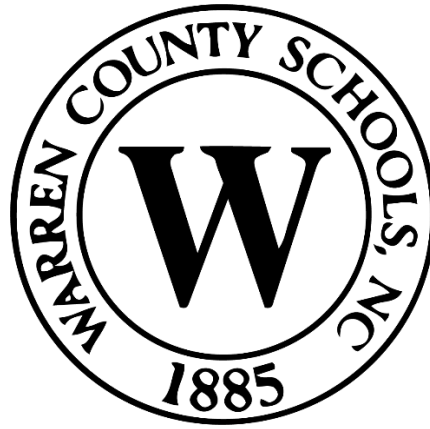


Warren County Schools

Pacing Guide



ELA Fifth Grade

NC Standards	Vocabulary	Key Skills	Timeframe
<p>Resources: HMH Module1: Inventors at Work, NCDPI, FCRR</p> <ul style="list-style-type: none"> • RF.5.4.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. • RF.5.5.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • RF.5.5.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • 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.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. • RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • RL.5.5 Explain how chapters, scenes, or stanzas 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. • L.5.1.a Continue to ensure subject/verb agreement. • L.5.1.o Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences. • L.5.2.q Spell grade-appropriate words correctly. • L.5.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. • L.5.6 Acquire and use accurately grade-appropriate general academic and domain- 	<p>Text, Events, Inferences, Details, Clarify, Meaning, Explain, Main idea, Central idea, Summarize, Context</p>	<p>Context Clues; Prefixes; Decoding; Fluency; Central Idea; Summarize; Point of View; Theme; Discussion; Self-Correction; Inferences; Author's Craft; Opinion</p>	<p>4 weeks 8/17-9/11/2020</p>

specific words and phrases, including those that signal contrast, addition, and other logical relationships

- SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.4 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; adapt speech to a variety of contexts and tasks.
- SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- W.5.2.a Organize an event sequence that unfolds naturally and logically.
- W.5.2.b Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.
- W.5.2.c Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.2.f Provide a concluding statement or section related to the information or explanation presented.
- W.5.2.g With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

Cross-Curricular Standards

Science

- 5.P.1.1 Explain how factors such as gravity, friction, and change in mass affect the motion of objects.
- 5.P.1.4 Predict the effect of a given force or a change in mass on the motion of an object.
- 5.P.2.1 Explain how the sun's energy impacts the processes of the water cycle (including evaporation, transpiration, condensation, precipitation and runoff).

Social Studies

- 5.E.1.2 Explain the impact of production, specialization, technology and division of labor on the economic growth of the United States.
- 5.G.1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.
- 5.H.2.3 Compare the changing roles of women and minorities on American society from the Pre-Colonial era through Reconstruction.

DPI Resources

RI.5.5

<https://drive.google.com/file/d/1XrT2lA3CuV07hlt2Fbj6PtkJRuoMU8H9/view?usp=sharing>

RL.5.6

<https://drive.google.com/file/d/1kJzNZMC2zoKqPlStrCQx8m0SVJeLhebU/view?usp=sharing>

Remote Learning Resources (DPI)

Choice Boards

<https://sites.google.com/dpi.nc.gov/englishlanguagearts/resources/remote-learning/3-5-choiceboards>

The choice board format allows students to choose among the activities as a way to reinforce skills, explore new concepts, and take ownership of and self-reflect on their learning.

Question Stems (DPI)

<https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view>

Sentence Frames (DPI)

<https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view>

<p>FCRR</p> <p>Morphine https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_morpheme_structures/45_ap014_compound_construction.pdf</p> <p>Context Clues https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_words_in_context/45_v040_context_clues.pdf</p> <p>Syllables https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_syllable_patterns/45_ap013_select_syllables.pdf</p> <p>Main Idea https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_expository_text_structure/45_c017_main_idea_mania.pdf</p> <p>Inferences https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_text_analysis/45_c028_more_incredible_inferences.pdf</p>			
<p>Resources: HMH Module 2: What a Story, NCDPI, FCRR</p> <ul style="list-style-type: none"> • RF.5.4.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. • RF.5.5.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • RF.5.5.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • RL.5.1 Quote accurately from a text when explaining what the text says explicitly and 	<p>Inferences, Theme, Main idea, Details, Summarize, Context clues,</p>	<p>Antonyms/Synonyms; Decoding; Figurative Language; Context clues, Ask & Answer Questions; Interpretation;</p>	<p>4Weeks 9/14-10/9/2020</p>

<p>when drawing inferences from the text.</p> <ul style="list-style-type: none"> • 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. • RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone. • RL.5.5 Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem. • RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. • RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics • L.5.1.c Continue to use regular and irregular plural nouns • L.5.1.g Convey sense of various times, sequences, states, and conditions. • L.5.1.h Recognize and correct inappropriate shifts in verb tense • L.5.2.q Spell grade-appropriate words correctly. • L.5.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. • 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. • SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles. • SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • W.5.3.a Organize information and ideas around a topic to plan and prepare to write. 		Analysis	
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- W.5.3.b Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.5.3.c 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.d Use a variety of transitional words, phrases, and clauses to manage the sequence of events
- W.5.3.e Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3.f Provide a conclusion that follows from the narrated experiences or events.
- W.5.3.g With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- W.5.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

CROSS-CURRICULAR STANDARDS

Social Studies

- 5.C.1.4 Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.

DPI Resources

RF5.5c https://drive.google.com/file/d/1ImbezfOhh630fQTVGzix-S5IE7hk3s_M/view?usp=sharing

RL.5.7 <https://drive.google.com/file/d/1O-gdIi0Zvr9FEboysv32RDsWRk7KoyOF/view?usp=sharing>

RL.5.9 <https://drive.google.com/file/d/16deKl3ygAqmus-4uLAGL0hcNb7KWQufs/view?usp=sharing>

Remote Learning Resources (DPI)

Flip Grid

<https://info.flipgrid.com/>

Ask students to choose a page or two from an independent reading book or provide students with an excerpt. Have students create a Black Out Poem that expresses one of the character's perspectives in the text. If there are two characters with differing perspectives in the text, ask students to repeat the activity with the second character. Once complete, they should write or verbally explain with a digital tool, an explanation of how the poem illustrates the character's perspective.

Black Out Example

https://drive.google.com/file/d/1XRenWGID51efWB1wr5_mv5XMM4yGYRfp/view?usp=sharing

Question Stems (DPI)

<https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view>

Sentence Frames (DPI)

<https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view>

FCRR

Summarizing:

https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_narrative_text_structure/45_c013_summary_step_up.pdf

Inferences

https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_text_analysis/45_c029_inference_innovations.pdf

Word Meaning:

<p>https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_word_meaning/45_v021_what_do_you_mean.pdf</p> <p>Syllables: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_syllable_patterns/45_ap010_syllable_sort.pdf</p> <p>Multisyllable words: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_word_analysis/45_v026_word_by_word.pdf</p> <p>Word Meaning: https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_word_meaning/45_v020_word_clues.pdf</p>			
<p>Resources: HMH Module 3: Natural Disasters, NCDPI, FCRR,</p> <ul style="list-style-type: none"> • RF.5.4.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. • RF.5.5.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. • RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area • RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently • L.5.1.k Continue to use coordinating and subordinating conjunctions. • L.5.1.l Use correlative conjunctions (such as either/or). 	<p>Prose, Key details, Main idea, Meaning, Summarize, Context</p>	<p>Decoding, Ask & Answer Questions, Evaluate, Collaboration, Discussion, Presentation</p>	<p>4 Weeks 10/10- 11/6/2020</p>

<ul style="list-style-type: none"> • L.5.2.q Spell grade-appropriate words correctly. • L.5.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. • 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. <p>SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> • SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles. • SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> • W.5.1.a Organize information and ideas around a topic to plan and prepare to write. <p>W.5.1.b 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.</p> <ul style="list-style-type: none"> • W.5.1.c Provide logically ordered reasons that are supported by facts and details. • W.5.1.d Link opinion and reasons using words, phrases, and clauses. • W.5.1.e Provide a concluding statement or section related to the opinion presented • W.5.1.f With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. • W.5.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. • W.5.6 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 			
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Cross-Curricular Standards

Science

- 5.E.1.1 Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.
- 5.E.1.2 Predict upcoming weather events from weather data collected through observation and measurements.
- 5.E.1.3 Explain how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation
- 5.P.1.4 Predict the effect of a given force or a change in mass on the motion of an object.
- 5.P.2.1 Explain how the sun's energy impacts the processes of the water cycle (including evaporation, transpiration, condensation, precipitation and runoff).
- 5.P.3.1 Explain the effects of the transfer of heat (either by direct contact or at a distance) that occurs between objects at different temperatures. (conduction, convection or radiation)

Social Studies

- 5.E.2.2 Evaluate the costs and benefits of spending, borrowing and saving.
- 5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.

DPI Resources

RI.5.2 <https://drive.google.com/file/d/1SsOG-OptClmyFF1sob3L7NrAh2RWiE0f/view?usp=sharing>

RI.5.7 <https://drive.google.com/file/d/1SsOG-OptClmyFF1sob3L7NrAh2RWiE0f/view?usp=sharing>

W.5.4
<https://drive.google.com/file/d/1rgw7PP1XrVnRjmusZafYEthg9rSGAM0/view?usp=sharing>

Remote Learning Resources (DPI)

Padlet

<https://padlet.com/>

Use for online discussion board, pose 3-5 essential questions, and have students to post articles.

Question Stems (DPI)

<https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view>

Sentence Frames (DPI)

<https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view>

FCRR

Word Meaning

https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_word_meaning/45_v025_ask_a_word.pdf

Details

https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_expository_text_structure/45_c015_detail_delight.pdf

Questions

https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_monitoring_for_understanding/45_c037_question_cards.pdf

<p>Resources: HMH Module 4: Wild West, NCDPI, FCRR</p> <ul style="list-style-type: none"> • RF.5.4.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. • RF.5.5.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • RF.5.5.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • 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.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts • 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. • RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. • L.5.1.g Convey sense of various times, sequences, states, and conditions. • L.5.2.h Use commas and quotations to mark direct speech and quotations from a text. • L.5.2.q Spell grade-appropriate words correctly. • L.5.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. • L.5.6 Acquire and use accurately grade-appropriate general academic and domain- 	<p>Prose/ Poetry, Details, Inferences, Main Idea, Summarizing, Meaning,</p>	<p>Decoding; Fluency, Synthesis, Text Structure; Ask and Answer Questions; Evaluation; Inferences</p>	<p>4 Weeks 11/9- 12/4/2020</p>
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specific words and phrases, including those that signal contrast, addition, and other logical relationships.

SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- SL.5.4 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; adapt speech to a variety of contexts and tasks.
- W.5.2.a Organize information and ideas around a topic to plan and prepare to write.
- W.5.2.b Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.
- W.5.2.e Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.2.f Provide a conclusion related to the information or explanation presented.
- W.5.2.g With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- W.5.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

Cross-Curricular Standards

Science

- 5.E.1.2 Predict upcoming weather events from weather data collected through observation and measurements.

Social Studies

- 5.C&G.2.1 Understand the values and principles of a democratic republic.
- 5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.
- 5.G.1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.
- 5.G.1.4 Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).
- 5.H.1.3 Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction.
- 5.H.2.1 Summarize the contributions of the “Founding Fathers” to the development of our country.
- 5.H.2.2 Explain how key historical figures have exemplified values and principles of American democracy.
- 5.H.2.3 Compare the changing roles of women and minorities on American society from the Pre-Colonial era through Reconstruction.

DPI Resources

RL.5.3

<https://drive.google.com/file/d/18Z37dHjGkeMXXubpiY4m4l4c2dcJm2Im/view?usp=sharing>

RF.5.5b

<https://drive.google.com/file/d/1tuzI5plnI0z29TeIDnGnkfx9c4D7exw7/view?usp=sharing>

Remote Learning Resources (DPI)

Edpuzzle

<https://edpuzzle.com/>

Students can record think-alouds using a specific comprehension strategy or skill to serve as an existing model that students can refer to and replay as many times as needed.

Encourage students to practice the particular skill with a book of their choice. Teachers may also consider creating a response sheet they can complete on-line and/or insert specific questions throughout a lesson in Edpuzzle.

Question Stems (DPI)

<https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view>

Sentence Frames (DPI)

<https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view>

FCRR

Phrases

https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_phrases/45_f010_phrase_haste.pdf

Syllables

https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_syllable_patterns/45_ap012_syllable_map_it.pdf

Words in Context

https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_words_in_context/45_v042_cloze_encounters.pdf

Summarizing

https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_monitoring_for_understanding/45_c040_sum_thing_special.pdf

Inferences

https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/5_text_analysis/45_c029_inference_innovations.pdf

Syllabic

Context

4 Weeks

<p>Resources: HMH Module 5: Project Earth, NCDPI, FCRR</p> <ul style="list-style-type: none"> • RF.5.4.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. • RF.5.5.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • RF.5.5.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • 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.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. • RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question 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). • 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. • RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone. • RL.5.5 Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem. • L.5.1.c Continue to use regular and irregular plural nouns. • L.5.1.p Produce, expand, and rearrange simple, compound, and complex sentences. • L.5.2.q Spell grade-appropriate words correctly. • L.5.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: 	<p>patterns, Morphology, Prose/poetry, Details, Main idea, Summarize, Evidence, Theme, Context Clues, Inferences, Word meanings</p>	<p>Clues; Decoding; Fluency; Inferences; Theme, Interpret and analyze media; Summarize</p>	<p>12/72020- 1/15/2021</p>
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<p>context clues, word parts, word relationships, and reference materials.</p> <ul style="list-style-type: none"> • L.5.5.a Interpret figurative language, including similes and metaphors, in context • 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. <p>SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> • SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles. • SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • SL.5.4 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; adapt speech to a variety of contexts and tasks • W.5.1.b 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.c Provide logically ordered reasons that are supported by facts and details. • W.5.1.d Link opinion and reasons using words, phrases, and clauses. • W.5.1.e Provide a concluding statement or section related to the opinion presented. • W.5.1.f With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. • W.5.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. • W.5.6 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. 			
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Cross-Curricular Standards

Science

- 5.L.2.3 Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.
- 5.L.3.2 Give examples of likenesses that are inherited and some that are not.

Social Studies

- 5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.
- 5.H.1.1 Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership).

DPI Resources

RI.5.8 <https://drive.google.com/file/d/16deKl3ygAqmus-4uLAgL0hcNb7KWQufs/view?usp=sharing>

L.5.5.a <https://drive.google.com/file/d/1DgnRWp-ASsvTA6Ufnxax2e-rEE56T7hN/view?usp=sharing>

Remote Learning Resources (DPI)

Read Works

<https://www.readworks.org/>

Used as a specific comprehension strategy or skill to serve as an existing model that students can refer to and replay as many times as needed. Students can practice particular skill with a book of their choice.

Question Stems (DPI)

<https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view>

<p>Sentence Frames (DPI) https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view</p> <p>FCRR</p> <p>Choice Meanings (Words in context) https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_words_in_context/45_v037_choice_meanings.pdf</p> <p>Word Parts https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_variant_correspondences/45_ap006_word_o_matic.pdf</p> <p>Morphology https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_morpheme_structures/45_ap020_root_hoot.pdf</p> <p>Distinguishing Details https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_expository_text_structure/45_c016_distinguishing_details.pdf</p> <p>Summarizing https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_expository_text_structure/45_c020_super_summary.pdf</p>			
<p>HMH Module 6: Art for Everyone, NCDPI, FCRR</p> <ul style="list-style-type: none"> • RF.5.4.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. • RF.5.5.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 	<p>Context Purpose, Inference, Details, Evidence, Main Idea</p>	<p>Context Clues; Decoding; Fluency; Inferences; Theme, Point</p>	<p>4 Weeks 1/19-2/12/2021</p>

<ul style="list-style-type: none"> • RF.5.5.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. • RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area • RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. • L.5.1.q Form and use prepositional phrases. • L.5.2.q Spell grade-appropriate words correctly. • L.5.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. • L.5.5.a Interpret figurative language, including similes and metaphors, in context. • 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. <p>SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> • SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles. • SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. • W.5.3.a Organize information and ideas around a topic to plan and prepare to write. 	<p>Compare/ Contrast, Connection Theme Characters</p>	<p>of View; Interpret and analyze media; Summarize</p>	
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- W.5.3.b Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.5.3.c 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.d Use a variety of transitional words, phrases, and clauses to manage the sequence of events
- W.5.3.e Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3.f Provide a conclusion that follows from the narrated experiences or events.
- W.5.3.g With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- W.5.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.
- W.5.6 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.

CROSS-CURRICULAR STANDARDS

Social Studies

- 5.C.1.4 Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.
- 5.H.1.2 Summarize the political, economic and social aspects of colonial life in the thirteen colonies.
- 5.H.2.2 Explain how key historical figures have exemplified values and principles of American democracy.
- 5.H.2.3 Compare the changing roles of women and minorities on American society from the Pre-Colonial era through Reconstruction.

DPI

L.5.5

<https://drive.google.com/file/d/1MV2afYDIOs9zrZBTi2RKSwIn62R9mY4c/view?usp=sharing>

SL.5.5 <https://drive.google.com/file/d/1DgnRWp-ASsvTA6Ufnxax2e-rEE56T7hN/view?usp=sharing>

W.5.6 <https://drive.google.com/file/d/16deKl3ygAqmus-4uLAGL0hcNb7KWQufs/view?usp=sharing>

Remote Learning Resources (DPI)

Abcya

<https://www.abcya.com/>

Used as a specific comprehension strategy or skill to serve as an existing model that students can refer to and replay as many times as needed. Students can practice particular skills with a book of their choice.

Question Stems (DPI)

<https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view>

Sentence Frames (DPI)

<https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view>

FCRR

Words in Context

https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/4_5_words_in_context/45_v036_up_with_words.pdf

Retell

https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/4_5_narrative_text_structure/45_c012_retell_review.pdf

<p>Details</p> <p>https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_expository_text_structure/45_c016_distinguishing_details.pdf</p>			
<p>HMH Module 7: Above, Below, and Beyond, NCDPI, FCRR</p> <ul style="list-style-type: none"> • RF.5.4.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. • RF.5.5.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • RF.5.5.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. • RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area • RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. • RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question 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). 	<p>Context Purpose, Inference, Details, Evidence, Main Idea Compare/ Contrast, Connection Theme Characters Summarize</p>	<p>Context Clues; Decoding; Fluency; Inferences; Theme, Interpret and analyze media Summarize</p>	<p>4 Weeks 2/15- 3/12/2021</p>

<ul style="list-style-type: none"> • L.5.1.g Convey sense of various times, sequences, states, and conditions. • L.5.1.r Ensure pronoun-antecedent agreement. • L.5.2.m Use underlining, quotation marks, or italics to indicate titles of works. • L.5.2.q Spell grade-appropriate words correctly. • L.5.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. • 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. <p>SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> • SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles. • SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • SL.5.4 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; adapt speech to a variety of contexts and tasks. • W.5.2.a Organize information and ideas around a topic to plan and prepare to write. • W.5.2.b Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. • W.5.2.c Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • W.5.2.d Link ideas within and across categories of information using words, phrases, and clauses. • W.5.2.e Use precise language and domain-specific vocabulary to inform about or explain the topic. 			
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- W.5.2.f Provide a conclusion related to the information or explanation presented.
- W.5.2.g With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- W.5.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.
- W.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Cross-Curricular Standards

Science

- 5.P.1.1 Explain how factors such as gravity, friction, and change in mass affect the motion of objects.
- 5.P.1.4 Predict the effect of a given force or a change in mass on the motion of an object.
- 5.P.2.3 Summarize properties of original materials, and the new material(s) formed, to demonstrate that a change has occurred.

Social Studies

- 5.H.2.2 Explain how key historical figures have exemplified values and principles of American democracy.
- 5.H.2.3 Compare the changing roles of women and minorities on American society from the Pre-Colonial era through Reconstruction.

DPI

(Skills Covered)

Remote Learning Resources (DPI)

EPIC

<https://www.getepic.com/>

Question Stems (DPI)

<p>https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view</p> <p>Sentence Frames (DPI) https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view</p> <p>FCRR Story Elements https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_narrative_text_structure/45_c008_story_element_ease.pdf</p> <p>Recap https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_narrative_text_structure/45_c011_retell_recap.pdf</p> <p>Details https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_expository_text_structure/45_c015_detail_delight.pdf</p> <p>Inference https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_text_analysis/45_c029_inference_innovations.pdf</p>			
<p>Module 8: A New Home, NCDPI, FCRR</p> <ul style="list-style-type: none"> • RF.5.4.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. • RF.5.5.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • RF.5.5.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • RL.5.1 Quote accurately from a text when explaining what the text says explicitly and 	Context Purpose, Inference, Details, Evidence, Main Idea Compare/ Contrast, Connection Theme	Context Clues; Decoding; Fluency; Inferences; Theme, Point of View; Interpret and analyze media	4 Weeks 3/13- 4/16/2021

<p>when drawing inferences from the text.</p> <ul style="list-style-type: none"> • 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. • RL.5.5 Explain how chapters, scenes, or stanzas 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 aesthetics of a text. • L.5.1.f Continue to form and use the perfect verb tenses. • L.5.1.m Form and use comparative and superlative adverbs • L.5.1.t Correctly use frequently confused words (such as to, two, too). • L.5.2.q Spell grade-appropriate words correctly. • L.5.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. • 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. <p>SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> • SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles. • SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>• W.5.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</p>	<p>Characters</p>		
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<ul style="list-style-type: none"> • W.5.6 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. <p>DPI (Skills Covered)</p> <p>Remote Learning Resources (DPI)</p> <p>Question Stems (DPI) https://drive.google.com/file/d/1QvgII2ITQCgEl6Jw8hMGq8zjlGHviOJH/view </p> <p>Sentence Frames (DPI) https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view </p> <p>FCRR Meaning https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_words_in_context/45_v038_meaning_extender.pdf </p> <p>Fluency https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_chunked_text/45_f011_reading_chunks.pdf </p> <p>Phrasing https://www.fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/45_chunked_text/45_f013_chunk_it_up.pdf </p>			
Module 9: Global Guardians			4 weeks 4/19- 5/14/2021
Review All Skills			5/17/2021-

			6/3/2021
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