

# ELA Grade 5 Pacing Guide

## Quarter 1

**Essential Questions:** *What steps must be taken to cite evidence from the text when making a point or stating a claim? What steps must be taken when formulating a summary? Why is sequence important when analyzing the plot of a story? Why is it necessary to use context when determining the meanings of words in a story or passage? How does a narrator's point of view affect the meaning of a story?*

Weekly Tracker	Classroom Instruction
<b>Week 1 – Week 3</b>	<p style="text-align: center;"><b>Reading Complex Text</b></p> <p><b>Focus on Literature</b></p> <ul style="list-style-type: none"><li>• Summarize a story</li><li>• Analyze story elements (plot, character, setting, point of view)</li><li>• Cite evidence from text</li><li>• Use context to determine word meaning</li></ul> <p><b>Short text selections</b></p> <ul style="list-style-type: none"><li>• <i>Thunder Rose</i></li><li>• <i>Island of the Blue Dolphin</i></li><li>• <i>Inside Out</i></li></ul> <p style="text-align: center;"><b>Writing to Texts</b></p> <p><b>Routine Writing</b></p> <ul style="list-style-type: none"><li>• Two-column notes</li><li>• Story summaries</li><li>• Constructed responses</li><li>• Subject area journal entries</li></ul> <p><b>Analysis (Opinion)</b></p> <p>It is the opinion of the author of <i>Island of the Blue Dolphins</i> that Karan is a resourceful and determined character. Cite evidence from the story to show how the author supports this opinion. (<a href="#">See Edmodo writing</a>)</p> <p><b>Narrative Writing</b></p> <p>Students will write a description of a process or experience; Explanations of processes (e.g., a science experiment, learning log)</p>
<b>Week 4- Week 6</b>	<p style="text-align: center;"><b>Reading Complex Text</b></p> <p><b>Focus on Literature</b></p> <ul style="list-style-type: none"><li>• Plot, character, setting and how they influence a story</li><li>• Analyzing point of view</li></ul>

	<ul style="list-style-type: none"> <li>• Story structure</li> <li>• Author’s style, including word choice</li> </ul> <p><b>Analyzing an Extended Work of Fiction</b></p> <ul style="list-style-type: none"> <li>• <i>The Secret Garden</i> (or other appropriately complex literary chapter book)</li> </ul> <p style="text-align: center;"><b><i>Writing to Texts</i></b></p> <p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• Two-column notes</li> <li>• Chapter summaries</li> <li>• Constructed responses</li> <li>• Subject area journal entries</li> </ul> <p><b>Analysis (Informational)</b></p> <ul style="list-style-type: none"> <li>• The student will write a description of the importance of sequence within the novel</li> </ul> <p><b>Narrative Writing</b></p> <p><i>Students</i> rewrite a section from a different point of view or write a new ending to a chapter</p>
<p><b>Week 7 - Week 9</b></p>	<p style="text-align: center;"><b><i>Reading Complex Text</i></b></p> <p><b>Focus on Informational Text</b></p> <ul style="list-style-type: none"> <li>• Main idea and details</li> <li>• Summarizing</li> <li>• Text structure</li> <li>• Visual and graphic information</li> <li>• Academic language</li> </ul> <p><b>Short text selections</b></p> <p><i>Satchel Paige</i>  <i>Shutting Out the Sky</i>  <i>Passage to Freedom</i></p> <p style="text-align: center;"><b><i>Writing to Texts</i></b></p> <p><b>Routing Writing</b></p> <p>Take notes for research project and/or oral report  Complete graphic organizers  Journal writing</p> <p><b>Analysis (Opinion)</b></p> <p>All three characters we read about this three-week period endured challenges. Students will write a paper explaining which character faced the most difficult challenges and why. They should draw evidence from the text to support their opinions.</p>

**Research Report: Factual Report**

Students will select a topic from Social Studies or Science, conduct research, and prepare and present a factual report that synthesizes information from multiple sources. The report may be in the form of a poster, PowerPoint presentation, or other designated mode, as directed by the teacher.

### For Reading and Writing in Each Module

	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
Every Quarter	<b>RL/RI 5.1</b> Cite evidence from text when speaking or writing about texts.	<b>RL/RI 5.2-9, SL 5.2-3</b> Carefully examine what is said in a text before speaking or writing about it.	<b>L51-2 SL5.6</b> Edit and revise writing for errors in language conventions.  Use correct grammar when speaking.	<b>L.5.4.5-6</b> Use a variety of learned strategies to derive word meaning in context.	<b>SL.5.1</b> Develop and practice classroom routines and procedure.  Participate actively in classroom discussions.	<b>SL1, SL2, SL4, SL6</b> Oral presentation of research findings

### Reading Foundational Skills

Phonics and Word Recognition	Fluency
<b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>• Short vowels VCCV, VCV</li> <li>• Long vowels, VCV</li> <li>• Long vowel digraphs</li> <li>• Adding –ed, -ing</li> <li>• Contractions</li> <li>• Digraphs <i>th, sh, ch, ph</i></li> <li>• Irregular plurals</li> <li>• Vowel sounds with r</li> </ul>	<b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.  By the end of the nine weeks, read at a rate of 110-115 WCPM; adjust rate as appropriate to the text and the task

\*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen. **These standards are constant and should be taught throughout each quarter.**



## **Resources**

*Grades 1-5 Boston Public Schools – Close Reading Lessons*

<http://bpscurriculumandinstruction.weebly.com/close-reading-lesson-plans.html>

*Boston Public Schools – Curriculum Maps page 7*

<http://bpscurriculumandinstruction.weebly.com/elementary-curriculum-guides.html>

*Grades 1-5 Standards Guide*

[http://sayville.k12.ny.us/webpages/ccore/ela\\_resources\\_k-5.cfm?subpage=33875](http://sayville.k12.ny.us/webpages/ccore/ela_resources_k-5.cfm?subpage=33875)

*Grades 3-5 Edmodo*

<http://www.edmodo.com>

*Grades K-5 TEL- Tennessee Electronic Library*

<http://tntel.tnsos.org/curricular.htm>

# ELA Grade 5 Pacing Guide

## Quarter 2

**Essential Questions:** *Why is it important to do the right thing? How is a narrative poem both similar to and different from a story? What is the importance of text structure? What can be gained by studying information from primary and secondary documents about the same topic or event? Why is it important to examine multiple views of the same topic or event?*

### Weekly Tracker

### Classroom Instruction

Week 1 –  
Week 3

#### **Reading Complex Text**

##### **Focus on Literature**

- Compare and Contrast
- Sequence
- Setting
- Theme
- Text Features

##### **Short text selections**

- *Jane Goodall's 10 Ways to help Save Wildlife*
- *The Midnight Ride of Paul Revere*
- *England the Land* (Close reading)

#### **Writing to Texts**

##### **Routine Writing**

- Two-column notes
- Story summaries
- Constructed responses
- Subject area journal entries

##### **Analysis (Opinion)**

Writing across texts, p. 229: Write an opinion paragraph to answer the question “Is it harder to help animals that seem bad or scary?” Justify your opinion by citing evidence from the two texts read this week.

##### **Narrative Writing**

Write a newspaper article summarizing key events from the poem. Use clue words to indicate the sequence of events.

Week 4-  
Week 6

#### **Reading Complex Text**

##### **Focus on Literature**

- Plot, character, setting and how they influence a story
- Analyzing point of view
- Story structure
- Author’s style, including word choice

##### **Analyzing an Extended Work of Nonfiction**

- *England the Land* by Erinn Banting
- (Alternate text) *We are the Ship: The story of the Negro Baseball League* (or other appropriately complex informational chapter book)

	<p style="text-align: center;"><b>Writing to Texts</b></p> <p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• Two-column notes</li> <li>• Chapter summaries</li> <li>• Constructed responses</li> <li>• Subject area journal entries</li> </ul> <p><b>Analysis (Informational)</b> Write a summary of a first-hand account of the life of a Negro baseball player.</p> <p><b>Analysis (Informational)</b> Write a paper comparing/contrasting industry in England during the Industrial Revolution with England today. Cite evidence from <i>England the Land</i> to support key points.</p> <p>Or-Write a paper comparing/contrasting a first and second-hand account of experiences playing in the Negro Baseball League. Be sure to cite details from both texts to support key points.</p> <p><b>Narrative</b> Write a story about playing with one of the famous Negro baseball league players, using details from text read to make the narratives true to the texts.</p> <p><b>Research Report: Factual Report</b> Students will select a topic from Social Studies or Science, conduct research, and prepare and present a factual report that synthesizes information from multiple sources. The report may be in the form of a poster, PowerPoint presentation, or other designated mode, as directed by the teacher. Suggested topic: the history of the Negro Baseball League</p>
<p><b>Week 7 - Week 9</b></p>	<p style="text-align: center;"><b>Reading Complex Text</b></p> <p><b>Focus on Informational Text</b></p> <ul style="list-style-type: none"> <li>• Main idea</li> <li>• Graphic sources</li> <li>• Features of poetry</li> <li>• Text features of search engines</li> <li>• Cause and effect</li> </ul> <p><b>Short text selections</b></p> <ul style="list-style-type: none"> <li>• <i>Special Effects in Film and Television</i></li> <li>• <i>Mahalia Jackson</i></li> </ul> <p style="text-align: center;"><b>Writing to Texts</b></p> <p><b>Routing Writing</b> Take notes for research project and/or oral report Complete graphic organizers Journal writing</p> <p><b>Analysis (Informational)</b> Write a comparison and contrast essay in which students refer to the structural elements (e.g., verse, rhythm, meter) of Ernest Lawrence Thayer’s “Casey at the Bat” when analyzing the poem and contrasting the impact and differences of those elements to a prose summary of the poem. (Adapted from Appendix B, p. 70)</p>

For Reading and Writing in Each Module						
	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
Every Quarter	<b>RL/RI 5.1</b> Cite evidence from text when speaking or writing about texts.	<b>RL/RI 5.2-9, SL 5.2-3</b> Carefully examine what is said in a text before speaking or writing about it.	<b>L51-2 SL5.6</b> Edit and revise writing for errors in language conventions.  Use correct grammar when speaking.	<b>L.5.4.5-6</b> Use a variety of learned strategies to derive word meaning in context.	<b>SL.5.1</b> Develop and practice classroom routines and procedure.  Participate actively in classroom discussions.	<b>SL1, SL2, SL4, SL6</b> Oral presentation of research findings
Reading Foundational Skills						
Phonics and Word Recognition				Fluency		
<b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>Final syllables <i>-en, -a, -el, -le, -il</i></li> <li>Final syllables <i>er, ar, or</i></li> <li>Digraphs <i>th, sh, ch, ph</i></li> <li>Irregular plurals</li> <li>Vowel sounds with r</li> <li>Schwa</li> <li>Compound words</li> <li>Consonant sounds <i>/j/, /ks/, /sk/, and /s/</i></li> </ul>				<b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension. By the end of the nine weeks, read at a rate of 110-115 WCPM; adjust rate as appropriate to the text and the task		
*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen. <b>These standards are constant and should be taught throughout each quarter.</b>						



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## ELA Grade 5 Pacing Guide

### Quarter 3

**Essential Questions:** How do characters, theme, plot and point-of-view influence the meaning of a passage? How does the reader interpret an implied vs. a stated theme? What is the importance of understanding Greek/Latin roots when determining the meaning of words? How does being able to make accurate inferences affect my overall comprehension of a passage? How important is my ability to draw conclusions from both textual and visual evidence? What factors are vital in writing an essay that compares/contrasts passages?

#### Weekly Tracker

#### Classroom Instruction

#### Week 1 – Week 3

#### *Reading Complex Text*

##### Focus on Literature

- Draw conclusions
- Main Idea (both stated & implied)
- Plot, Characters, & Theme

##### Short text selections

*Wings for the King*

*Leonardo's Horse*

*Dinosaurs of Waterhouse Hawkins*

#### *Writing to Texts*

##### Routine Writing

- Two-column notes
- Story summaries
- Constructed responses
- Subject area journal entries

##### Analysis (Opinion)

According to Jean Fritz, author of *Leonardo's Horse*, how were Leonardo da Vinci and Charles Dent similar? Why did Dent decide to create the horse? Cite evidence from the story to show how the author supports your comparison.

##### Narrative Writing

Write a newspaper article summarizing key events from one of the stories we read this three-week period. Use clue words to indicate the sequence of events.

#### Week 4- Week 6

#### *Reading Complex Text*

##### Focus on Literature

- Plot, character, setting,
- Point of view,
- Story structure
- Author's style, including word choice

##### Analyzing an Extended Work of Fiction

*The Birchbark House* by Louise Erdrich (or other appropriately complex literary chapter book, such as *The Black Stallion*)

	<p style="text-align: center;"><b>Writing to Texts</b></p> <p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• Two-column notes</li> <li>• Chapter summaries</li> <li>• Constructed responses</li> <li>• Subject area journal entries</li> </ul> <p><b>Analysis (Opinion)</b></p> <p>Students will write an opinion paper asserting the importance of perspective or point of view when reading a novel. To do this, they must recognize the perspective of <i>The Birchbark House</i> (or other selected novel) and draw on specific details from the text to illustrate key points.</p> <p><b>Narrative Writing</b></p> <p>Students will rewrite the climax and ending of the story.</p>
<p><b>Week 7 - Week 9</b></p>	<p style="text-align: center;"><b>Reading Complex Text</b></p> <p><b>Focus on Literary Analysis</b></p> <ul style="list-style-type: none"> <li>• Literal and inferential comprehension</li> <li>• Summarizing</li> <li>• Theme</li> <li>• Draw conclusions from textual and/or visual evidence</li> <li>• Utilizing text evidence to support analysis and reflection</li> <li>• Analyzing the effect of perspective within a passage.</li> <li>• Questioning to clarify thinking</li> </ul> <p><b>Short text selections</b></p> <ul style="list-style-type: none"> <li>• <i>Weslandia</i></li> <li>• <i>Three Century Woman</i></li> <li>• TEL Articles to compliment <i>Three Century Woman</i> <ul style="list-style-type: none"> <li>○ <a href="#">Witness to History Recalls Hindenburg Horror</a></li> <li>○ <a href="#">The Wreck of the Hindenburg</a></li> <li>○ <a href="#">San Francisco Earthquake Video Clip</a></li> <li>○ <a href="#">The Great Quake</a></li> </ul> </li> </ul> <p style="text-align: center;"><b>Writing to Texts</b></p> <p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• Take notes for research project and/or oral report</li> <li>• Complete graphic organizers</li> <li>• Journal writing</li> </ul> <p><b>Analysis (Informational)</b></p> <p>The main characters in both <i>Weslandia</i> and <i>Three Century Woman</i> have very vivid imaginations. Write an essay that compares/contrasts the main characters in the two short stories. What do Wesley and Mrs. Brekenridge have in common? How do they differ? Make sure you address how the author uses characterization to reveal the ultimate theme of the story.</p>

**Research Report: Factual Report**

Louise Erdrich received her inspiration to write *The Birchbark House* while working with her mother on a research project of their family history. You will complete a research project of your family history, while comparing and contrasting your findings to that of Omakayas.

**For Reading and Writing in Each Module**

	<b>Cite evidence</b>	<b>Analyze content</b>	<b>Study and apply grammar</b>	<b>Study and apply vocabulary</b>	<b>Conduct Discussions</b>	<b>Report Findings</b>
<b>Every Quarter</b>	<b>RL/RI 5.1</b> Cite evidence from text when speaking or writing about texts.	<b>RL/RI 5.2-9, SL 5.2-3</b> Carefully examine what is said in a text before speaking or writing about it.	<b>L51-2 SL5.6</b> Edit and revise writing for errors in language conventions.  Use correct grammar when speaking.	<b>L.5.4.5-6</b> Use a variety of learned strategies to derive word meaning in context.	<b>SL.5.1</b> Develop and practice classroom routines and procedure.  Participate actively in classroom discussions.	<b>SL1, SL2, SL4, SL6</b> Oral presentation of research findings

**Reading Foundational Skills**

<b>Phonics and Word Recognition</b>	<b>Fluency</b>
<b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>Schwa</li> <li>Compound Words</li> <li>Consonant Sounds /j/, /ks/, /sk/, and /s/</li> <li>Words from many cultures</li> <li>Contractions and Negatives</li> </ul>	<b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.  By the end of the nine weeks, read at a rate of 125-134 WCPM; adjust rate as appropriate to the text and the task

\*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen. **These standards are constant and should be taught throughout each quarter.**

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## ELA Grade 5 Pacing Guide

### Quarter 4

**Essential Questions:** How do authors use different types of text structures? How does context help readers determine the meanings of unfamiliar words and academic language? Why is it important for readers to compare and contrast information within and across texts? How does a narrator's or speaker's point of view affect understanding?

#### Weekly Tracker

#### Classroom Instruction

#### *Reading Complex Text*

#### Week 1 – Week 3

#### Focus on Literature and Informational Texts

- Analyze cause and effect relationships
- Cite evidence from the text to support a generalization
- Compare and contrast across texts

#### Short text selections

*Journey to the Center of the Earth*  
*Ghost Towns of the American West*  
*Reading Street* paired selections

#### *Writing to Texts*

#### Routine Writing

- Two-column notes
- Story summaries
- Constructed responses
- Subject area journal entries (narrative)

#### Analysis (Explanatory)

Write an essay comparing and contrasting the descriptions of the Earth's core found in the two passages you read this week. Cite evidence from the text.

#### Analysis (Opinion)

Write a letter to the editor of the newspaper either encouraging people living in 1949 to move West or warning them not to. Cite evidence from both texts to support your opinion.

#### *Reading Complex Text*

#### Week 4- Week 6

#### Focus on Informational Text

- Analyze text structure
- Support inference and conclusions with evidence from the text
- Examine cause and effect relationships
- Compare and contrast information and ideas
- Synthesize information from a variety of texts

#### Analyzing an Extended Work of Informational Text

*Volcanoes* by Seymour Simon (or other appropriately complex extended work of informational text)

	<p><b>Short texts</b> Selected articles for research project</p> <p style="text-align: center;"><b><i>Writing to Texts</i></b></p> <p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• Notes for research project</li> <li>• Text summaries</li> <li>• Constructed responses</li> <li>• Subject area journal entries (narrative)</li> </ul> <p><b>Analysis (Opinion)</b> Students will compare and contrast information about the damages caused by natural and man-made disasters (i.e., volcanoes and oil spills or explosions) and write a paper discussing which type of disaster is the easiest to prevent and why. They should cite evidence from multiple texts to support their positions.</p> <p><b>Research Project</b> Using scientific articles to understand the ecology of the Gulf of Mexico and the effects the oil rig disaster has on the wild life in the ecosystem, Students will create a poster illustrating those effects, and demonstrate possible solutions for clean-up. See <a href="http://www.tntel.tnsos.org/LessonPlans/index.php?view=%2760%27">http://www.tntel.tnsos.org/LessonPlans/index.php?view=%2760%27</a> for TEL lesson plan. Students can write summaries of their findings from both articles and cite evidence from the text to support their possible solutions for clean-up.</p> <p><b>Analysis (opinion)</b> Students will then compare and contrast information about the damages caused by natural and man-made disasters (i.e., volcanoes and oil spills) and write a paper discussing which type of disaster is the easiest to prevent and why. They should cite evidence from all texts read to support their positions.</p>
<p><b>Week 7 - Week 9</b></p>	<p style="text-align: center;"><b><i>Reading Complex Text</i></b></p> <p><b>Focus on Informational Text</b></p> <ul style="list-style-type: none"> <li>• Analyze text structure</li> <li>• Evaluate web-based sources</li> <li>• Explore the impact of illustrations</li> </ul> <p><b>Short text selections</b></p> <ul style="list-style-type: none"> <li>• <i>The Hindenburg</i></li> <li>• <i>Sweet Music in Harlem</i></li> </ul> <p style="text-align: center;"><b><i>Writing to Texts</i></b></p> <p><b>Routing Writing</b></p> <ul style="list-style-type: none"> <li>• Take notes for mini-research project and/or oral report</li> <li>• Complete graphic organizers</li> <li>• Journal writing</li> </ul> <p><b>Analysis: Opinion Paper</b> <i>Sweet Music in Harlem</i> is an illustrated story. What impact did the illustrations have on your</p>

understanding and enjoyment of the story? Be sure to include reasons and evidence from the story to support your opinion.

**Narrative Writing:**

Imagine that you are a newspaper writer on the scene of the Hindenburg explosion. Using facts and details from the story, write a newspaper article about it, describing the disaster in sequential order, as if you had interviewed a survivor and were telling his/her story. Be sure to include an eye-catching headline.

**Mini-Research Project (optional)**

Using [Kids InfoBits](http://www.tntel.tnsos.org/KidsInfoBits), students will research age appropriate articles regarding the importance of sleep. After choosing two articles, students will summarize both articles. Students will then create an action plan for getting an adequate amount of sleep and present the plan orally to the class. See also :

<http://www.tntel.tnsos.org/LessonPlans/index.php?view=%2758%27> for detailed TEL lesson plan.

**For Reading and Writing in Each Module**

	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
<b>Every Quarter</b>	<b>RL/RI 5.1</b> Cite evidence from text when speaking or writing about texts.	<b>RL/RI 5.2-9, SL 5.2-3</b> Carefully examine what is said in a text before speaking or writing about it.	<b>L51-2 SL5.6</b> Edit and revise writing for errors in language conventions.  Use correct grammar when speaking.	<b>L.5.4.5-6</b> Use a variety of learned strategies to derive word meaning in context.	<b>SL.5.1</b> Develop and practice classroom routines and procedure.  Participate actively in classroom discussions.	<b>SL1, SL2, SL4, SL6</b> Oral presentation of research findings

**Reading Foundational Skills**

<b>Phonics and Word Recognition</b>	<b>Fluency</b>
<b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>• Contractions and negatives</li> <li>• Adjectives and articles</li> <li>• <i>This, that, these, and those</i></li> <li>• Comparative and superlative adjectives</li> <li>• Adverbs</li> <li>• Modifiers</li> <li>• Conjunctions</li> <li>• Commas</li> </ul>	<b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.  By the end of the nine weeks, read at a rate of 130-140 WCPM; adjust rate as appropriate to the text and the task

\*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen. **These standards are constant and should be taught throughout each quarter.**



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