



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<b>Week: 1</b>				
<p><b>4.RF.4.2:</b> Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.</p> <p><b>5.RV.3.5:</b> Consult reference materials, both print and digital (e.g., <i>dictionary</i>, <i>thesaurus</i>), to find the pronunciation and clarify the precise meanings of words and phrases.</p> <p><b>5.RV.3.2:</b> Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.</p> <p><b>5.W.1:</b> Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p><b>4.W.2.1:</b> Write legibly in print or cursive, forming letters and words that can be read by others.</p>	<p>I</p> <p>I</p> <p>M</p> <p>M</p> <p>M</p> <p>I</p>	<p>Learnzillion</p> <p>Introduce writing traits</p>		<p>Fiction/Nonfiction</p> <p>Compound sentences</p> <p>Simple sentences</p> <p>Interrogative</p> <p>Declarative</p> <p>Exclamatory</p> <p>Imperative</p> <p>Fluency</p> <p>Topic</p> <p>Genre</p> <p>Ideas</p> <p>Purpose</p>



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p><b>5.W.4:</b> Apply the writing process to</p> <ul style="list-style-type: none"> <li>• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); and edit writing for format and Standard English conventions.</li> <li>• Use technology to interact and collaborate with others to publish legible documents.</li> </ul> <p><b>5.W.6.1e: Usage –</b> Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p><b>5.SL.2.3:</b> Establish and follow agreed-upon rules for discussion.</p> <p><b>2.SL.4.3:</b> Give and follow multi-step directions.</p>	<p>I</p> <p>I</p> <p>F</p>			



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
Week: 2				
<p><b>5.RL.2.3:</b> Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.</p>	I			Synonyms Antonyms Greek & Latin Roots Organize Relative pronouns Reflexive pronouns
<p><b>5.RV.2.2:</b> Identify relationships among words, including multiple meanings, <b><u>synonyms and antonyms</u></b>, homographs, metaphors, similes, and analogies.</p>	I			
<p><b>5.RV.2.4:</b> Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., <i>word origins</i>, <b><u>common Greek and Latin affixes and roots</u></b>, <i>parts of speech</i>).</p>	I			
<p><b>4.W.6.1a: Nouns/Pronouns</b> – Writing sentences that include relative pronouns (e.g., <i>who, which</i>) and reflexive pronouns (e.g., <i>myself, ourselves</i>) and explaining their functions in the sentence.</p>	R			
<p><b>5.W.6.2:</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	R			
<p><b>5.W.6.2:</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	I			



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p><b>5.W.6.2c: Spelling –</b>                      Applying correct spelling patterns and generalizations in writing.</p> <p><b>5.SL.2.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.</p> <p><b>5.SL.2.2:</b> Reflect on and contribute to ideas under discussion by drawing on readings and other resources.</p> <p><b>5.SL.2.4:</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>I</p> <p>I</p> <p>I</p>		<p>Reading Groups</p> <p>Reading Groups</p>	



2014-15  
5<sup>th</sup> Grade Language Arts Quarterly Support Document  
Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
Week: 3				
<p><b>4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</b></p> <p><b>5.RV.2.4:</b> Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., <i>word origins</i>, <b>common Greek and Latin affixes and roots</b>, <i>parts of speech</i>).</p> <p><b>5.SL.2.5:</b> Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.</p> <p><b>5.SL.3.1:</b> Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>F</p> <p>I</p> <p>I</p> <p>I</p>		<p>Reading Groups</p>	<p>Conclusions</p> <p>Main Idea</p> <p>Oral</p> <p>Conventions</p>



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<b>Week: 4</b>				
<p><b>5.RN.3.1:</b> Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</p> <p><b>5.RV.2.4:</b> Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., <i>word origins, <b>common Greek and Latin affixes and roots</b>, parts of speech</i>).</p> <p><b>1.RF.2.3:</b> Recognize the components of a sentence (e.g., <i>capitalization, first word, ending punctuation</i>).</p> <p><b>4.RF.4.2:</b> Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.</p> <p><b>3.RF.4.4:</b> Read grade-appropriate words that have blends (e.g., <i>walk, play</i>) and common spelling patterns (e.g., <i>qu-; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural</i>).</p> <p><b>5.RF.4.6:</b> Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., <i>roots and affixes</i>) to read accurately unfamiliar multi-syllabic words in context.</p>	<p>I</p> <p>I</p> <p>M</p> <p>R</p> <p>F</p> <p>F</p>	<p>Social Studies</p> <p>Spelling</p> <p>Spelling</p> <p>Spelling</p> <p>Spelling</p>		<p>Figurative language</p> <p>Similes</p> <p>Metaphors</p> <p>Word choice</p>



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p><b>5.RV.2.2:</b> Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, <b>metaphors, similes,</b> and analogies.</p> <p><b>5.SL.3.1:</b> Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p>	<p>I</p> <p>M</p>			
<p>Week: 5</p>				
<p><b>5.RV.2.4:</b> Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., <i>word origins, <b>common Greek and Latin affixes and roots,</b> parts of speech</i>).</p> <p><b>5.RL.2.2:</b> Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; <b>summarize the text.</b></p> <p><b>5.RL.2.3:</b> Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.</p> <p><b>2.RL.2.4:</b> Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</p>	<p>I</p> <p>I</p> <p>F</p> <p>M</p>	<p>Spelling</p> <p>Social Studies text (teach with both F and NF texts)</p>	<p>Novels</p> <p>Novels/Pictures Books</p> <p>Novels</p>	<p>Summarize</p> <p>Sentence Fluency</p> <p>Transitions</p>



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p><b>5.SL.3.1:</b> Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p><b>5.SL.3.2:</b> Summarize a speaker’s points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.</p>	<p>M</p> <p>I</p>			
<b>Week: 6</b>				
<p><b>5.RV.2.1:</b> Select and apply context clues (e.g., <i>word, phrase, sentence, and paragraph clues</i>) and text features to determine the meanings of unknown words.</p> <p><b>5.RV.3.5:</b> Consult reference materials, both print and digital (e.g., <i>dictionary, thesaurus</i>), to find the pronunciation and clarify the precise meanings of words and phrases.</p> <p><b>5.W.6.1b: Verbs –</b></p> <ul style="list-style-type: none"> <li>• Writing sentences that use the perfect (e.g., <i>I have walked, I had walked, I will have walked</i>) verb tenses.</li> </ul> <p>Correctly using verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>).</p> <p><b>5.W.6.2a: Capitalization –</b> Applying correct usage of capitalization in writing.</p> <p><b>5.W.6.2c: Spelling –</b></p>	<p>I</p> <p>I</p> <p>R</p> <p>M</p>			<p>Context clues</p> <p>Thesaurus</p> <p>Voice</p> <p>Summarize</p> <p>Supporting Details</p>





2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p>Applying correct spelling patterns and generalizations in writing.</p> <p><b>5.SL.3.1:</b> Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>5.SL.3.2:</b> Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence</p>	<p>M</p> <p>M</p> <p>F</p>			



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<b>Week: 7</b>				
<p><b>5.RN.2.2:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>5.RF.5:</b> Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p> <p><b>5.RL.3.1:</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.</p> <p><b>5.RN.3.1:</b> Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</p> <p><b>5.RV.2.2:</b> Identify relationships among words, including multiple meanings, <b><u>synonyms and antonyms</u></b>, homographs, metaphors, similes, and analogies.</p> <p><b>5.RV.3.5:</b> Consult reference materials, both print and digital (e.g., <b><u>dictionary</u></b>, <b><u>thesaurus</u></b>), to find the pronunciation and clarify the precise meanings of words and phrases.</p> <p><b>5.W.3.3:</b> Write narrative compositions</p>	<p>I</p> <p>M</p> <p>I</p> <p>I</p> <p>F</p> <p>F</p>	<p>Spelling</p>		<p>Evidence</p> <p>Narrative</p> <p>Revise</p> <p>Edit</p> <p>Text Features</p>



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F = Focus, M = Maintain, R = Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p>in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Develop the exposition (e.g., <i>describe the setting, establish the situation, introduce the narrator and/ or characters</i>).</li> <li>• Develop an event sequence (e.g., <i>conflict, climax, resolution</i>) that unfolds naturally, connecting ideas and events using transitions.</li> <li>• Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</li> <li>• Use precise and expressive vocabulary and figurative language for effect.</li> <li>• Provide an ending that follows from the narrated experiences or events.</li> </ul>	I			
Week: 8				
<p><b><u>5.RL.2.2: Determine a theme of a story, play, or poem from details in the text</u></b>, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><b>5.RL.2.2:</b> Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a</p>	I   F			<p>Theme          Explain          Evidence          Adjective</p>



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p>topic; <b>summarize the text.</b></p> <p><b>5.RN.4.1:</b> Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.</p> <p><b>5.RV.2.2:</b> Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, <b>metaphors, similes,</b> and analogies.</p> <p><b>4.W.6.1c: <u>Adjectives/ Adverbs</u> –</b> Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.</p> <p><b>5.W.6.1e: Usage –</b> Writing correctly simple, compound, and complex <b>declarative, interrogative, imperative, and exclamatory sentences,</b> using correlative conjunctions (e.g., <i>either/or, neither/ nor</i>).</p> <p><b>5.SL.3.2:</b> Summarize a speaker’s points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.</p>	<p>I</p> <p>F</p> <p>I</p> <p>I</p> <p>M</p>	<p>Time for Kids</p> <p>Song Lyrics Project</p> <p>Adjectives ONLY</p>		<p>Conjunctions</p>



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
Week: 9				
<p><b>5.RL.2.3:</b> Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.</p> <p><b>5.RV.2.1:</b> Select and apply context clues (e.g., <i>word, phrase, sentence, and paragraph clues</i>) and text features to determine the meanings of unknown words.</p> <p><b>5.RV.2.4:</b> Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., <i>word origins, common Greek and Latin affixes and roots, parts of speech</i>).</p> <p><b>5.RV.3.1:</b> Determine how words and phrases provide meaning to works of literature, including imagery, <b>symbolism</b>, and figurative language (e.g., <i>similes, metaphors, hyperbole, or allusion</i>).</p>	<p>F</p> <p>F</p> <p>R</p> <p>I</p>			<p>Symbolism</p> <p>Context Clues</p> <p>Appositives</p> <p>Opinion</p> <p>Introduction</p> <p>Conclusion</p>



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p><b>5.W.6.2b: Punctuation –</b></p> <ul style="list-style-type: none"> <li>• Applying correct usage of apostrophes and quotation marks in writing.</li> <li>• <u>Using a comma for appositives, to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address.</u></li> </ul> <p><b>5.SL.4.1:</b> Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.</p> <p><b>5.W.6.1e: Usage –</b>          Writing correctly <b>simple, compound,</b> and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., <i>either/ or, neither/ nor</i>).</p>	<p>I</p> <p>I</p> <p>I</p>	<p>Native Americans</p>		



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<b>Week: 10</b>				
<p><b>5.RL.2.1:</b> Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	I	Yes MA'AM		Primary & Secondary Sources
<p><b>5.RL.2.2: <u>Determine a theme of a story, play, or poem from details in the text</u></b>, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	F			Quote Accurately from a text
<p><b>5.RV.2.4:</b> Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., <i>word origins, common Greek and Latin affixes and roots, parts of speech</i>).</p>	M			Citing Drawing Inferences Paraphrase Topic Theme
<p><b>5.RL.2.3:</b> Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.</p>	M			Research Figurative Language Informative Facts
<p><b>5.RL.3.1:</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.</p>	F			Text Features Plagiarism
<p><b>5.RV.3.1:</b> Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., <i>similes, metaphors, hyperbole, or</i></p>	I			



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p><i>allusion</i>).</p> <p><b>5.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>• Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.</li> <li>• Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.</li> <li>• Connect ideas within and across categories using transition words (e.g., <i>therefore, in addition</i>).</li> <li>• Include text features (e.g., <i>formatting, pictures, graphics</i>) and multimedia when useful to aid comprehension.</li> <li>• Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.</li> </ul> <p>Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>5.W.5:</b> Conduct short research assignments and tasks on a topic.</p> <ul style="list-style-type: none"> <li>• With support, formulate a research question (e.g., <i>what were John Wooden's</i></li> </ul>	<p>I</p>			





2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p><i>greatest contributions to college basketball?</i></p> <ul style="list-style-type: none"> <li>Identify and acquire information through reliable primary and secondary sources.</li> <li>Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</li> <li>Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.</li> </ul> <p>Present the research information, choosing from a variety of sources.</p>	I			
<b>Week: 11</b>				
<p><b>5.RL.2.2:</b> Determine a theme of a story, play, or poem from details in the text, <b><u>including how characters respond to challenges or</u></b> how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><b>5.RL.2.2:</b> Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; <b><u>summarize the text.</u></b></p> <p><b>5.RN.3.1:</b> Apply knowledge of text features in multiple print and digital sources to locate information, gain</p>	<p>I</p> <p>F</p> <p>F</p>		Novels	Respond/Responses Homonyms



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p>meaning from a text, or solve a problem.</p> <p><b>5.RV.2.2:</b> Identify relationships among words, <b>including multiple meanings (homonyms)</b>, synonyms and antonyms, homographs, metaphors, similes, and analogies.</p> <p><b>5.SL.4.1:</b> Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.</p> <p><b>5.RN.2.3:</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text</p>	<p>I</p> <p>M</p> <p>I</p>	<p>Explorers</p>		
<p>Week: 12</p>				



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p><b>5.RL.2.2:</b> Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or <b><u>how the speaker in a poem reflects upon a topic</u></b>; summarize the text.</p>	I			Evidence
<p><b>5.RN.4.1:</b> Explain how an author uses reasons and evidence to support claims in a text, <b><u>identifying which reasons and evidence support which claims</u></b>.</p>	I			Support
<p><b>4.W.6.1c: Adjectives/ Adverbs –</b> Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.</p>	I			Identify
<p><b>5.RN.2.1:</b> Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	I			Claim Relative Adverbs  (Identify evidence to support claims)



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<b>Week: 13</b>				
<p><b>5.RL.2.2:</b> <u>Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic</u>; summarize the text.</p> <p><b>5.RN.2.3:</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>5.RN.4.1:</b> Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.</p> <p><b>5.RV.2.2:</b> Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and <u>analogies</u>.</p> <p><b>5.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>• Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.</li> <li>• Employ sufficient examples, facts,</li> </ul>	<p>F</p> <p>F</p> <p>F</p> <p>I</p> <p>M</p>	<p>Explorers</p>		<p>Analogies</p> <p>Evidence</p> <p>Complex Sentences</p> <p>Conjunctions</p>



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p>quotations, or other information from various sources and texts to give clear support for topics.</p> <ul style="list-style-type: none"> <li>• Connect ideas within and across categories using transition words (e.g., <i>therefore, in addition</i>).</li> <li>• Include text features (e.g., <i>formatting, pictures, graphics</i>) and multimedia when useful to aid comprehension.</li> <li>• Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.</li> </ul> <p>Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>5.W.5:</b> Conduct short research assignments and tasks on a topic.</p> <ul style="list-style-type: none"> <li>• With support, formulate a research question (e.g., <i>what were John Wooden's greatest contributions to college basketball?</i>).</li> <li>• Identify and acquire information through reliable primary and secondary sources.</li> <li>• Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</li> </ul>	M			



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p>• Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.</p> <p>Present the research information, choosing from a variety of sources.</p> <p><b>5.W.6.1e: Usage –</b> Writing correctly simple, compound, and <b>complex</b> declarative, interrogative, imperative, and exclamatory sentences, <b>using correlative conjunctions (e.g., either/or, neither/nor).</b></p>	I			
Week: 14				
<p><b>5.RL.3.2:</b> Describe how a narrator or speaker’s point of view influences how events are portrayed.</p> <p><b>5.RN.2.1:</b> Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p><b>5.RV.3.1:</b> Determine how words and phrases provide meaning to works of literature, including imagery, <b>symbolism</b>, and figurative language (e.g., <b>similes, metaphors, hyperbole, or allusion</b>).</p> <p><b>5.W.6.1d: Prepositions –</b> Writing sentences that include prepositional phrases and explaining their functions in the sentence.</p> <p><b>5.SL.4.2:</b> Create engaging presentations that</p>	I  F  F  I	Character Perspectives	Fractured Fairytales	Narrator Point of View Speaker Prepositional Phrases



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes. <b>(WEEKS 14-15)</b>	I			
<b>Week: 15</b>				
<b>5.RN.3.2:</b> Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.				



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
Standard	I – F – M – R	Activity Resource	Literature Resource	Vocabulary
<b>Week: 16</b>				
<p><b>5.RL.3.2:</b> Describe how a narrator or speaker’s point of view influences how events are portrayed.</p> <p><b>5.RL.3.1:</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.</p> <p><b>5.W.3.1:</b> Write persuasive compositions in a variety of forms that – <b>(WEEKS 16-18)</b></p> <ul style="list-style-type: none"> <li>• Clearly present a position in an introductory statement to an identified audience.</li> <li>• Support the position with qualitative and quantitative facts and details from various sources, including texts.</li> <li>• Use an organizational structure to group related ideas that support the purpose.</li> <li>• Use language appropriate for the identified audience.</li> <li>• Connect reasons to the position using words, phrases, and clauses.</li> </ul>	<p>F</p> <p>F</p> <p>I</p>			<p><b>Persuasive Audience</b></p>





2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
Provide a concluding statement or section related to the position presented.				
Week: 17				
<b>5.RV.2.2:</b> Identify relationships among words, including <b>multiple meanings</b> , synonyms and antonyms, homographs, metaphors, similes, and <b>analogies</b> .	F			<p style="text-align: center;">Homonyms Analogies</p>
Week: 18				



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p><b>5.ML.2.1:</b> Review claims made in various types of media and evaluate evidence used to support these claims.</p> <p><b>5.ML.2.2:</b> Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.</p>	<p>I</p> <p>I</p>	<p>Webquests- Social Studies</p>		<p>Media Opinions</p>



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<b>Week: 19</b>				
<p><b>5.RL.4.2:</b> Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> <p><b>5.RN.4.1:</b> <u>Explain how an author uses reasons and evidence to support claims in a text</u>, identifying which reasons and evidence support which claims.</p> <p><b>5.RV.2.2:</b> Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.</p> <p><b>5.W.3.3:</b> Write narrative compositions in a variety of forms that – <b>(WEEKS 19-21)</b></p> <ul style="list-style-type: none"> <li>• Develop the exposition (e.g., <i>describe the setting, establish the situation, introduce the narrator and/ or characters</i>).</li> <li>• Develop an event sequence (e.g., <i>conflict, climax, resolution</i>) that unfolds naturally, connecting ideas and events using transitions.</li> <li>• Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</li> </ul>	<p>I</p> <p>F</p> <p>F</p> <p>I</p>			<p>Compare/Contrast Genre Theme</p>



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<ul style="list-style-type: none"> <li>• Use precise and expressive vocabulary and figurative language for effect.</li> <li>• Provide an ending that follows from the narrated experiences or events.</li> </ul>				
Week: 20				
<p><b>5.RV.3.3:</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.</p> <p><b>5.RN.4.2:</b> Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.</p> <p><b>5.RV.3.1:</b> Determine how words and phrases provide meaning to works of literature, including <b>imagery</b>, symbolism, and figurative language (e.g., <i>similes</i>, <i>metaphors</i>, <b><u>hyperbole</u></b>, or <b><u>allusion</u></b>).</p>	<p>I</p> <p>F</p> <p>I</p>	<p>American Revolution/ Liberty Kids</p>		<p>Imagery</p> <p>Hyperbole</p> <p>Illusion</p>



2014-15  
 5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
Week: 21				
<p><b>5.RV.3.1:</b> Determine how words and phrases provide meaning to works of literature, including <b>imagery</b>, symbolism, and figurative language (e.g., <i>similes</i>, <i>metaphors</i>, <b><i>hyperbole</i></b>, or <b><i>allusion</i></b>).</p> <p><b>5.W.6.2b: Punctuation –</b>  <b>• Applying correct usage of apostrophes and quotation marks in writing.</b>  <b>•</b> Using a comma for appositives, to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address.</p>	<p>F</p> <p>I</p>			<p>Imagery          Hyperbole          Illusion          Apostrophes</p>



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<b>Week: 22</b>				
<p><b>5.RN.2.3:</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>5.RN.3.2:</b> Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.</p> <p><b>5.RN.4.1:</b> Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.</p> <p><b>5.RV.3.1:</b> Determine how words and phrases provide meaning to works of literature, including <b>imagery</b>, symbolism, and figurative language (e.g., <i>similes</i>, <i>metaphors</i>, <b><i>hyperbole</i></b>, or <b><i>allusion</i></b>).</p> <p><b>5.W.3.2:</b> Write informative compositions on a variety of topics that – <b>(WEEKS 22-24)</b></p> <ul style="list-style-type: none"> <li>• Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.</li> <li>• Employ sufficient examples, facts, quotations, or other information from</li> </ul>	<p>F</p> <p>F</p> <p>F</p> <p>F</p> <p>F</p>			<p>Hyperbole</p> <p>Imagery</p> <p>Allusion</p>



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p>various sources and texts to give clear support for topics.</p> <ul style="list-style-type: none"> <li>• Connect ideas within and across categories using transition words (e.g., <i>therefore, in addition</i>).</li> <li>• Include text features (e.g., <i>formatting, pictures, graphics</i>) and multimedia when useful to aid comprehension.</li> <li>• Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.</li> </ul> <p>Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>5.W.5:</b> Conduct short research assignments and tasks on a topic.</p> <ul style="list-style-type: none"> <li>• With support, formulate a research question (e.g., <i>what were John Wooden's greatest contributions to college basketball?</i>).</li> <li>• Identify and acquire information through reliable primary and secondary sources.</li> <li>• Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</li> <li>• Avoid plagiarism and follow copyright</li> </ul>	F			



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p>guidelines for use of images, pictures, etc.</p> <p>Present the research information, choosing from a variety of sources.</p>				
Week: 23				
<p><b>5.RV.3.3:</b> Analyze the meanings of proverbs, adages, and idioms in context.</p> <p><b>5.W.6.1e: Usage –</b>            Writing correctly <b>simple, compound, and complex</b> declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., <i>either/ or, neither/ nor</i>).</p> <p><b>4.W.6.1a: Nouns/Pronouns –</b>            Writing sentences that include relative pronouns (e.g., <i>who, which</i>) and reflexive pronouns (e.g., <i>myself, ourselves</i>) and explaining their functions in the sentence.</p> <p><b>5.W.6.2b: Punctuation –</b>            • <b>Applying correct usage of apostrophes and quotation marks in writing.</b>            • Using a comma for appositives, to set</p>	<p>I</p> <p>R</p> <p>R</p> <p>M</p>			<p>Analyze</p> <p>Similarities</p> <p>Differences</p> <p>Proverbs</p> <p>Adages</p> <p>Idioms</p> <p>Apostrophe</p>





2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence, and to indicate direct address.				
<b>Week: 24</b>				
<p><b>5.W.6.1b: Verbs –</b>  <ul style="list-style-type: none"> <li>• Writing sentences that use the perfect (e.g., <i>I have walked, I had walked, I will have walked</i>) verb tenses.</li> <li>• Correctly using verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>).</li> </ul> </p> <p><b>5.W.6.1e: Usage –</b>            Writing correctly <b><u>simple, compound, and complex</u></b> declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., <i>either/ or, neither/ nor</i>).</p> <p><b>5.SL.3.2:</b> Summarize a speaker’s points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.</p>	R      R      R			<p>Verbs</p> <p>Simple Compound Complex (Sentences)</p>



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<b>Week: 25</b>				
<p><b>5.RV.3.3:</b> Analyze the meanings of proverbs, adages, and idioms in context.</p> <p><b>4.W.6.1c: Adjectives/ Adverbs –</b> Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.</p> <p><b>5.W.3.1:</b> Write persuasive compositions in a variety of forms that – <b>(WEEKS 25-27)</b></p> <ul style="list-style-type: none"> <li>• Clearly present a position in an introductory statement to an identified audience.</li> <li>• Support the position with qualitative and quantitative facts and details from various sources, including texts.</li> <li>• Use an organizational structure to group related ideas that support the purpose.</li> <li>• Use language appropriate for the identified audience.</li> <li>• Connect reasons to the position using words, phrases, and clauses.</li> </ul> <p>Provide a concluding statement or section related to the position presented.</p>	<p>R</p> <p>F</p> <p>R</p>			
<b>Week: 26</b>				



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p><b>5.W.6.1d: Prepositions</b> – Writing sentences that include prepositional phrases and explaining their functions in the sentence.</p> <p><b>5.RV.2.2:</b> Identify relationships among words, including multiple meanings, synonyms and antonyms, <u>homographs</u>, metaphors, similes, and analogies.</p>	<p>R</p> <p>I</p>			
<b>Week: 27</b>				
<p><b>5.ML.2.1:</b> Review claims made in various types of media and evaluate evidence used to support these claims.</p> <p><b>5.ML.2.2:</b> Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.</p>	<p>F</p> <p>F</p>			



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<b>Week: 28</b>				
<p><b>5.RL.4.1:</b> Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.</p> <p><b>5.RN.4.1:</b> Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.</p>	<p>I</p> <p>M</p>			<p>Analyze</p> <p>Enhance</p> <p>Visual</p> <p>Multimedia Presentation</p>
<b>Week: 29</b>				
<p><b>5.RL.4.1:</b> Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.</p>	<p>I</p>			<p>Analyze</p> <p>Enhance</p> <p>Visual</p> <p>Multimedia Presentation</p>
<b>Week: 30</b>				
<p><b>5.RL.4.1:</b> Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.</p>	<p>I</p>			<p>Analyze</p> <p>Enhance</p> <p>Visual</p> <p>Multimedia Presentation</p>



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<b>Week: 31</b>				
<p><b>5.RL.4.1:</b> Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.</p> <p><b>5.RL.4.2:</b> Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p>M</p> <p>M</p>			
<b>Week: 32</b>				
<p><b>5.RL.4.1:</b> Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.</p> <p><b>5.RL.4.2:</b> Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p>M</p> <p>M</p>			
<b>Week: 33</b>				



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
<p><b>5.RL.4.1:</b> Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.</p> <p><b>5.RL.4.2:</b> Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	M			
	M			

Standard	I - F - M - R	Activity Resource	Literature Resource	Vocabulary
Week: 34				
Integrate 6 <sup>th</sup> grade Standards				Coordinating Subordinating (Conjunctions)
Week: 35				



2014-15

5<sup>th</sup> Grade Language Arts Quarterly Support Document  
 Coding System: I = Introduce, F= Focus, M=Maintain, R= Review

Standard	I-F-M-R	Activity Resource	Literature Resource	Vocabulary
Integrate 6 <sup>th</sup> grade Standards				
Week: 36				
Integrate 6 <sup>th</sup> grade Standards				