p> <p>L.5.5</p> <p>L.5.5.c</p> <p>L.5.6</p>	<p>Unit 13: Words to Learn 13</p> <p>Identify the relationship between two words. Use grade-appropriate vocabulary words.</p> <p>Use print and digital dictionaries and thesauruses to determine the most accurate meaning of a given word.</p> <p>Use synonyms to better understand vocabulary words. Use antonyms to better understand vocabulary words.</p> <p>Use print and digital dictionaries, thesauruses, or glossaries to find the pronunciation and meaning of unknown words.</p>
<p>Unit 14: Words to Learn 14</p> <p>1: Introduce Word Set 14 (A)</p> <p>2: Review Word Set 14 (A)</p> <p>3: Practice Word Set 14 (A)</p> <p>4: Introduce Word Set 14 (B)</p> <p>5: Review Word Set 14 (B)</p> <p>6: Practice Word Set 14 (B)</p> <p>7: Introduce Word Set 14 (C)</p> <p>8: Review Word Set 14 (C)</p>	<p>L.5.4</p> <p>L.5.4.c</p> <p>L.5.5</p> <p>L.5.5.c</p> <p>L.5.6</p>	<p>Unit 14: Words to Learn 14</p> <p>Identify the relationship between two words. Use grade-appropriate vocabulary words.</p> <p>Use print and digital dictionaries and thesauruses to determine the most accurate meaning of a given word.</p> <p>Use synonyms to better understand vocabulary words. Use antonyms to better understand vocabulary words.</p> <p>Use print and digital dictionaries, thesauruses, or glossaries to find the pronunciation and meaning of unknown words.</p>
<p>Unit 15: Words to Learn 15</p> <p>1: Introduce Word Set 15 (A)</p> <p>2: Review Word Set 15 (A)</p> <p>3: Practice Word Set 15 (A)</p> <p>4: Introduce Word Set 15 (B)</p> <p>5: Review Word Set 15 (B)</p> <p>6: Practice Word Set 15 (B)</p> <p>7: Introduce Word Set 15 (C)</p> <p>8: Review Word Set 15 (C)</p>	<p>L.5.4</p> <p>L.5.4.c</p> <p>L.5.5</p> <p>L.5.5.c</p> <p>L.5.6</p>	<p>Unit 15: Words to Learn 15</p> <p>Identify the relationship between two words. Use grade-appropriate vocabulary words.</p> <p>Use print and digital dictionaries and thesauruses to determine the most accurate meaning of a given word.</p> <p>Use synonyms to better understand vocabulary words. Use antonyms to better understand vocabulary words.</p> <p>Use print and digital dictionaries, thesauruses, or glossaries to find the pronunciation and meaning of unknown words.</p>
<p>Unit 16: Semester Practice and Assessment</p> <p>Semester Practice</p> <p>2: Semester Assessment</p>	<p>1: L.5.4</p> <p>L.5.4.b, c</p> <p>L.5.5</p> <p>L.5.5.c</p> <p>L.5.6</p>	<p>Unit 16: Semester Practice and Assessment</p> <p>Use antonyms to better understand vocabulary words. Identify the relationship between two words.</p> <p>Use Greek and Latin roots and affixes to determine the meaning of unknown words. Use grade-appropriate vocabulary words.</p> <p>Use grade-appropriate, content-specific vocabulary words. Identify the meaning of grade-level words.</p> <p>Use synonyms to better understand vocabulary words.</p> <p>Identify and explain figurative language, word relationships, and nuances in words.</p>
<p>Unit 17: End-of-Year Practice and Assessment</p> <p>1: End-of-Year Practice</p> <p>2: End-of-Year Assessment</p>	<p>L.5.4</p> <p>L.5.4.b, c</p> <p>L.5.5</p> <p>L.5.5.a, c</p> <p>L.5.6</p>	<p>Unit 17: End-of-Year Practice and Assessment</p> <p>Identify the meaning of grade-level words.</p> <p>Use antonyms to better understand vocabulary words.</p> <p>Use context clues to determine the meaning of unknown words. Identify the relationship between two words.</p> <p>Identify and explain similes.</p> <p>Identify appropriate use for multiple-meaning words.</p> <p>Identify and explain figurative language, word relationships, and nuances in words. Identify and explain metaphors.</p> <p>Use Greek and Latin roots and affixes to determine the meaning of unknown words. Use synonyms to better understand vocabulary words. Use grade-appropriate vocabulary words.</p>