

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Washakie County School District No.1

Program Name	Washakie #1 Online	Content Area	LA
Course ID	WOL-LA5F1	Grade Level	5
Course Name	WOL- Language Arts 5	# of Credits	NA
SCED Code	NA	Curriculum Type	K-12 Fuel Education

### COURSE DESCRIPTION

This course provides structured lessons on reading comprehension, critical reading and analysis, composition, vocabulary, grammar, usage, and mechanics. Through emphasis on spelling, students learn relationships between sounds and spellings in words and affixes. Lessons are designed to develop comprehension, hone critical reading skills, build vocabulary, and help students evaluate and apply the ideas they have learned from their reading. Students practice writing as they write a memoir, an editorial, a research paper, a business letter, and more. Students learn about parts of speech, punctuation, and research skills. Students study literature in a variety of genres including fiction, poetry, nonfiction, drama, and novels. Students also learn to work with technology and multimedia through the short and extended projects they complete.

#### LANGUAGE SKILLS

**Composition**—Students write and collaborate from planning to proofreading, as they narratively write, informatively and persuasively in various forms and genres.

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

**Vocabulary**—Students develop and expand vocabulary through online instruction that incorporates context and word relationships.

**Spelling**—Students learn sound-symbol relationships and spelling patterns, identify affixes and learn how they affect the meaning of words, and recognize base words and roots in related words.

#### LITERATURE

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

## WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.8	(Not applicable to literature)
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.

## WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
RF.5.4.a	a. Read on-level text with purpose and understanding.
RF.5.4.b	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1.a	a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1.b	b. Provide logically ordered reasons that are supported by facts and details.
W.5.1.c	c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i> ).
W.5.1.d	d. Provide a concluding statement or section related to the opinion presented.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2.a	a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2.b	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2.c	c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ).
W.5.2.d	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2.e	e. Provide a concluding statement or section related to the information or explanation presented.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3.a	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3.b	b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3.c	c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3.d	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.e	e. Provide a conclusion that follows from the narrated experiences or events.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

## WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
W.1.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.1.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9.a	a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
W.5.9.b	b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.
SL.5.1.a	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.5.1.b	b. Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.c	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.d	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.a	a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1.b	b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i> ) verb tenses.
L.5.1.c	c. Use verb tense to convey various times, sequences, states, and conditions.
L.5.1.d	d. Recognize and correct inappropriate shifts in verb tense.

## WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
L.5.1.e	e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2.a	a. Use punctuation to separate items in a series.
L.5.2.b	b. Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.c	c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).
L.5.2.d	d. Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2.e	e. Spell grade-appropriate words correctly, consulting references as needed.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3.a	a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3.b	b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.
L.5.4.a	a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4.b	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i> ).
L.5.4.c	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5.a	a. Interpret figurative language, including similes and metaphors, in context.
L.5.5.b	b. Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.5.c	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<b>Spelling Units 1-6</b> Five lessons per unit	L.5.2.e	Spell the words correctly.
<b>Spelling Units 7-12</b> Five lessons per unit	L.5.2.e L.5.4.b	Spell the words correctly. Use knowledge of the prefixes uni-, quad-, oct-, kilo-, and milli- to determine the meaning of words."
<b>Spelling Units 13-18</b> Five lessons per unit	L.5.2.e L.5.4.b	"Spell the words correctly. Use knowledge of the prefixes a-, super-, tele-, multi-, and micro- to determine the meaning of words."
<b>Spelling Units 19-25</b> Five lessons per unit	L.5.2.e L.5.4.b	Spell the words correctly. Use knowledge of the prefixes out-, over-, ir-, im-, and il- to determine the meaning of words." Use knowledge of the suffixes -eer-, -ess-, -ical-, -less-, and -ify to determine the meaning of words."
<b>Spelling Units 26-31</b> Five lessons per unit	L.5.2.e L.5.4.b	Spell the words correctly. Use knowledge of the suffixes -or-, -ary-, -ant-, -worthy-, and -ward to determine the meaning of words."
<b>Spelling Units 32-36</b> Five lessons per unit	L.5.2.e	Spell the words correctly.
<b>Words to Learn Units 1-7</b> All Units include: 1 Introduce Word Set 1(A) 2 Practice Word Set 1(A) 3 Review Word Set 1(A) 4 Introduce Word Set 1(B) 5 Review Word Set 1(B) 6 Practice Word Set 1(B) 7 Introduce Word Set 1(C) 8 Review Word Set 1(C) 9 Practice Word Set 1(C) 10 Show You Know Word Set 1 11 Study Day 12 Free Vocabulary 13 (Optional) Your Choice	L.5.4 L.5.4.a L.5.4.b L.5.4.c L.5.5 L.5.5a L.5.5.c L.5.6	Use grade-appropriate vocabulary words. Use synonyms to better understand vocabulary words. Use antonyms to better understand vocabulary words. Use context clues to determine word meaning.  Identify the relationship between two words. Identify the meaning of grade-level words. Identify appropriate use for multiple-meaning words. Identify and explain figurative language, word relationships, and nuances in words.  Use Greek and Latin roots and affixes to determine the meaning of unknown words. Use print and digital dictionaries and thesauruses to determine the most accurate meaning of a given word. Use print and digital dictionaries, thesauruses, and glossaries to find the pronunciation and meaning of unknown words.
<b>Words to Learn Units 1-7</b> Assessment after each unit	L.5.4 L.5.4.a L.5.4.b L.5.4.c L.5.5 L.5.5a L.5.5.c L.5.6	Words to Learn Unit assessment will test student's ability to:  Identify the meaning of grade-level words. Use grade-appropriate vocabulary words.
<b>8 Semester Practice and Assessment 1</b>  <u>Row continues on next page . . .</u>	L.5.4 L.5.4.a L.5.4.b L.5.4.c L.5.5 L.5.5.a L.5.5.c L.5.6	Use grade-appropriate vocabulary words. Use synonyms to better understand vocabulary words. Use antonyms to better understand vocabulary words. Use context clues to determine word meaning.  Identify the relationship between two words. Identify the meaning of grade-level words. Identify appropriate use for multiple-meaning words.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p>Identify and explain figurative language, word relationships, and nuances in words.</p> <p>Use Greek and Latin roots and affixes to determine the 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 print and digital dictionaries, thesauruses, and glossaries to find the pronunciation and meaning of unknown words.</p>
<b>8 Semester Practice and Assessment 2</b>	L.5.4 L.5.4.a L.5.4.b L.5.4.c L.5.5 L.5.5.a L.5.5.c L.5.6	<p>Use grade-appropriate vocabulary words.</p> <p>Use synonyms to better understand vocabulary words.</p> <p>Use antonyms to better understand vocabulary words.</p> <p>Use context clues to determine word meaning.</p> <p>Identify the relationship between two words.</p> <p>Identify the meaning of grade-level words.</p> <p>Identify appropriate use for multiple-meaning words.</p> <p>Identify and explain figurative language, word relationships, and nuances in words.</p> <p>Use Greek and Latin roots and affixes to determine the 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 print and digital dictionaries, thesauruses, and glossaries to find the pronunciation and meaning of unknown words.</p>
<b>Words to Learn Units 9-15</b> All Units include: 1 Introduce Word Set 1(A) 2 Practice Word Set 1(A) 3 Review Word Set 1(A) 4 Introduce Word Set 1(B) 5 Review Word Set 1(B) 6 Practice Word Set 1(B) 7 Introduce Word Set 1(C) 8 Review Word Set 1(C) 9 Practice Word Set 1(C) 10 Show You Know Word Set 1 11 Study Day 12 Free Vocabulary 13 (Optional) Your Choice	L.5.4 L.5.4.a L.5.4.b L.5.4.c L.5.5 L.5.5.b L.5.5.c L.5.6	<p>Use grade-appropriate vocabulary words.</p> <p>Use synonyms and antonyms to better understand vocabulary words.</p> <p>Use context clues to determine word meaning.</p> <p>Identify the relationship between two words.</p> <p>Identify the meaning of grade-level words.</p> <p>Identify appropriate use for multiple-meaning words.</p> <p>Identify and explain figurative language, word relationships, and nuances in words.</p> <p>Use Greek and Latin roots and affixes to determine the meaning of unknown words.</p> <p>Use print and digital dictionaries and thesauruses to determine the most accurate meaning and pronunciation and meaning of unknown words.</p>
<b>16 Semester Practice and Assessment 1</b>  <u>Row continues on next page . . .</u>	L.5.4 L.5.4.a L.5.4.b L.5.4.c L.5.5 L.5.5.b L.5.5.c L.5.6	<p>Use grade-appropriate vocabulary words.</p> <p>Use synonyms to better understand vocabulary words.</p> <p>Use antonyms to better understand vocabulary words.</p> <p>Use context clues to determine word meaning.</p> <p>Identify the relationship between two words.</p> <p>Identify the meaning of grade-level words.</p> <p>Identify appropriate use for multiple-meaning words.</p> <p>Identify and explain figurative language, word relationships, and nuances in words.</p>

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p>Use Greek and Latin roots and affixes to determine the 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 print and digital dictionaries, thesauruses, and glossaries to find the pronunciation and meaning of unknown words.</p>
<b>16 Semester Practice and Assessment 2</b>	L.5.4 L.5.4.b L.5.4.c L.5.5 L.5.5.a L.5.5.b L.5.5.c L.5.6	<p>Use grade-appropriate vocabulary words.</p> <p>Use synonyms to better understand vocabulary words.</p> <p>Use antonyms to better understand vocabulary words.</p> <p>Use context clues to determine word meaning.</p> <p>Identify the relationship between two words.</p> <p>Identify the meaning of grade-level words.</p> <p>Identify appropriate use for multiple-meaning words.</p> <p>Identify and explain figurative language, word relationships, and nuances in words.</p> <p>Use Greek and Latin roots and affixes to determine the 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 print and digital dictionaries, thesauruses, and glossaries to find the pronunciation and meaning of unknown words.</p>
<b>17 End of Year End of Year Practice 1</b>	L.5.4 L.5.4.a L.5.4.b L.5.4.c L.5.5 L.5.5.a L.5.5.b L.5.5.c L.5.6	<p>Use grade-appropriate vocabulary words.</p> <p>Use synonyms to better understand vocabulary words.</p> <p>Use antonyms to better understand vocabulary words.</p> <p>Use context clues to determine word meaning.</p> <p>Identify the relationship between two words.</p> <p>Identify the meaning of grade-level words.</p> <p>Identify appropriate use for multiple-meaning words.</p> <p>Identify and explain figurative language, word relationships, and nuances in words.</p> <p>Use Greek and Latin roots and affixes to determine the 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 print and digital dictionaries, thesauruses, and glossaries to find the pronunciation and meaning of unknown words.</p>
<b>17 End of Year End of Year Assessment 1</b>  <u>Row continues on next page . . .</u>	L.5.4 L.5.4.a L.5.4.b L.5.4.c L.5.5 L.5.5.a L.5.5.b L.5.5.c L.5.6	<p>Identify the meaning of grade level words.</p> <p>Identify appropriate use for multiple-meaning words.</p> <p>Identify and explain figurative language, word relationships, and nuance in words.</p> <p>Identify and explain similes.</p> <p>Identify and explain metaphors.</p> <p>Identify and explain figurative language.</p> <p>Identify and explain idioms.</p> <p>Identify and explain adages and proverbs.</p> <p>Use context clues to determine the meaning of unknown words.</p> <p>Use Greek and Latin roots and affixes to determine the meaning</p>



## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		of unknown words. Use synonyms to better understand vocabulary words. Use antonyms to better understand vocabulary words. Use homographs to better understand vocabulary words. Identify the relationship between two words. Use grade appropriate vocabulary words. Use grade-appropriate, content-specific vocabulary words.
<p><b>Punctuation</b></p> <p>1 Punctuation Review</p> <p>2 Using Commas in Series, Letters, Dates, &amp; Geographical Names</p> <p>3 Using Punctuation in Direct Quotations</p> <p>4 Using Commas with Conjunctions</p> <p>5 Reviewing Commas</p> <p>6 Quotation Marks and Underlining in Titles</p> <p>7 Using Capital Letters</p> <p>8 (Optional) Reviewing Punctuation and Capitalization</p> <p>Punctuation Assessment</p> <p><u>Row continues on next page . . .</u></p>	<p>L.5.1</p> <p>L.5.2</p> <p>L.5.2.a</p> <p>L.5.2.b</p> <p>L.5.2.c</p> <p>L.5.2.d</p> <p>L.5.3</p> <p>L.5.3.a</p>	<p>Use periods to end declarative and most imperative sentences.</p> <p>Use a period to end a declarative direct quotation that comes at the end of a sentence.</p> <p>Use periods after most abbreviations.</p> <p>Use a comma after yes or no when they begin a sentence.</p> <p>Use commas to set off words in direct address.</p> <p>Use a comma to separate words in a series.</p> <p>Use a comma after the salutation and complimentary close of a letter.</p> <p>Use a comma between the day of the month and the year in a date.</p> <p>Use a comma between the name of a city and state or country.</p> <p>Use another comma after the year if the date does not end the sentence.</p> <p>Use another comma after the state or country if it does not end the sentence.</p> <p>Use commas and quotation marks to set off direct quotations in sentences.</p> <p>Use commas before conjunctions to join two sentences.</p> <p>Use commas to set off words in direct address.</p> <p>Use commas after the salutation and complimentary close of a letter.</p> <p>Use commas to separate items in a series.</p> <p>Use commas in dates.</p> <p>Use commas in geographical names.</p> <p>Use commas after yes and no when they start a sentence.</p> <p>Use commas to set off direct quotations in sentences.</p> <p>Use commas before conjunctions when joining sentences.</p> <p>Use a comma to set off a tag question from the rest of the sentence.</p> <p>Use commas and quotation marks to set off direct quotations in sentences.</p> <p>Use the conjunctions and, but, and or to join sentences.</p> <p>Use exclamation points to end exclamatory and some imperative sentences.</p> <p>Use apostrophes to show possession and form contractions.</p> <p>Use question marks to end interrogative sentences.</p> <p>Use a question mark or exclamation point to end interrogative or exclamatory direct quotations.</p> <p>Use quotation marks before and after each part of a divided direct quotation.</p> <p>Use quotation marks around the titles of stories, poems, songs, and TV shows.</p> <p>Italicize the titles of books, movies, and works of art in print.</p>

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p>Underline the titles of books, movies, and works of art when writing by hand.</p> <p>Capitalize the first word of a sentence, of a direct quotation, and of a line of poetry.</p> <p>Capitalize initials, proper nouns, and proper adjectives and their abbreviations.</p> <p>Capitalize important words in titles of books, stories, plays, and other creative works.</p> <p>Capitalize the names of deities, the Bible, and other sacred books.</p> <p>Capitalize north, south, east, and west when they refer to specific parts of a country.</p> <p>Capitalize the first word in the salutation and complimentary close of a letter, and the name of the person addressed.</p> <p>Capitalize the pronoun I and the interjection O.</p>
<p>Nouns</p> <p>1 Noun Review</p> <p>2 Writing Proper and Common Nouns</p> <p>3 Using the Possessive Forms of Nouns</p> <p>4 Using Nouns in Direct Address</p> <p>5 (Optional) Using Nouns as Subjects and Analyzing Sentences</p> <p>6 Using Subject Complements</p> <p>7 Using Nouns as Direct Objects</p> <p>8 Recognizing Direct Objects and Subject Complements</p> <p>9 Using Nouns as Objects of Prepositions</p> <p>10 Recognizing the Uses of Nouns; Sentence Analysis</p> <p>11 (Optional) Reviewing Nouns</p> <p>Nouns Assessment</p>	<p>L.5.1</p> <p>L.5.2</p> <p>L.5.3</p> <p>L.5.6</p>	<p>Analyze the components of a sentence.</p> <p>Classify direct objects using whom or what.</p> <p>Distinguish between common and proper nouns.</p> <p>Form singular and plural possessive nouns.</p> <p>Identify and use nouns in sentences.</p> <p>Identify and use singular and plural nouns.</p> <p>Identify and use simple subjects in sentences.</p> <p>Identify and use nouns as subject complements and direct objects in sentences.</p> <p>Identify whether a group of words is a sentence or a fragment.</p> <p>Identify the kind of sentence: declarative, interrogative, imperative, or exclamatory.</p> <p>Identify the verb in a sentence.</p> <p>Identify the simple subject in a sentence.</p> <p>Identify the direct object, if there is one, in a sentence.</p> <p>Identify the modifiers in a sentence.</p> <p>Identify the part of speech of each word in a sentence.</p> <p>Identify simple subjects and subject complements in sentences</p> <p>Identify and use direct objects in sentences.</p> <p>Identify nouns as subjects, subject complements, direct objects, objects of prepositions, or direct address.</p> <p>Identify the direct object or subject complement in a sentence.</p> <p>Identify the part of speech of each word in a sentence.</p> <p>Identify nouns as common or proper.</p> <p>Identify possessive nouns as singular or plural.</p> <p>Identify the role a noun is playing in a sentence: subject, direct object, subject complement, object of preposition, or direct address.</p> <p>Infer common nouns from proper nouns.</p> <p>Infer proper nouns from common nouns.</p> <p>Use singular and plural possessive nouns in sentences.</p> <p>Use and identify nouns that name the person or persons spoken to in direct address.</p>

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Pronouns I 1 Using Personal Pronouns as Subjects and Analyzing Sentences 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  Pronouns Assessment	L.5.1 L.5.3 L.5.6	Analyze sentences using the seven-question method.  Identify whether a group of words is a sentence or a fragment. Identify the kind of sentence: declarative, interrogative, imperative, or exclamatory. Identify the verb in a sentence. Identify the modifiers in a sentence. Identify the part of speech of each word in a sentence. Identify subject pronouns in sentences. Identify the simple subject of a sentence. Identify the direct object or subject complement, if any, in a sentence. Identify subject complements in sentences. Identify whether a group of words is a sentence or a fragment. Identify the kind of sentence: declarative, interrogative, imperative, or exclamatory. Identify the verb in a sentence. Identify the modifiers in a sentence. Identify the part of speech of each word in a sentence. Identify the simple subject of a sentence. Identify the direct object or subject complement, if any, in a sentence. Identify personal pronouns in sentences. Identify personal pronouns used as direct objects in sentences. Identify personal pronouns as subject or object forms. Identify prepositions in sentences.  Substitute personal pronouns for nouns as subjects in sentences.  Use personal pronouns as subject complements in sentences. Use personal pronouns to replace nouns as subject complements in sentences. Use personal pronouns as direct objects to complete sentences. Use personal pronouns to replace nouns as objects of prepositions in sentences Use pronouns to complete sentences. Use personal pronouns to complete sentences.
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 6 (Optional) Reviewing Pronouns  Pronouns Assessment  <u>Row continues on next page . . .</u>	L.5.1 L.5.3 L.5.6	Analyze sentences using the seven-question method.  Identify whether a group of words is a sentence or a fragment. Identify the kind of sentence: declarative, interrogative, imperative, or exclamatory. Identify the verb in a sentence. Identify the modifiers in a sentence. Identify the part of speech of each word in a sentence. Identify the simple subject of a sentence. Identify the direct object or subject complement, if any, in a sentence. Identify personal pronouns as singular or plural. Identify personal pronouns as first, second, or third person. Identify first person pronouns. Identify second person pronouns.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p>Identify third person pronouns.            Identify third person singular personal pronouns by gender as masculine, feminine, or neuter.            Identify possessive pronouns in sentences.            Identify reflexive and intensive pronouns in sentences.</p> <p>Form contractions by combining pronouns and verbs and inserting apostrophes where letters drop out.</p> <p>Use personal pronouns to replace singular or plural nouns in sentences.            Use possessive pronouns in sentences.            Use reflexive and intensive pronouns in sentences.</p>
<p>5 Adjectives            1 Identifying Common and Proper Adjectives            2 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</p> <p>Adjectives Assessment</p>	<p>L.5.1            L.5.3            L.5.6</p>	<p>Diagram sentences.</p> <p>Identify proper and common adjectives in sentences.</p> <p>Identify and diagram the subject and verb of a sentence.            Identify and diagram the direct object or subject complement, if any, in a sentence.            Identify and diagram the modifiers in a sentence.            Identify whether a group of words is a sentence or a fragment.            Identify the kind of sentence: declarative, interrogative, imperative, or exclamatory.            Identify the part of speech of each word in a sentence.            Identify and diagram the subject and verb of a sentence.            Identify and diagram the direct object or subject complement, if any, in a sentence.            Identify definite and indefinite articles in sentences.            Identify and diagram the verb in a sentence.            Identify and diagram the simple subject of a sentence.            Identify and use possessive adjectives to complete sentences.            Identify adjectives in sentences.            Identify and use adjectives that tell how many.            Identify adjectives used as subject complements.            Identify adjectives as positive, comparative, or superlative.</p> <p>Form positive, comparative, and superlative adjectives.            Form proper adjectives from proper nouns.</p> <p>Use definite and indefinite articles to complete sentences.            Use adjectives as subject complements to complete sentences.            Use demonstrative adjectives to complete sentences.            Use adjectives to complete sentences.</p>
<p>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</p> <p>Row continues on next page . . .</p>	<p>L.5.1            L.5.1.b            L.5.3</p>	<p>Analyze sentences using the seven-question method.</p> <p>Complete sentences and ideas with action verbs.            Diagram sentences.</p> <p>Identify and diagram the subject and verb of a sentence.            Identify and diagram the direct object or subject complement, if any, in a sentence.            Identify and diagram the modifiers in a sentence.</p>

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>5 Recognizing Verb Phrases in Questions &amp; Negative Statements 6 (Optional) Unit Review</p> <p>Verbs I Assessment</p>		<p>Identify being verbs in sentences. Identify action verbs in sentences. Identify whether a group of words is a sentence or a fragment. Identify the kind of sentence: declarative, interrogative, imperative, or exclamatory. Identify the verb in a sentence. Identify the modifiers in a sentence. Identify the part of speech of each word in a sentence. Identify the simple subject of a sentence. Identify the direct object or subject complement, if any, in a sentence. Identify verb phrases in sentences. Identify the direct object or subject complement, if any, in a sentence. Identify main and auxiliary verbs in verb phrases in questions and negative statements.</p> <p>Use action verbs in sentences. Use is, are, am, was, and were correctly in sentences. Use does, doesn't, do, and don't correctly in sentences.</p> <p>Write negative statements as answers to questions, using verb phrases.</p>
<p>Midterm Cumulative Review, Part One Midterm Cumulative Review, Part Two Semester Assessment, Part One 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 L.5.3 L.5.3.a L.5.6</p>	<p>Capitalize words correctly.</p> <p>Form proper adjectives from proper nouns. Form contractions by joining a pronoun and a verb.</p> <p>Identify main and auxiliary verbs in verb phrases in positive statements, negative statements, and questions.</p> <p>Use apostrophes correctly. Use personal pronouns in sentences. Use periods, exclamation points, and question marks correctly. Use commas correctly. Use quotation marks correctly. Use singular and plural nouns in sentences. Use common and proper nouns in sentences. Use possessive nouns and pronouns in sentences. Use personal pronouns in sentences. Use correct forms of demonstrative adjectives to complete sentences. Use action verbs and being verbs in sentences. Use does, doesn't, do, and don't correctly in sentences. Use proper and common adjectives in sentences. Use definite and indefinite articles in sentences. Use possessive adjectives in sentences. Use adjectives that tell how many. Use positive, comparative, and superlative adjectives in sentences.</p> <p>Write sentences using verb phrases. Write titles of books, movies, and works of art correctly.</p>

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>7 Verbs II</p> <p>1 Identifying Regular and Irregular Verbs</p> <p>2 Using Regular and Irregular Verbs</p> <p>3 Using Break, See, Go, and Choose</p> <p>4 Using Take and Analyzing Sentences</p> <p>5 Using Verb Tenses and Diagramming Sentences</p> <p>6 Recognizing Simple and Progressive Verb Tenses</p> <p>7 Recognizing Transitive Verbs</p> <p>8 Recognizing Intransitive Verbs</p> <p>9 Identifying Verbs; Analyzing and Diagramming Sentences</p> <p>10 (Optional) Unit Review</p> <p>Verbs II Assessment</p>	<p>L.5.1</p> <p>L.5.1.b</p> <p>L.5.1.c</p> <p>L.5.1.d</p> <p>L.5.3</p>	<p>Analyze sentences using the seven-question method.</p> <p>Complete sentences with forms of the irregular verbs break, see, go, and choose.</p> <p>Complete sentences with past tense verbs.</p> <p>Complete sentences that have intransitive verbs.</p> <p>Diagram sentence to show the parts of speech and how they relate to each other.</p> <p>Distinguish between regular and irregular verbs.</p> <p>List the principal parts of verbs.</p> <p>Identify verbs in sentences.</p> <p>Identify verbs by tense: simple present, simple past, simple future, present progressive, and past progressive.</p> <p>Identify and use direct objects in sentences.</p> <p>Identify transitive verbs in sentences.</p> <p>Identify intransitive verbs in sentences.</p> <p>Identify and use verbs by tense: simple present, simple past, simple future, present progressive, and past progressive.</p> <p>Practice using the irregular verb take.</p> <p>Use past and past participle forms of regular and irregular verbs in sentences.</p>
<p>8 Verbs III</p> <p>1 Identifying Linking Verbs</p> <p>2 Understanding Subject-Verb Agreement and Analyzing Sentences</p> <p>3 Using Let and Leave, Teach and Learn</p> <p>4 Using Lie and Lay</p> <p>5 Using Sit and Set and Diagramming Sentences</p> <p>6 (Optional) Reviewing Verbs</p> <p>Verbs III Assessment</p>	<p>L.5.1</p> <p>L.5.1.b</p> <p>L.5.1.c</p> <p>L.5.1.d</p> <p>L.5.3</p>	<p>Analyze sentences.</p> <p>Complete sentences with verbs that agree with their subjects.</p> <p>Diagram sentence to show the parts of speech and how they relate to each other.</p> <p>Identify and use subject complements.</p> <p>Identify verb phrases in sentences.</p> <p>Identify and use the correct tenses of verbs.</p> <p>Identify subject complements as nouns, pronouns, or adjectives.</p> <p>Identify verbs as transitive or intransitive.</p> <p>Identify subject complements in sentences and label as nouns, pronouns, or adjectives.</p> <p>Make verbs agree with subjects.</p> <p>Use forms of let, leave, teach, and learn correctly in sentences.</p> <p>Use forms of lie and lay correctly in sentences.</p> <p>Use sit and set correctly in sentences.</p> <p>Use the correct principal parts of verbs.</p> <p>Use verbs that agree with their subjects in person and number.</p> <p>Use forms of let, leave, teach, learn, lie, lay, sit, and set correctly in sentences.</p>

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
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  Adverbs Assessment	L.5.1 L.5.3 L.5.6	Analyze sentences, using the seven-question method.  Diagram sentence to show the parts of speech and how they relate to each other.  Identify and use adverbs of time, place, and manner in sentences. Identify and use positive, comparative, and superlative adverbs in sentences.  Form comparative and superlative adverbs from positive forms.  Use "good" and "well" correctly in sentences. Use their and there correctly in sentences. Use real and very correctly in sentences. Use to, too, and two correctly in sentences. Use negative words correctly in sentences.
10 Prepositions, Conjunctions, and Interjections   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  Assessment	L.5.1.a	Analyze sentences, using the seven-question method.  Diagram sentence to show the parts of speech and how they relate to each other.  Identify prepositional phrases in sentences. Identify adjectival phrases and the nouns or pronouns they modify in sentences. Identify adverbial phrases and the verbs they modify in sentences.  Use adverbial phrases to complete sentences. Use prepositions and prepositional phrases in sentences. Use between, among, from, and off correctly in sentences. Rewrite sentences to change adjectives into adjectival phrases.
11 Prepositions, Conjunctions, and Interjections 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  Assessment  <u>Row continues on next page . . .</u>	L.5.1.a	Analyze sentences using the seven-question method.  Diagram sentence to show the parts of speech and how they relate to each other.  Identify conjunctions and compound subjects in sentences Identify conjunctions and compound direct objects in sentences. Identify conjunctions and the elements they join: subjects, verbs, direct objects, or sentences. Identify interjections in sentences. Identify whether conjunctions join subjects, verbs, direct objects, or sentences. Identify prepositions and prepositional phrases in sentences.  Name the emotion expressed by an interjection.  Understand the meanings of the conjunctions and, but, and or.  Use conjunctions to connect subjects in sentences. Identify conjunctions and the verbs of compound predicates in sentences.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p>Use conjunctions to connect verbs in sentences.                      Use compound subjects and compound predicates in sentences.                      Use conjunctions to connect direct objects in sentences.                      Use conjunctions to connect pairs of sentences.                      Use compound direct objects in sentences.                      Use appropriate interjections in sentences.                      Use conjunctions to form compound subjects.                      Use conjunctions to form compound predicates.                      Use conjunctions to form compound direct objects.                      Use conjunctions to form compound sentences.</p>
<p>12 Sentences                      1 Recognizing Subjects, Predicates, and Complete Sentences                      2 Identifying the Complete Subject; Analyzing Sentences                      3 Identifying the Complete Predicate; Diagramming Sentences                      4 (Optional) Forming Compound Subjects and Predicates                      5 (Optional) Forming Compound Direct Objects; Analyzing Sentences                      6 (Optional) Compound Elements; Diagramming Sentences                      7 Recognizing Natural and Inverted Order in Sentences                      8 Reviewing the Four Kinds of Sentences (Optional) Reviewing Sentences</p> <p>Assessment</p>	<p>L.5.1                      L.5.3                      L.5.3.a                      L.5.6</p>	<p>Analyze sentences, using the seven-question method.</p> <p>Diagram sentence to show the parts of speech and how they relate to each other.                      Combine sentences to form one sentence with a compound predicate.                      Distinguish between sentences and fragments.</p> <p>Identify simple and complete subjects and simple and complete predicates in sentences.                      Identify simple subjects and simple predicates in sentences.                      Identify complete and simple subjects in sentences.                      Identify complete and simple predicates in sentences.                      Identify conjunctions and compound subjects in sentences.                      Identify conjunctions and compound simple predicates in sentences.                      Identify compound direct objects and conjunctions in sentences.                      Identify compound elements in sentences and whether they are subjects, direct objects, or predicates.                      Identify sentences as declarative, exclamatory, imperative, or interrogative.                      Identify sentences as having natural or inverted order.</p> <p>Recognize natural or inverted order in sentences.</p> <p>Use adjectives and adjectival phrases to describe subjects of sentences.                      Use nouns and pronouns to form compound subjects and complete sentences.                      Use compound direct objects to complete sentences.                      Add modifiers, objects, or complements to predicates.                      Use correct end punctuation for the four kinds of sentences.</p> <p>Write sentences using compound elements.                      Rewrite sentences to vary their kind.</p>
<p>12 Sentences                      11 (Optional) Semester Review, Part 1                      12 (Optional) Semester Review, Part 2                      13 Semester Assessment, Part 1</p> <p><u>Row continues on next page . . .</u></p>	<p>L.5.1                      L.5.1.b                      L.5.1.c                      L.5.1.d                      L.5.3                      L.5.3.a</p>	<p>Demonstrate mastery of the knowledge and skills taught in this semester.</p> <p>Combine sentences to form one sentence with a compound predicate.                      Combine sentences to form one sentence with a compound subject.</p>



## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p>Identify adjectival phrases and the nouns they modify in sentences.</p> <p>Identify adverbial phrases and the verbs they modify in sentences.</p> <p>Identify conjunctions and compound simple predicates in sentences.</p> <p>Identify sentences as in natural or inverted order.</p> <p>Use adverbs of time, place, and manner in sentences.</p> <p>Use appropriate interjections to introduce sentences.</p> <p>Use between, among, from, and off correctly in sentences.</p> <p>Use compound direct objects to complete sentences.</p> <p>Use conjunctions to form compound direct objects.</p> <p>Use conjunctions to form compound predicates.</p> <p>Use conjunctions to form compound sentences.</p> <p>Use conjunctions to form compound subjects.</p> <p>Use irregular verbs in sentences.</p> <p>Use let, leave, teach, learn, good, well, real, and very correctly in sentences.</p> <p>Use negative words correctly in sentences.</p> <p>Use past and past participle forms of regular and irregular verbs in sentences.</p> <p>Use positive, comparative, and superlative adverbs in sentences.</p> <p>Use prepositional phrases 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 verbs that agree with their subject in person and number.</p>
<p>1 Use Technology to Write</p> <p>1 Use Technology to Begin Writing</p> <p>2 Use Technology to Revise and Edit</p> <p>3 Use Technology to Proofread and Publish</p>	<p>L.5.1</p> <p>L.5.1.a-e</p> <p>L.5.2</p> <p>L.5.2.a-e</p> <p>L.5.3</p> <p>L.5.3.a</p> <p>L.5.4.c</p> <p>L.5.6</p> <p>SL.5.4</p> <p>SL.5.6</p> <p>SL.5.2</p> <p>SL.5.3</p> <p>W.5.2</p> <p>W.5.2a-e</p> <p>W.5.4</p> <p>W.5.5</p> <p>W.5.6</p> <p>W.5.10</p>	<p>Student will also finalize their essay and show ability to: Explore the writing process.</p> <p>Use technology to collaborate with others.</p> <p>Use technology to draft a document.</p> <p>Use technology to publish work.</p> <p>Use guidance from adults and peers to revise writing.</p> <p>Revise using feedback.</p> <p>Use technology to revise and edit a document.</p> <p>Type at least one page in a single sitting.</p> <p>Recognize that the writing process is a series of steps.</p> <p>Recognize that the writing process is made up of stages.</p> <p>Revise using feedback from adults.</p>
<p>2 Writing a Memoir</p> <p>1 Prewriting: What is a memoir?</p> <p>2 Prewriting: The Elements of a Memoir</p> <p>Row continues on next page . . .</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>Choose and narrow the topic for a memoir.</p> <p>Define a memoir as an essay based on personal experience.</p> <p>Define chronological order.</p>

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
3 Prewriting: Organizing a Memoir 4 Drafting: Writing the Body 5 Drafting: Writing the Introduction 6 Drafting: Writing the Conclusion 7 Revising the Memoir	L.5.3.a L.5.4.c L.5.6 RI.5.10 SL.5.4 SL.5.6 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	Discuss strategies for introducing the memoir.  Distinguish between first person and third person point of view. Distinguish between past and present verb tense.  Free write about the topic of the memoir.  Identify and use the steps in the writing process: pre-writing, writing, and revising.  Organize events to be related in the memoir.  Recognize the elements of a memoir: plot, characters, setting, and theme. Plan the conclusion to the memoir. Plan the elements of a memoir.  Use feedback from others to plan, draft, or revise writing. Use feedback from others to plan, draft, or revise writing. Use imagery and simile to describe a place or scene. Use transitions to create coherence in writing. Use details and precise words to create images in the reader's mind.  Write a draft of the introduction. Write realistic dialogue. Write the conclusion. Write the first draft of the body of the memoir. Write sentences that relate to and support the topic of the memoir. Write a paper with few or no mistakes in spelling, grammar, usage and mechanics.  Revise the organization of the memoir, if necessary. Revise paragraphs to make sure they focus on a single topic. Revise paragraphs to provide supporting details as needed. Revise paragraphs and sentences to provide transitions as needed. Revise sentences for active voice. Revise for precise, vivid, concrete word usage. Revise the memoir.  Proofread the memoir to correct errors in grammar, punctuation, and spelling. Publish the memoir.
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  Row continues on next page . . .	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.6	Define what a research paper is. Identify appropriate topics for a research paper. Choose a topic for the research paper. Narrow the topic so it is manageable.; Identify and use the steps in the writing process: pre-writing, writing, and revising.  Identify types of sources available in the library. Explain how to use different sources for a research paper.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
6 Drafting: Writing the Body 7 Drafting: Writing the Introduction and Conclusion 8 Revising and Improving Your Research Paper 9 Compiling a Bibliography	RI.5.1 RI.5.4 RI.5.5 RI.5.7 RI.5.8 RI.5.9 RI.5.10  SL.5.4 SL.5.6  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	Identify and use the steps in the writing process: pre-writing, writing, and revising.  List possible research sources. Prepare bibliography cards. Identify and use the steps in the writing process: pre-writing, writing, and revising.  Define plagiarism. Take notes from sources. Identify and use the steps in the writing process: pre-writing, writing, and revising.  Write a thesis statement. Analyze an outline. Outline the research paper. Identify and use the steps in the writing process: pre-writing, writing, and revising.  Write the first draft of the body of the research paper. Identify and use the steps in the writing process: pre-writing, writing, and revising. Include domain specific (historical or scientific) language about the chosen topic.  Identify the qualities of a good introduction to a research paper. Write a strong introduction to the research paper. Identify the qualities of a good conclusion to a research paper. Write a strong conclusion to the research paper.; Identify and use the steps in the writing process: pre-writing, writing, and revising. Include domain specific (historical or scientific) language about the chosen topic.  Revise the research paper so the important facts are organized well. Revise transitions as needed in the research paper. Revise to maintain a consistent point of view. Collaborate with peers for feedback.; Identify and use the steps in the writing process: pre-writing, writing, and revising.  Compile a bibliography. Identify and use the steps in the writing process: pre-writing, writing, and revising.
3 Writing a Research Paper 10 Proofreading/Publishing: Preparing the Final Copy  Note: An optional 2 <sup>nd</sup> Research Paper project is available for correctives and/or enrichment purposes.  Row continues on next page . . .	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.6	Student will also finalize their paper and show ability to: Identify and use the steps in the writing process: pre-writing, writing, and revising.  Edit and proofread the research paper. Choose a title for the paper. Make a final copy of the research paper for publication. Write a well organized and focused report.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	RI.5.1 RI.5.4 RI.5.5 RI.5.7 RI.5.8 RI.5.9 RI.5.10  SL.5.4 SL.5.6  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	Write a report with few to no errors in grammar, usage, mechanics, and spelling. Type at least two pages in one sitting.
4 Writing to a Prompt 1 What Is Writing to a Prompt? 2 The Steps of Writing to a Prompt 3 Writing to a Narrative Prompt	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.6  SL.5.4 SL.5.6  W.5.3 W.5.3.a-e W.5.4 W.5.5 W.5.6 W.5.9 W5.9.a W.5.10	Identify four types of prompts: narrative, expository, persuasive, and descriptive. Decide what type of writing a prompt requires. Identify and use the steps in the writing process: pre-writing, writing, and revising.  Define the steps of writing to a prompt. Recognize the standards by which writing tests are evaluated. Identify and use the steps in the writing process: pre-writing, writing, and revising.  Identify the elements of narrative writing. Describe the steps of writing to a narrative prompt. Practice writing to a narrative prompt. Identify and use the steps in the writing process: pre-writing, writing, and revising.
4 Writing to a Prompt 4 Writing to an Expository Prompt  <u>Row continues on next page . . .</u>	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.6  SL.5.4 SL.5.6  W.5.2 W.5.2.a-e	Identify the elements of expository writing. Identify elements of a paragraph: topic sentence, body (supporting details), and closing sentence. Practice writing to an expository prompt. Identify and use the steps in the writing process: pre-writing, writing, and revising.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	W.5.4 W.5.5 W.5.6 W.5.9 W5.9.b W.5.10	
4 Writing to a Prompt 5 Writing to a Descriptive Prompt	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.6  SL.5.4 SL.5.6  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	Identify the elements of descriptive essay writing. Write to a descriptive prompt. Identify and use the steps in the writing process: pre-writing, writing, and revising.
4 Writing to a Prompt 6 Writing to a Persuasive Prompt	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.6  RI.5.9  SL.5.4 SL.5.6  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	Identify the elements of persuasive essay writing. Write to a persuasive prompt. Identify and use the steps in the writing process: pre-writing, writing, and revising. Use transitions to create coherence in writing.
5 Writing an Editorial 1 Prewriting: What is an Editorial? 2 Prewriting: Choosing a Topic  Row continues on next page . . .	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3	Identify the sections of the editorial pages. Analyze an editorial. Summarize the speaker's points and explain the relationship between reasons and evidence.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
3 Prewriting: Gathering Information and Taking Notes 4 Planning the Editorial 5 Drafting: Writing the Body 6 Drafting: Writing the Introduction and Conclusion 7 Revising: Improving the Editorial	L.5.3.a L.5.4.c L.5.6 RI.5.9 SL.5.4 SL.5.6 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	Identify and use the steps in the writing process: pre-writing, writing, and revising. Differentiate between facts and opinions. Choose a suitable topic for an editorial. Locate facts and other information to support an opinion in an editorial. Locate facts and information that support the other side of an opinion. Take notes on the information. Recognize and review types of support for an editorial. Plan the editorial, using any of several methods. Identify and use the steps in the writing process: pre-writing, writing, and revising. Write the first draft of the body of the editorial. Identify and use the steps in the writing process: pre-writing, writing, and revising. Use transitions to create coherence in writing. Identify the qualities of a good introduction to an editorial. Write an introduction to the editorial. Identify the qualities of a good conclusion to an editorial. Write a conclusion to the editorial. Revise the content and organization of the editorial. Revise to control tone and eliminate unnecessary attacks, unsupported judgments, and overstatements. Revise paragraphs and sentences.
5 Writing an Editorial 8 Proofreading and Publishing: Finishing the Editorial	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.6 RI.5.9 SL.5.4 SL.5.6 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	Student will also finalize their editorial and show ability to: Write a well organized and focused editorial. Write an editorial with few to no errors in grammar, usage, mechanics, and spelling. Support opinions in an editorial with facts.; Identify and use the steps in the writing process: pre-writing, writing, and revising. Proofread the editorial. Publish the editorial. Use technology to publish and produce writing.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>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.5.1</p> <p>RI.5.2</p> <p>RI.5.4</p> <p>RI.5.5</p> <p>RI.5.6</p> <p>RI.5.7</p> <p>RI.5.9</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>Identify speeches as informative, persuasive, or entertaining.</p> <p>Choose and narrow a topic for an informative speech.</p> <p>Write a thesis statement for an informative speech.</p> <p>Identify and use the steps in the writing process: pre-writing, writing, and revising.</p> <p>Plan and outline a speech.</p> <p>Write a first draft of the speech.; Identify and use the steps in the writing process: pre-writing, writing, and revising.</p> <p>Revise the speech by reading aloud to oneself and a practice audience.</p> <p>Proofread the speech.; Identify and use the steps in the writing process: pre-writing, writing, and revising.</p> <p>Use technology to publish and produce writing.</p> <p>Student will also finalize their speech and show ability to:</p> <p>Collaborate with peers for feedback.</p> <p>Write a note card with the main points of the speech.</p> <p>Deliver the speech from memory to an audience.</p>
<p>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.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.5.2</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>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 the letter, fold the letter, and place it inside the envelope.</p> <p>Identify and use the steps in the writing process: pre-writing, writing, and revising.</p> <p>Define the elements of a request letter.</p> <p>Write a draft of a request letter.</p> <p>Identify and use the steps in the writing process: pre-writing, writing, and revising.</p> <p>Define the elements of a letter of complaint.</p> <p>Write a first draft of a complaint letter.</p> <p>Identify and use the steps in the writing process: pre-writing, writing, and revising.</p> <p>Revise and proofread a business letter.</p> <p>Identify and use the steps in the writing process: pre-writing, writing, and revising.</p> <p>Use technology to publish and produce writing.</p>

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>8 Writing a Compare and Contrast Essay</p> <p>1 (Optional) Prewriting: What Is a Compare and Contrast Essay?</p> <p>2 (Optional) Prewriting: Thinking About a Topic and Reading Carefully</p> <p>3 (Optional) Prewriting: Planning the Essay</p> <p>4 (Optional) Drafting: Beginning the Draft</p> <p>5 (Optional) Drafting: Completing the Draft</p> <p>6 (Optional) 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>W.5.9.b</p> <p>W.5.10</p>	<p>Understand the functions of a compare and contrast essay.</p> <p>Discuss a sample compare and contrast essay.</p> <p>Identify and use the steps in the writing process: pre-writing, writing, and revising.</p> <p>Analyze an assigned topic to identify key words and phrases.</p> <p>Read and take notes on a selection.</p> <p>Identify and use the steps in the writing process: pre-writing, writing, and revising.</p> <p>Organize information in logical categories.</p> <p>Complete a chart to plan the compare and contrast essay.</p> <p>Identify and use the steps in the writing process: pre-writing, writing, and revising.</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>Maintain focus in paragraphs.</p> <p>Identify and use the steps in the writing process: pre-writing, writing, and revising.</p> <p>Use transition to create coherence in writing.</p> <p>Write an introduction with a thesis statement.</p> <p>Write a conclusion that summarizes the main differences and similarities</p> <p>Use transitional words and expressions to clarify how ideas are related.</p> <p>Identify and use the steps in the writing process: pre-writing, writing, and revising.</p> <p>Student will also finalize their essay and show ability to: Revise the content and organization of the compare and contrast essay.</p> <p>Proofread the essay.</p> <p>Identify and use the steps in the writing process: pre-writing, writing, and revising.</p> <p>Proofread the essay.</p> <p>If needed, revise the persuasive paper for content and structure.</p> <p>Identify the reasons and evidence a speaker used to support an opinion.</p> <p>Use technology to publish and produce writing.</p>
<p>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</p> <p>7 Revising: Choosing the Best Words</p> <p>Row continues on next page . . .</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>RL.5.1</p> <p>RL.5.2</p> <p>RL.5.3</p>	<p>Define a character sketch.</p> <p>Choose a subject for a character sketch.</p> <p>Free write to generate ideas for the character sketch.</p> <p>Identify and use the steps in the writing process: pre-writing, writing, and revising.</p> <p>Identify details that reveal character.</p> <p>Record observations and impressions about the subject for the character sketch.</p> <p>Identify and use the steps in the writing process: pre-writing, writing, and revising.</p>



## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
8 Proofreading and Publishing: The Final Check	RL.5.4 RL.5.10  SL.5.4 SL.5.6  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	Decide upon the main impression to be conveyed by the character sketch. Prepare a paragraph outline. Identify and use the steps in the writing process: pre-writing, writing, and revising.  Write the draft of the body of the character sketch. Use specific details and examples to reveal character. Identify and use the steps in the writing process: pre-writing, writing, and revising.  Write an introduction to the character sketch. Write a conclusion to the character sketch. Identify and use the steps in the writing process: pre-writing, writing, and revising.  Use dialogue to reveal character. Revise to improve content and organization. Add specific details and examples as needed to show rather than tell. Correct fragments and run-on sentences. Identify and use the steps in the writing process: pre-writing, writing, and revising.  Identify and use precise conjunctions. Use specific adjectives and action verbs. Identify the passive voice and replace with the active voice. Identify and use the steps in the writing process: pre-writing, writing, and revising.  Student will also finalize their essay and show ability to: Make final revisions to the character sketch. Proofread and make a final clean copy of the character sketch. Identify and use the steps in the writing process: pre-writing, writing, and revising. Use technology to publish and produce writing.
10 Writing a Research Paper (Optional)  <u>Row continues on next page . . .</u>	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.6  RI.5.1 RI.5.4 RI.5.5 RI.5.7 RI.5.8 RI.5.9 RI.5.10	As necessary, for corrective purposes and/or enrichment, student will write and finalize a research paper in order to demonstrate mastery of standards.  In summary, the student will: Identify and use the steps in the writing process: pre-writing, writing, and revising. Edit and proofread the research paper. Choose a title for the paper. Make a final copy of the research paper for publication. Use technology to publish and produce writing.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	SL.5.4 SL.5.6  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	
11 Writing a Short Story 1 (Optional) Prewriting: Plot, Characters, and Setting 2 (Optional) Prewriting: Generating Ideas for Stories 3 (Optional) Prewriting: Creating Characters 4 (Optional) Prewriting: Planning the Plot 5 (Optional) Prewriting: Describing the Setting 6 (Optional) Drafting: Writing Your First Draft 7 (Optional) Revising: Improving Your Story 8 (Optional) Proofreading and Publishing: Presenting the Finished Product	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.6  SL.5.4 SL.5.6  W.5.3 W.5.3.a-e W.5.4 W.5.5 W.5.6 W.5.9 W5.9.b W.5.10	Identify and use the steps in the writing process: pre-writing, writing, and revising.  Analyze distinctive elements of short stories. Read and discuss a short story. Define elements of fiction: plot, characters, and setting.  Analyze the effect of setting and character in a story. Identify problems in stories. Choose a problem to explore in a short story.  Compare the strengths and weaknesses of fictional characters. Complete a chart to create fictional characters. Write dialogue for fictional characters.  Recognize major plot components: exposition, complicating incident, rising action, climax, falling action. Plan the plot of the short story.  Analyze the setting of a short story. Create a setting for the short story.  Distinguish between first person and third person point of view. Write a first draft of the short story.  Revise the beginning and ending of the story. Include imagery in the shorty story. Add a simile or metaphor to the story.  Publish a short story. Proofread a short story. Use technology to publish and produce writing.
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  Row continues on next page . . .	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.5b L.5.6	Know and apply grade-level phonics and word-analysis skills in decoding 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. Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
8 The Three Questions 9 Roll and Write 10 Looking Back 11 Unit Assessment	RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c  RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10  SL.5.1.a  W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 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.
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 Turning a Hero Tale on Its Head 7 Robin Hood and Allin-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 12 Unit Assessment  <u>Row continues on next page . . .</u>	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.5b L.5.6  RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c  RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10  SL.5.1 SL.5.1a-d SL.5.2 SL.5.3 SL.5.4	Demonstrate comprehension of the text.  Make inferences and draw conclusions supported by textual evidence.  Describe the main character(s). Describe a character using evidence from the text.  Define important qualities of a hero. Identify and explain two important qualities of a hero. Identify characters by matching them with quotations.  Support definitions with examples from the text. Contribute meaningfully to group discussion by being prepared and drawing on that preparation to explain one's own ideas, build on others' comments, and ask questions during discussion.  Summarize literary selections.  Compare and contrast characters from a literary text, drawing on specific evidence from the text to support interpretation and inferences. Contrast expectations of a hero tale with actual events and characters in the story. Compare and contrast characters. Compare and contrast using evidence from the text . Compare and contrast plot, setting, and characters of texts from different authors . Compare and contrast characters from different stories.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10	Make inferences and draw conclusions about characters, supported by evidence from the text. Make inferences and draw conclusions based on evidence from the text. Make inferences and draw conclusions.  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.
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  Assessment	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.5b L.5.6  RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c  RL.5.1 RL.5.2 RL.5.3 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10  W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10	Demonstrate comprehension of text. Describe a character using evidence from the text. Make inferences and draw conclusions based upon textual evidence.  Identify dramatic conventions. Describe a character, using evidence from the text.  Compare and contrast characters. Identify the theme. Describe a character, using evidence from the text.  Demonstrate cultural literacy by identifying authors, characters, and quotations from a variety of literary works. Make inferences and draw conclusions. Make inferences and draw conclusions based on evidence from the text. Make inferences and draw conclusions about characters, supported by evidence from the text.  Draw conclusions using evidence from the text. Identify characters by matching them with quotations. Identify and explain two important qualities of a hero. Write a well-organized and focused response to a question or prompt.
4 Seasonal Change 1 Summer 2 Autumn 3 Winter 4 Spring Unit Assessment  <u>Row continues on next page . . .</u>	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.5b L.5.6  RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c	Compare and contrast poems. Distinguish figurative from literal language. Identify tone. Recognize figurative and literal language. Recognize imagery, simile, metaphor, imagery, and personification in poems.  Seasonal Change Unit assessment will test student's ability to: Define simile and metaphor. Recognize simile and metaphor. Define personification. Define tone. Define literal and figurative language. Distinguish between literal and figurative language.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10  W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10	Recognize author's attitude or tone. Demonstrate comprehension of text. Make inferences and draw conclusions. Describe a character using evidence from the text. Make inferences and draw conclusions based on evidence from the text. Identify and explain two important qualities of a hero. Recognize figurative and literal language. Compare and contrast stanzas about similar subject matter.
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 Stormflight: Session 2 7 A Mom with a Mission: Session 1 8 A Mom with a Mission: Session 2 9 Lingerin' Leeches 10 Unit Assessment	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.5b L.5.6  RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c  RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.10  W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10	Demonstrate literal comprehension of an informational text. Demonstrate inferential comprehension of an informational text.  Classify and categorize details. Compare and contrast elements of nonfiction. Compare and contrast characteristics of nonfiction.  Distinguish fact from opinion.  Identify characteristics of nonfiction. Identify the main idea and details in nonfiction text. Identify the supporting details in a nonfiction text Identify the purpose of an informational text and the techniques and the author uses to achieve it. Identify evidence that supports the main idea in the text. Identify an author's style and recognize techniques used to achieve it.  Locate and use the table of contents and glossary. Locate information in a photo.  Reorganize information into an outline.  Sequence events in an informational text. Summarize a nonfiction text.  Write a well-organized and focused response to a question or prompt.
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  <u>Row continues on next page . . .</u>	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4 L.5.4.a-c L.5.5	Complete a series of Critical Skills Assignments which includes writing a narrative that demonstrates mastery of the listed standards.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	L.5.5.a-c L.5.6  RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c  RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10  W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10	
8 Stories from the Bible 1 The Story of Ruth 2 The Story of David: Session 1 3 The Story of David: Session 2 4 Choices That Count: Session 1 5 Daniel in the Lion's Den 6 Choices That Count: Session 2 7 Unit Assessment: Bible Stories	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.5b L.5.6  RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c  RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10  W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10	Identify the main events of the plot.  Demonstrate comprehension of the text. Describe the main character. Identify choices and consequences.  Stories from the Bible Unit assessment will test student's ability to: Demonstrate knowledge of major characters, incidents, and terms. Identify the main events of the plot. Demonstrate comprehension of the text. Describe the main character. Identify choices and consequences. Demonstrate comprehension of text. Use facts and details from the story to discuss choices and consequences. Draw conclusions using evidence from the text. Write a well-organized and focused response to a question or prompt.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
9 Early American Lives	RI.5.1	Demonstrate comprehension of text.
1 Young Benjamin Franklin: Session 1	RI.5.2	
2 Young Benjamin Franklin: Session 2	RI.5.3	Compare and contrast information.
3 Phillis Wheatley: A Poem to King George	RI.5.4	Describe a character using evidence from the text.
4 Paul Revere's Ride	RI.5.5	Demonstrate literal and inferential comprehension of text.
5 Words to Remember: "Paul Revere's Ride"	RI.5.6	
6 Sybil Ludington: The Female Paul Revere	RI.5.7	Identify main events of the plot.
7 Sequoyah's Great Invention	RI.5.8	Identify author's purpose.
8 (Optional) People to Remember	RI.5.9	Identify imagery.
9 Analyze a Presentation and Choose a Topic	RI.5.10	Identify the reasons and evidence a speaker used to support particular points.
10 How to Research a Topic and Organize Information	SL.5.2	Make inferences and draw conclusions.
11 Create a Presentation	SL.5.3	
12 Practice a Presentation	SL.5.4	Plan and perform readings of selected texts using clear diction and voice quality appropriate to the selection.
13 Deliver Your Presentation	SL.5.5 SL.5.6	
	W.5.2	Review the elements of a presentation.
	W.5.2.a-e	Recognize that effective presentations are delivered with enthusiasm, confidence, and clarity.
	W.5.4	Recognize that effective presentations are delivered at an appropriate pace, with a friendly voice, and at an appropriate volume.
	W.5.5	
	W.5.6	
	W.5.9	Recognize that an effective presenter looks up at the audience as much as possible, includes an appropriate visual, and interacts with the audience.
	W.5.10	
		Analyze a presentation. Choose and narrow a topic for an informative speech. Choose a topic for a short research project.
		Use a graphic organizer to organize information. Analyze an outline. Conduct research on a topic. Prepare a paragraph outline. Use examples and details to develop a topic. Organize information around a main idea. Create a short research project. Use a media source to do research.
		Write a speech Review the elements of a presentation Use important ideas to support the topic sentence. Develop a plan for an oral presentation.
		Make revisions based on audience and feedback. Collaborate with peers for feedback Use audio and visual elements to enhance the main ideas of a presentation Use language appropriate for purpose and audience. Use appropriate pace, emphasis, and tone. Use gestures appropriately when speaking publicly. Maintain appropriate eye contact. Deliver an informative presentation.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>9 Early American Lives 14 Unit Assessment: Early American Lives</p>	<p>L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.5 L.5.5a-b L.5.6</p> <p>RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c</p> <p>RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.10</p> <p>W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10</p>	<p>Early American Lives Unit assessment will test student's ability to:</p> <p>Demonstrate comprehension of text. Describe a character using evidence from the text. Write a well-organized and focused response to a question or prompt.</p>
<p>10 Stories of Washington Irving 1 Rip Van Winkle: Session 1 2 Rip Van Winkle: Session 2 3 Rip Van Winkle: Session 3 4 The Legend of Sleepy Hollow: Session 1 5 The Legend of Sleepy Hollow: Session 2 6 The Legend of Sleepy Hollow: Session 3 7 Unit Assessment: Stories of Washington Irving</p> <p>Assessment</p> <p><u>Row continues on next page . . .</u></p>	<p>L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.5b L.5.6</p> <p>RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c</p> <p>RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10</p>	<p>Demonstrate comprehension of text. Demonstrate cultural literacy by identifying authors, characters, and quotations from a variety of literary works.</p> <p>Compare and contrast characters and settings. Describe a character using evidence from the text. Draw conclusions using evidence from the text.</p> <p>Understand the role of characterization in plot. Understand and identify examples of figurative language. Understand and identify examples of foreshadowing. Identify setting. Identify characters by what they say or do. Identify character traits and motivations.</p> <p>Make inferences and draw conclusions based upon textual evidence. Predict upcoming events. Recall the elements of a legend.</p> <p>Write a well-organized and focused response to a question or prompt.</p>



## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10	
11 Critical Skills Assignment 1 Critical Reading and Informative Writing Session 1 Critical Reading and Informative Writing Session 2 3 Critical Reading and Informative Writing Session 3	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4 L.5.4.a-c L.5.5 L.5.5.a-c L.5.6  RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c  RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.9 RI.5.10  W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10	Complete a Critical Skills Assignment on Reading and Informative Writing that demonstrates mastery of the listed standards.
12 Passing Moments 1 Incidents and Messages 2 Child's Play 3 Moments in Nature 4 Of Children on Rooftops, and Birds Big and Small 5 Unit Assessment: Passing Moments  <u>Row continues on next page . . .</u>	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.5b L.5.6  RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c	Interpret poetry and support interpretations with evidence from the text.  Compare and contrast poems. Define and identify alliteration, simile, and personification. Describe setting.  Identify action as conveyed through vivid verbs in poems. Identify alliteration. Identify and explain personification. Identify metaphor. Identify metaphor. Identify rhyme scheme. Identify simile.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10  W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10	Interpret poetry and support interpretations with evidence from the text.  Interpret poetry and support interpretations with evidence from the text.  Write a well-organized and focused response to a question or prompt.
13 Semester Review and Assessment 1 Semester Review 2 Semester Assessment  <u>Row continues on next page . . .</u>	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.5b L.5.6  RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c  RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.9 RI.5.10  RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10  W.5.2 W.5.2.a-e	Demonstrate comprehension of text.  Demonstrate knowledge of major characters, incidents, and terms.  Distinguish between fact and opinion. Distinguish between literal and figurative language. Describe characters based on evidence in the text.  Interpret poetry and support interpretations with evidence from the text.  Make inferences and draw conclusions.  Use facts and details from the story to discuss choices and consequences.  Compare and contrast information. Compare and contrast literary selections and characters.  Identify alliteration. Identify simile. Identify main idea and details. Identify personification. Identify rhyme scheme. Identify metaphor. Identify the theme. Identify characters from passages from the text. Identify the tone of the poem. Identify the setting. Identify the author's purpose.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	W.5.4 W.5.9 W.5.10	
14 I Didn't Know That! 1 Your Fingerprints 2 The Discovery of X-Rays 3 From Pygg Jars to Piggy Banks 4 (Optional) Sweeter than Sugar, Black as Night 5 The Lady with the Green Skin and Do You Know Your Uncle Sam? 6 Unit Assessment: I Didn't Know That!	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.5 L.5.5a-b L.5.6  RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c  RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.10  SL.5.4  W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10	Demonstrate comprehension of text. Compare and contrast information.  Identify main idea and details. Identify the conclusion of an article. Interpret an illustration or visual aid. Make inferences and draw conclusions.  Take notes from a passage read aloud.  Summarize the main events. Draw and label a diagram. Write a caption for a drawing. Answer questions from a passage read aloud. Write a well-organized and focused response to a question or prompt.
15 CHOICE NOVELS 1, 2, 3, and 4 Sessions 1-10  Each quarter students will read a self-selected novel and respond to literature through a series of prompts.	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.5.9 RL.5.10  W.5.2 W.5.2.a-c W.5.4 W.5.9 W.5.9a W.5.10	Demonstrate comprehension of text.  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. Demonstrate what characters are like by what they do or say, or how the author portrays them.  Identify character traits and motivations. Identify conflict and resolution. Identify theme.  Determine what characters are like by what they say or do, or how the author portrays them.  Explore knowledge and skills taught in this course.  Respond in writing to a series of prompts.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
16 William Shakespeare 1 Bard of Avon: Session 1 2 Bard of Avon: Session 2 3 A Midsummer Night's Dream: Session 1 4 A Midsummer Night's Dream: Session 2 5 The Tempest: Session 1 6 The Tempest: Session 2 7 Dramatic Reading 8 Unit Assessment: William Shakespeare	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.5b L.5.6  RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c  RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10  W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10	Demonstrate comprehension of text.  Compare and contrast characters. Compare and contrast literary works. Describe a character using evidence from the text.  Make inferences and draw conclusions based on evidence from the text.  Understand point of view.  Plan and perform readings of selected texts for an audience using clear diction and voice quality appropriate to the selection.  Write a well-organized and focused response to a question or prompt.
17 Investigate an Inventor 1 Information in Different Formats 2 Analyze Information 3 Conduct Research 4 Write a Report and Create a Multimedia Aid 5 Practice a Presentation 6 Deliver a Presentation  <u>Row continues on next page . . .</u>	RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.9 RI.5.10  SL.5.2 SL.5.3 SL.5.4 SL.5.5 SL.5.6  W.5.2 W.5.2.a-e W.5.4 W.5.5 W.5.6 W.5.9	Compare and contrast information in different formats. Demonstrate literal comprehension of text. Demonstrate inferential comprehension of text. Summarize information gained through listening. Summarize information gained through multimedia presentation.  Conduct research on a topic. Prepare an outline. Use examples and details to develop a topic. Organize information around a main idea. Create a short research project. Use a media source to do research.  Use examples and details to develop a topic. Organize information around a main idea. Create a short research project. Write an informative report. Create a multimedia accompaniment to an informative project.  Make revisions based on audience and feedback. Collaborate with peers for feedback Use audio and visual elements to enhance the main ideas of a presentation

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	W.5.10	Use language appropriate for purpose and audience. Review the elements of a presentation. Use appropriate pace, emphasis, and tone. Use gestures appropriately when speaking publicly. Makes appropriate eye contact. Maintain appropriate eye contact. Deliver an informative presentation.
18 Critical Skills Assignment 1 Critical Reading and Writing an Opinion Session 1 2 Critical Reading and Writing an Opinion Session 2 3 Critical Reading and Writing an Opinion Session 3	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4 L.5.4.a-c L.5.5 L.5.5.a-c L.5.6  RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c  RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.9 RI.5.10  W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10	Complete a Critical Skills Assignment which includes opinion writing demonstrating mastery of listed standards.
19 Don Quixote 1 Don Quixote: Chapters 1-3 2 Don Quixote: Chapters 4-6 3 Don Quixote: Chapters 7-9 4 Don Quixote: Chapters 10-12 5 Don Quixote: Chapters 13-15 6 Unit Assessment: Don Quixote  <u>Row continues on next page . . .</u>	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.5b L.5.6  RF.5.3 RF.5.3a RF.5.4	Demonstrate comprehension of text. Demonstrate knowledge of major characters, terms, or authors.  Compare and contrast characters.  Describe a character using evidence from the text. Retell a story from various perspectives. Analyze a character from different perspectives.  Create a visual using details from the text.  Write a well-organized and focused response to a question or prompt.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	RF.5.4a-c  RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10  W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10	
21 Sherlock Holmes 1 The Red-Headed League: Session 1 2 The Red-Headed League: Session 2 3 The Adventure of the Blue Carbuncle: Session 1 4 The Adventure of the Blue Carbuncle: Session 2 5 The Real Sherlock Holmes 6 Sherlock Holmes and Doctor Watson 7 Unit Assessment: Sherlock Holmes	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.5b L.5.6  RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c  RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10  W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10	Demonstrate comprehension of text.  Make inferences and draw conclusions based on evidence from the text. Identify major terms, characters, or authors. Demonstrate comprehension of deductive reasoning.  Compare and contrast characters. Describe a character using evidence from the text. Label a map using details from the text. Recognize sensory details. Predict the outcome of the story. Summarize plot.  Write a well-organized and focused response to a question or prompt.
22 American Themes 1 Native Songs 2 Patriotic Songs as Poetry 3 Three Portraits  Row continues on next page . . .	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a	Describe a character using evidence from the text. Identify tone. Identify imagery. Identify rhyme scheme.  Discuss theme, using evidence from the text.

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>4 The Varied Carols I Hear 5 Unit Assessment: American Themes</p>	<p>L.5.4.c L.5.5b L.5.6  RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10  W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10</p>	<p>Discuss possible meanings of a symbol in a poem.  Describe tone, using evidence from the text. Describe setting, using evidence from the text.  Read poetry aloud with fluency, rhythm, and expression. Discuss theme. Interpret poetry and support interpretations with evidence from the text.  Use evidence in the text to describe and make inferences about a character. Identify figurative language, including personification and simile.  Write a well-organized and focused response to a question or prompt.</p>
<p>23 Life Stories: Young and Brave 1 A Ride in the Night 2 Young Frederick Douglass: The Slave Who Learned to Read 3 Run, Kate Shelley, Run 4 Young and Brave Review 5 Unit Assessment: Life Stories: Young and Brave</p>	<p>L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.5b L.5.6  RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c  RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10  W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10</p>	<p>Demonstrate comprehension of text.  Describe a person using evidence from the text. Describe a character using evidence from the text.  Identify conflict and resolution in a story. Identify choices and consequences.  Write a well-organized and focused response to a question or prompt.</p>

## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
24 American Tall Tales 1 Sky-bright Axe 2 Coyote Cowboy 3 Hammerman 4 A Visual Story 5 Create Your Own Visual Story 6 Exploration Day 8 Unit Assessment: American Tall Tales	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.5b L.5.6  RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c  RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10  W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10	Demonstrate comprehension of the text.  Analyze the use of figurative language. Demonstrate comprehension of the text.  Describe a character using evidence from the text.  Identify hyperbole. Analyze author's use of figurative language. Analyze a character using evidence from text.  Recognize the characteristics of tall tales. Examine the author's use of language. Identify the theme of the story.  Analyze a multimedia piece. Compare and contrast different versions fo the same story. Demonstrate literal comprehension of a literary text. Demonstrate inferential comprehension of a literary text. Demonstrate comprehension of information gained from a multimedia piece. Demonstrate knowledge of major characters, terms, incidents, or authors.  Develop a multimedia piece that tells a story. Write a well-organized and focused response to a question or prompt.
26 Semester Review and Assessment 1 Semester Review 2 Semester Assessment  <u>Row continues on next page . . .</u>	L.5.1 L.5.1.a-e L.5.2 L.5.2.a-e L.5.3 L.5.3.a L.5.4.c L.5.5b L.5.6  RF.5.3 RF.5.3a RF.5.4 RF.5.4a-c  RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8	Semester assessment will test student's ability to:  Compare and contrast characters. Compare and contrast characters. Compare and contrast literary selections and characters.  Demonstrate comprehension of text. Demonstrate knowledge of major characters, terms, incidents, or authors. Demonstrate knowledge of major characters, terms, incidents, or authors.  Describe a character using evidence from text. Describe a character using evidence from the text. Describe a person using evidence from the text. Describe characters based on evidence in the text. Describe tone. Describe tone.  Distinguish between literal and figurative language.  Explain possible symbolic meanings in the poem. Explain possible symbolic meanings in the poem.



## Scope and Sequence

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
	RI.5.9 RI.5.10  RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10  W.5.2 W.5.2.a-e W.5.4 W.5.9 W.5.10	Identify a lesson learned based on a character's actions. Identify alliteration. Identify choices and consequences. Identify choices and consequences. Identify conflict and resolution in the text. Identify conflict and resolution. Identify literal/figurative language. Identify main idea. Identify metaphor/simile. Identify personification. Identify personification. Identify rhyme scheme. Identify rhyming couplets. Identify supporting details. Identify theme. Identify theme.  Make inferences and draw conclusions.  Read poetry aloud with fluency, rhythm, and expression. Recognize the characteristics of tall tales. Summarize the plot of the text. Take notes from a passage read aloud.