Grade 5 English Curriculum & Pacing Guide

Research

Reading

Writing
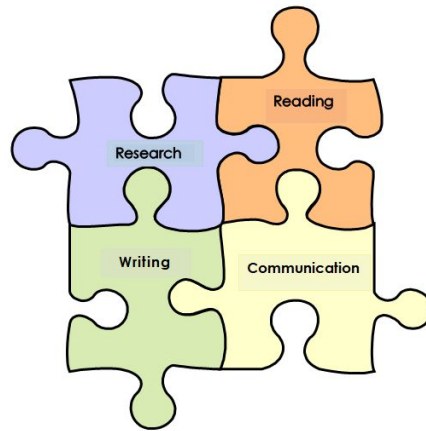
Communication

Amherst County Public Schools

Every Child Every Day

Teacher Notes

ACPS will utilize a theme approach to integrate the English strands of reading, writing, research, and communication. To the extent possible, a variety of genres should be utilized during a unit of study. Best practices include:

- **Paired texts** (Paired texts can include books, plays, articles, poems, functional text, graphics, or digital media)

- **Use of text-dependent questions** (QAR)

- **Use of inference questions** (QAR)

- **Use of text-based vocabulary**

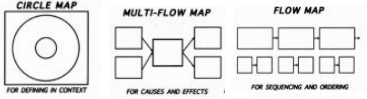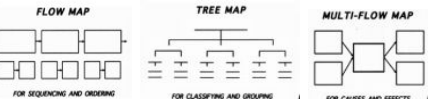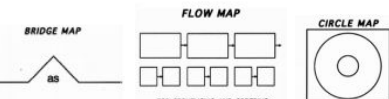- **Writing components in every lesson**
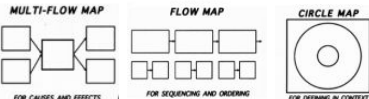
- **Frequent research components**
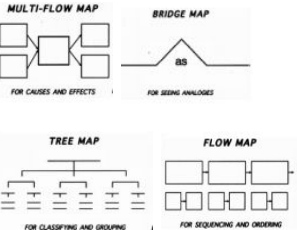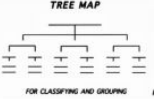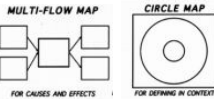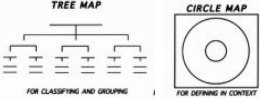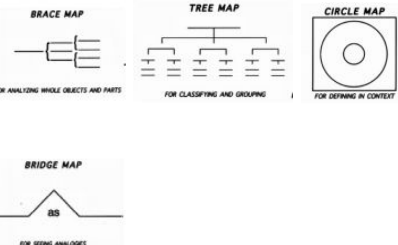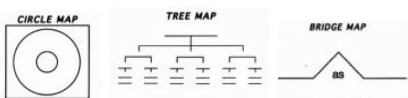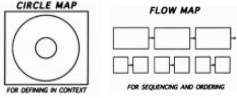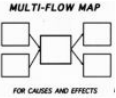
ACPS Literacy Plan outlines **seven comprehension strategies** that will be incorporated during units of study throughout the reading process. "Strategies are conscious, flexible plans a reader applies to a variety of texts, both narrative and expository. The use of strategies implies awareness, reflection, and interaction between the reader and the author. Strategies do not operate individually or sequentially, but are interrelated and recursive. The goal is the active construction of meaning and the ability to adapt strategies to varying reading demands." (Vogt & Verga, 1998) Explicit teaching and modeling of the strategies is necessary to assist students in learning to use them independently to make sense of the text they encounter.
- Monitoring Comprehension/Metacognition
- Predicting/Activating Background Knowledge/Schema
- Questioning
- Visualizing
- Determining Importance
- Summarizing & Synthesizing
- Inferring

ACPS utilizes **Thinking Maps** in order for students to create mental visual patterns for thinking based on the fundamental thinking processes.
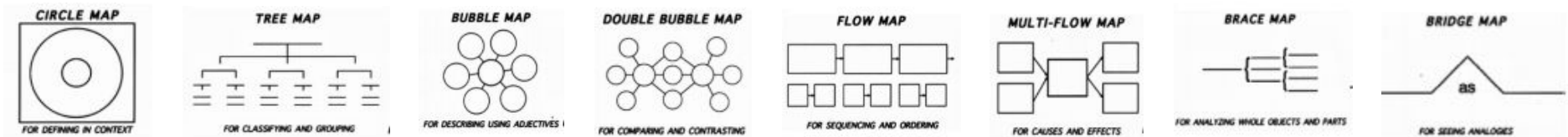
The following are examples of reading skills associated with each of the maps. These can be expanded upon based on teacher discretion.

Predictions	Summarizing (Story Elements, BME, Problem/Solution, Main Idea/Details, etc.)	Making Connections	Ask/Answer Questions
CIRCLE MAP — FOR DEFINING IN CONTEXT; MULTI-FLOW MAP — FOR CAUSES AND EFFECTS; FLOW MAP — FOR SEQUENCING AND ORDERING	FLOW MAP — FOR SEQUENCING AND ORDERING; TREE MAP — FOR CLASSIFYING AND GROUPING; MULTI-FLOW MAP — FOR CAUSES AND EFFECTS	BRIDGE MAP — FOR SEEING ANALOGIES; FLOW MAP — FOR SEQUENCING AND ORDERING; CIRCLE MAP — FOR DEFINING IN CONTEXT	MULTI-FLOW MAP — FOR CAUSES AND EFFECTS; FLOW MAP — FOR SEQUENCING AND ORDERING; CIRCLE MAP — FOR DEFINING IN CONTEXT
Character Analysis	**Fact & Opinion**	**Context Clues**	**Author's Purpose**
MULTI-FLOW MAP — FOR CAUSES AND EFFECTS; BRIDGE MAP — FOR SEEING ANALOGIES; TREE MAP — FOR CLASSIFYING AND GROUPING; FLOW MAP — FOR SEQUENCING AND ORDERING	TREE MAP — FOR CLASSIFYING AND GROUPING	MULTI-FLOW MAP — FOR CAUSES AND EFFECTS; CIRCLE MAP — FOR DEFINING IN CONTEXT	TREE MAP — FOR CLASSIFYING AND GROUPING; CIRCLE MAP — FOR DEFINING IN CONTEXT
Vocabulary (Affixes, Compound Words, Phonics, Homophones, Synonyms/Antonyms)	**Multi-Meaning Words**	**Locate Information**	**Cause & Effect**
BRACE MAP — FOR ANALYZING WHOLE OBJECTS AND PARTS; TREE MAP — FOR CLASSIFYING AND GROUPING; CIRCLE MAP — FOR DEFINING IN CONTEXT; BRIDGE MAP — FOR SEEING ANALOGIES	CIRCLE MAP — FOR DEFINING IN CONTEXT; TREE MAP — FOR CLASSIFYING AND GROUPING; BRIDGE MAP — FOR SEEING ANALOGIES	CIRCLE MAP — FOR DEFINING IN CONTEXT; FLOW MAP — FOR SEQUENCING AND ORDERING	MULTI-FLOW MAP — FOR CAUSES AND EFFECTS

*All resources and products listed within this document are for guidance purposes.

Content Knowledge for Implementation of the Standards

(taken from 2010 VDOE English Curriculum Framework)

Authorship - Who constructed the message?

Format - This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, children's voices.

Audience - Who is the person or persons meant to receive the message? How will different people interpret the message?

Content - This is not just the visible content but the embedded content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.

Purpose -Why is the message being sent— is it meant to persuade, inform, entertain, sell, or a combination of these?

Auditory media can be heard (e.g., music, radio shows, podcasts).

Visual media can be viewed (e.g., television, video, Web-based materials, print ads).

Written media includes text (e.g., newspapers, magazines, books, blogs).

Homophones are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/ principal, prince/prints).

Before reading - students will use text organizers to predict and categorize information.

During reading - students will formulate questions and make and revise ongoing predictions and inferences, using given information.

After reading - students will confirm or dismiss previous predictions and inferences. Students will also summarize content, identify important ideas, provide details, formulate opinions, and use writing to clarify their thinking (e.g., graphic organizers, responsive journaling).

Prosody refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.

Voice shows an author's personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing.

Composing – the structuring and elaborating a writer does to construct an effective message for readers (e.g., staying on topic; beginning, middle, and end).

Written expression – those features that show the writer purposefully shaping and controlling language to affect readers (e.g., specific vocabulary, descriptive words, tone/voice).

Usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse (e.g., spelling, punctuation, capitalization, grammar).

Transition words and phrases - provide organization to student writing by improving the connections between thoughts. Categories of transitions include, but are not limited to: example (e.g., that is, for example, in fact) sequence (e.g., then, next, finally) time or location (e.g., before, meanwhile, nearby).

Plagiarism is using someone else's ideas or words without giving credit.

NINE WEEKS 1

Division Required Assessments: PALS, ACPS Writing Prompt (narrative), ACPS Reading Rubric, NW1 Division Reading & Writing Assessment

Ongoing Assessments: Common Assessments, Running Records, PALS Quick Checks

*Once introduced, all SOLs will continue to be revisited throughout the year until mastery.

NW1 THEME 1: Strategic Reading and Thinking: Introduction to Seven Comprehension Strategies
SKILLS TARGETED: Genres and Reading Strategies
SKILLS SPIRALED: NA
STRATEGY FOCUS: Making Connections, Determining Importance, Questioning, Visualizing, Inference, Summarize/Synthesize, self-monitor/metacognition
APPROXIMATE TIME: 2 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
5.1 a Listen actively 5.1 b Participate in group discussion	5.4 f Develop and use general content area vocabulary 5.5f Identify genres 5.5 m Use reading strategies 5.6 k Use reading strategies	5.7 a Engage in writing as a process 5.7 c Use a variety of pre-writing strategies (thinking-maps)	5.9 f Demonstrate ethical use of internet	ACPS Literacy Plan *Comprehension Connections: Bridges to Strategic Reading* by Tanny McGregor *Strategies That Work Teaching Comprehension for Understanding and Engagement* by Stephanie Harvey and Anne Goudvis **Anchor texts** *Making connections*: <u>Ballpark the Story of</u>	Create strategy posters/bookmarks for students to refer to when reading Personal narrative about summer break Getting to know you/About me writing Utilize thinking maps to demonstrate comprehension of reading strategies

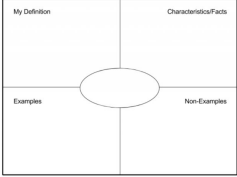|					
				America's Fields by Lynn Curlee *Inferring:* Stars of Fear, Stars of Hope by Jo Hoestland *Summarizing:* Nim and the War Effort by Milly Lee *Determining Importance:* 14 Cows for America By Carmen Deedy *Questioning:* Henry's Freedom Box By Ellen Levine *Visualizing:* Smoky Night by Eve Bunting *Synthesizing:* Almost Astronauts: 13 Women Who Dared to Dream by Tayna Lee Stone	

NW 1 THEME 2: Building Relationships
SKILLS TARGETED: Use context clues, Describe character development (character traits), Make, Confirm and Revise Predictions, Make Inferences, Identify Genres, Use Text Features, Skim Material, Main Idea and Details
SKILLS SPIRALED: N/A
STRATEGY FOCUS: Making Connections, Predictions/inferences (about character traits), Summarize, and Visualize
APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
5.1 g Demonstrate the ability to collaborate with diverse teams while sharing responsibility for work. **5.1 h** Work respectfully with others and show value for individual contributions.	**5.4 a** Use context to clarify meaning of unfamiliar words and phrase **5.5 c** Describe character development (character traits) **5.5 d** Identify theme(s) *work on building background and concept of theme **5.5 f** Identify genres **5.5 j** Make inferences (about character traits) **5.5 m** Use reading strategies (make confirm, and revise predictions) **5.6 a** Use text features such as type, headings, and graphics, predict and categorize information	**5.7 a** Engage in writing process. **5.7 c** Use a variety of prewriting strategies **5.7 f** Recognize different forms of writing have different patterns of organization, including story structure for narrative **5.7 g** Write a clear topic sentence **5.8 h** Edit for fragments and run-on sentences **5.8 j** Use correct spelling of commonly used words **5.8 k** Use coordinating conjunctions *Continue to review previous grammar skills introduced	**5.9 b** Collect and organize information (skim to find information and select information related to the topic)	ACPS Literacy Plan Teaching Reading a Differentiated Approach by Laura Robb Character Trait List http://www.readwritethink.org/files/resources/lesson_images/lesson807/traits-list.pdf Bubble map of character traits Character trait vocabulary word webs (Frayer maps) **HMH Journeys** Unit 1, Lesson 2 *Ultimate Field Trip 5* (text features); Unit 1 Lesson 3 *Off and Running;* Unit	Character flip books. Identify the characters and their traits and provide text support as proof. Work in pairs to come up with interview questions for the character and how the character might answer the questions Design a piece of clothing like shoes, backpack, or shirt your character would wear and tell why using some of the character trait vocabulary. Predict how your character will change or what they will do next. Use evidence from text to support your thinking. How does this change impact the plot?

	5.6 b Skim materials to develop a general overview of content **5.6 c** Identify the main idea **5.6 d** Summarize supporting details **5.6 k** Use reading strategies (making connections and building background knowledge)			1 Lesson 4 *Double Dutch;* Unit 1, Lesson 5 *Elisa's Diary*; Unit 2 Lesson 7 *Old Yeller* (char. development); Unit 4 Lesson 20 *Don Quixote and the Windmill*; Unit 5, Lesson 23 *Vaqueros;* Unit 3, Lesson 13 *They Called Her Molly Pitcher* (drawing conclusions); Unit 2, Lesson 9 *Storm Warriors* (drawing conclusions); Unit 5, Lesson 22 *The Birchbark House* (predictions); **EPIC (paired text)** (Service Dogs on the Job) to use with Old Yeller https://www.getepic.com/ **Readworks (paired texts)** www.readworks.org i.e.-characters dealing with tension **Newsela** https://newsela.com/read/elem-teen-soap-charity/id/26545 **Novels** Wonder by R.J. Palacio The Tiger Rising by Kate DiCamillo Frindle by Andrew Clements	

				Hoot by Carl Hiaasen

Functional Text/Media Messages
https://www.instructabl
es.com/id/how-to-make
-a-friendship-bracelet-1
/
Building Relationship game:
https://youthgroupgam
es.com.au/games/36/te
am-architect/

E-media
https://www.emed
iava.org/ (available via
Clever Sign-on)

Virtual Job Share
https://vjsjunior.com/
*Career Central
(available via Clever
Sign-on)

NW1 THEME 3: Conflict/Cooperation
SKILLS TARGETED: Character Development, Identify Conflict and Resolution, Summarize Plot Events, Text Structure (Problem/Solution), Compare and Contrast Details Between Texts, Word-References, Multi-meanings of words
SKILLS SPIRALED: Character Development (Traits), Genre
STRATEGY FOCUS: Making Connections/Activating Background Knowledge, Summarizing, Inferring/Predicting/Drawing Conclusion
APPROXIMATE TIME: 4 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
5.1 a Listen actively **5.1 b** Participate in group discussion	**5.4 b** Use context and sentence structure to determine meanings and differentiate among	**5.7 a** Engage in writing as a process **5.7 c** Use a variety of	**5.9 b** Collect and organize information from multiple resources (identify search terms to	Plot development charts Character change charts i.e. Flow Maps	What event in your book led to your main character change?

5.1 g Demonstrate the ability to collaborate with diverse teams while sharing responsibility for work.

5.1 h Work respectfully with others and show value for individual contributions.

5.2 c Organize content sequentially around major ideas | multiple meanings of words
5.4 e Use word-reference materials

5.5 a Summarize plot events

5.5 b Discuss the impact of setting on plot development
5.5 c Describe character development (character change)

5.5 e Explain the resolution of conflict(s).

5.5 f Identify genres

5.5 m Use reading strategies

5.6 e Identify organizational patterns (problem and solution)

5.6 f Identify transitional words and phrases that signal an author's organizational pattern

5.6 j Compare and contrast details and ideas within and between texts.

5.6 k Use reading strategies | pre-writing strategies (thinking-maps)
5.7 d Introduce and develop a topic, incorporating evidence and supporting details

5.8 f Use commas to indicate interrupters, items in a series, and to indicate direct address

5.8 j Use correct spelling of commonly used words

*Continue to review previous grammar skills introduced | use when searching for information and analyze and use information presented on charts, maps, and graphs | Double Bubble maps to compare nonfiction reading to fiction texts

HMH Journeys
Unit 3 lesson 11 *Dangerous Crossing;* Unit 5, Lesson 23 *Vaqueros*

EPIC
for cooperation: https://www.getepic.com/app/search

Readworks (paired text)
www.readworks.org I.e. Characters Who Changed Their Minds

Novels
A Wrinkle in Time by Madeleine L' Engle

Functional Texts
Cooperation game directions: http://www2.peacefirst.org/digitalactivitycenter/files/top_ten_games_for_families_0.pdf

E-media
https://www.emediava.org/ (available via Clever Sign-on)

Virtual Job Share
https://vjsjunior.com/ *Career Central (available via Clever | Create a road map of events and character responses for your novel.

Use a double bubble map to compare character traits from beginning to end of story. Create a mask for your character for the beginning of the story and one for the end. Use text support for your masks.

Identify the protagonist and antagonist and how they influenced the plot.

How did reading your selections demonstrate what cooperation means? |

				Sign-on)	

NINE WEEKS 2

Division Required Assessments: Fountas and Pinnell, ACPS Reading Rubric, ACPS Writing Prompt (persuasive), NW2 Division Reading & Writing Assessment

Ongoing Assessments: Common Assessments, Running Records, PALS Quick Checks

*Once introduced, all SOLs will continue to be revisited throughout the year until mastery

NW 2 THEME 1: Resilience
SKILLS TARGETED: Text Structure (Chronological & Cause and Effect), Cause and Effect, Compare/Contrast Details in Literary and Informational Nonfiction Texts, Affixes, Homophones, Author's Choice of Vocabulary
SKILLS SPIRALED: Context clues, Genres
STRATEGY FOCUS: Questioning, Inferences, Summarizing
APPROXIMATE TIME: 4 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
5.1 d Orally express ideas clearly in pairs, diverse groups, and whole-class settings. **5.2 a** Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal, and informal interactive presentations **5.2c** Organize content sequentially around major ideas	**5.4a** Use context to clarify meaning of unfamiliar words and phrases **5.4 c** Use knowledge of affixes and homophones **5.4 f** Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing **5.5 f** Identify genres	**5.7c** Use a variety of prewriting strategies **5.7e** Organize information to convey a central idea **5.7f** Recognize different forms of writing have different patterns of organization **5.7g** Write a clear topic sentence focusing on the main idea **5.7h** Clearly state a position, including	**5.9 a** Construct questions about a topic **5.9 c** Evaluate the relevance, reliability, and credibility of information **5.9 e** Avoid plagiarism and use own words	ACPS Literacy Plan **HMH Journeys** Unit 2 lesson 9 *Storm Warriors;* Unit 3 lesson 14 *James Forten ;* Unit 5, Lesson 24 *Rachel's Journal* **EPIC** Epic link that contains a collection for westward expansion conflict: https://www.getepic.com/app/user-collection/478159 Epic link for history and	Create a brochure from your book including place, people, time period etc. Biography research projects and how they relate to resilience Create a new book cover for your book including a summary, personal review, and illustrating demonstrating an important event from your book

5.3 a identify the purpose and audience of auditory, visual, and written media messages	5.5 k Identify cause and effect relationships 5.5 l Compare and contrast details in literary and informational nonfiction texts 5.5 m Use reading strategies 5.6 e Identify organizational patterns (chronological and cause and effect) 5.6 f Identify transitional words and phrases that signal an author's organizational pattern. (chronological and cause and effect) 5.6 h Identify cause and effect relationships 5.6 k Use reading strategies	supporting reasons and evidence to persuade the intended audience 5.7 i Write multi-paragraph compositions 5.7 l revise writing for clarity of content, using transition words and prepositional phrases 5.8 a Use plural possessives 5.8 i Eliminate double negatives 5.8 j Use correct spelling of commonly used words *Continue to review previous grammar skills introduced		biographies https://www.getepic.com/app/search **Newsela** Teen Runner with Disability https://newsela.com/read/teen-runner-michelle-cross/id/21878/ **Readworks (paired text)** Pair passage with video about skater. https://www.readworks.org/article/Surfing/c426ed48-66dc-401e-b03d-17990625b53c#!articleTab:content/contentSection:d1b6a6c6-a971-4ee5-8d3a-43f5aed027d9/ **Research Resource** Kid Friendly Research project website: https://www.ducksters.com/ **Trade Books** *Who Was?* Series for biographies *I Survived* Series George Washington Carver by Tonya Bolden **Novels** Mr. Tucket by Gary Paulsen Sing Down the Moon by Scott O'Dell The Watson Go to Birmingham by Christopher Paul Curtis Million- Dollar Throw by	Oral presentation review of your book dressed as your character

				Mike Lupica	
				Functional Text Nike Posters https://www.pinterest.com/pin/217861700707124466 The NED Show Never GIve Up Encourage Others Do Your Best http://www.thenedshow.com/ Resilience website with variety of functionals texts https://www.apa.org/practice/programs/campaign/secure/resilience **E-media** https://www.emediava.org/ (available via Clever Sign-on) **Virtual Job Share** https://vjsjunior.com/ *Career Central (available via Clever Sign-on)	

NW 2 THEME 2: Injustice vs Justice
SKILLS TARGETED: First and Third Person Point of View, Main Idea, Nonfiction Text Structure
SKILLS SPIRALED: Context Clues, Theme, Genre, Synonyms, Antonyms, and Homophones, Author's Choice of Vocabulary
STRATEGY FOCUS: Summarizing and Determining Importance
APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
5.2 b Maintain eye contact with listeners **5.2 c** Organize content sequentially around major ideas **5.2 d** Use language and style appropriate to the audience, topic, and purpose **5.2 e** Ask and answer questions to gather or clarify information presented orally	**5.4 a** Use context to clarify meaning of unfamiliar words and phrases **5.4 c** Use of synonyms, antonyms, and homophones **5.5 d** Identify theme(s) **5.5 f** Identify genres **5.5 g** Differentiate between first and third person point of view **5.5 i** Explain how an author's choice of vocabulary contributes to author's style **5.5 m** Use reading strategies **5.6 c** Identify the main idea.	**5.7 b** Select audience and purpose **5.7 h** Clearly state a position, including supporting reasons and evidence to persuade the intended audience **5.7 j** Use precise and descriptive vocabulary to create tone and voice **5.8 b** Use adjective and adverb comparisons **5.8 j** Use correct spelling of commonly used words *Continue to review previous grammar skills introduced	**5.9 d** Give credit to sources used in research **5.9 e** Avoid plagiarism and use own words	ACPS Literacy Plan **HMH Journeys** Unit 1 Lesson 1 A *Package for Mrs Jewls*; Unit 3, Lesson 12 *Can't You Make Them Behave, King George* **EPIC** The Diary of Anne Frank for first person point of view & Compare to picture book of Anne Frank third person point of view https://www.getepic.com/app/read/41319 **Videos** Wilma Unlimited by Kathleen Krull & compare with Mini bio video on Wilma Rudolph https://www.youtube.com/watch?v=BYQXYVwa4YE	Take the perspective of a character or famous American and debate the topic Choose two thinking maps to plan and organize an essay on how the perspective of your book influence what you learned Find examples in reading that supports the idea of justice or injustice and write a multi-paragraph response

	5.6 d Summarize supporting details **5.6 e** Identify organizational patterns **5.6 f** Identify transitional words and phrases that signal author's organizational pattern **5.6 k** Use reading strategies			**Trade Books** You Want Women to Vote, Lizzie Stanton? by Jean Fritz *Rosa* by Nikki Giovanni Stealing Home: The Story of Jackie Robinson by Barry Denenburg George Washington Carver by Tonya Bolden Black Frontier: A History of African American Heroes in the Old West by Lillian Schlissel **E-media** https://www.emediava.org/ (available via Clever Sign-on) **Virtual Job Share** https://vjsjunior.com/ *Career Central (available via Clever Sign-on)	

NW 2 THEME 3: Traditions
SKILLS TARGETED: NA
SKILLS SPIRALED: Multi-meaning Words, Word-reference Materials, Genre, Theme, Summarize Plot, Summarize Supporting Details, Compare and Contrast, Author's Choice of Vocabulary, Conflict Resolution
STRATEGY FOCUS: Visualize, Summarize, and Synthesize
APPROXIMATE TIME: 2 Weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
5.1 c Summarize information gathered in group activities **5.2 b** Maintain eye contact with listeners **5.2 c** Organize information sequentially around major ideas **5.2 d** Use language and style appropriate to audience, topic, and purpose	**5.4 b** Use context and sentence structure to determine meanings and differentiate among multiple meanings of words **5.4 c** Use knowledge of roots **5.4 e** Use word-reference materials **5.5 a** Summarize plot events using details from text **5.5 b** Discuss the impact of setting on plot development **5.5 d** Identify theme(s) **5.5 e** Explain the resolution of conflict(s)	**5.7 f** Recognize different forms of writing have different patterns of organization, including story structure for narrative writing. **5.7 h** Clearly state a position, including supporting reasons and evidence to persuade the intended audience **5.7 l** Revise writing for clarity of content, using specific vocabulary and information **5.8 j** Use correct spelling of commonly used words *Continue to review previous grammar skills introduced	**5.9 a** Construct questions about a topic	ACPS Literacy Plan **EPIC** Epic link to Town is by the Sea by Joanne Schwartz https://www.getepic.com/app/read/42394 **Reading a-z.com** Holiday Traditions Around the World https://www.readinga-z.com/books/leveled-books/book/?id=140&lang=English New Year Celebrations https://www.readinga-z.com/books/leveled-books/book/?id=2968&lang=English **Newsela** The History of Popular New Year's Traditions	Use double bubble thinking map to compare and contrast traditions and time periods and write an essay explaining the differences. Choose a symbol or tradition and research background and origin. Create the symbol and present through presentation. Create a survey to collect information about students' favorite holidays or traditions. Represent the results in a bar graph or pictograph. Discuss results of the class's responses or potentially across the grade level. Students will write a paragraph describing

	5.5. f Identify genre **5.5 l** Compare/contrast details in literary and informational nonfiction **5.5 m** Use reading strategies **5.6 c** Identify the main idea **5.6 d** Summarize supporting details **5.6 k** Use reading strategies			https://newsela.com/read/elem-hist-nye-traditions/id/38959 **Trade Books** Fairy tales- Hans Christian Andersen, The Fir Tree Twas the Night Before Christmas stories **Functional Texts** Pumpkin Pie Recipe https://www.teacherspayteachers.com/Product/No-Bake-Pumpkin-Pie-Recipe-3495323 How to play Dreidel game article and video https://www.myjewishlearning.com/article/how-to-play-dreidel/ **E-media** https://www.emediava.org/ (available via Clever Sign-on) **Virtual Job Share** https://vjsjunior.com/ *Career Central (available via Clever Sign-on)	the data.

NINE WEEKS 3

*****Once introduced, all SOLs will continue to be revisited throughout the year until mastery**

NW 3 THEME 1: Imagery and Expression
NW 3 THEME 1: Imagery and Expression **SKILLS TARGETED:** Free-verse vs Rhyme Poetry, Figurative Language **SKILLS SPIRALED:** Multi-meaning words, Media messages, Word-reference Materials, Genre, Author's Choice of Vocabulary, Drawing Conclusions, Making Inferences, Text Features **STRATEGY FOCUS:** Visualize, Inference, Making Connections, and Drawing Conclusions **APPROXIMATE TIME:** 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
5.1 e Use evidence to support opinions and conclusions **5.2 a** Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal, and informal interactive presentations **5.2 d** Use language and style appropriate to the audience, topic, and purpose **5.3 a** Identify the	**5.4 b** Use context and sentence structure to determine meanings and differentiate among multiple meanings of words **5.4 d** Identify an author's use of figurative language **5.4 e** Use word-reference material **5.5 f** Identify genre **5.5 h** Differentiate between free verse and rhymed poetry	**5.7 b** Select audience and purpose **5.7c** Use a variety of prewriting strategies **5.7 f** Recognize different forms of writing have different patterns of organization, including story structure for narrative writing **5.7g** Write a clear topic sentence focusing on the main idea **5.7 j** Use precise and descriptive vocabulary	**5.9 d** Give credit to sources used in research	ACPS Literacy Plan **Quizlet** Activity identifying figurative language in song lyrics: https://quizlet.com/28368347/song-lyrics-featuring-figurative-language-flash-cards/ **Videos** Media message using figurative language in songs: https://www.youtube.com/watch?v=5LzMTjAqYd4	Create a poetry book of professional work and personal poems. Create a visual presentation of your poetry using either Powerpoint, Songs, videos Using guided activity each student will create a poem using several forms of figurative language to create a class set of poems

purpose and audience of auditory, visual, and written media messages **5.3 b** Identify the characteristics of effectiveness of a variety of media messages **5.3 c** Compare and contrast techniques used in a variety of media messages	**5.5 i** Explain how an author's choice of vocabulary contributes to author's style **5.5 j** Draw conclusions and make inferences with support from the text **5.5 m** Use reading strategies **5.6 a** Use text features such as type, headings, and graphics to predict and categorize information **5.6 g** Locate information from the text to support opinions, inferences, and conclusions **5.6 k** Use reading strategies	to create tone and voice **5.7 l** Revise writing for clarity of content, using specific vocabulary and information **5.8 c** Use interjections **5.8 g** Use a hyphen to divide words at the end of a line **5.8 j** Use correct spelling of commonly used words *Continue to review previous grammar skills introduced		**HMH Journeys** *pages according to student book* *Score!* pg. 110 *Purr-fection* pg. 262 *Patriotic Poetry* pg. 390 *Poetry about Poetry* pg. 468 *Rhyme on the Range* pg. 598 **Novels** Shel Silverstein poem books Love That Dog by Sharon Creech Moo: A Novel by Sharon Creech Poetry for Young People: Langston Hughes by Langston Hughes Revolting Rhymes by Roald Dahl Heroes and She-Roes Poems of Amazing and Everyday Heroes by J. Patrick Lewis Animal Poems by Valerie Worth White Snow Bright Snow by Alvin Tresselt Owl Moon by Jane Yolen **Functional Text** Brochure for Hawaii for imagery https://www.gohawaii.com/experiences/adventure **E-media**	

			https://www.emed iava.org/ (available via Clever Sign-on) **Virtual Job Share** https://vjsjunior.com/ *Career Central (available via Clever Sign-on)	

NW 3 THEME 2: Good vs Evil
SKILLS TARGETED: Fact/Opinion,
SKILLS SPIRALED: Context, Sentence Structure, Roots, Affixes, Synonyms, Antonyms, Homophones, Figurative Language, Character, Author's Choice, Drawing Conclusions, Making Inferences, Compare and Contrast, Plot, Multi-meaning words, Text Structure (Compare and Contrast), Character Development, Genre, Transitional Words and Phrases, Compare & Contrast
STRATEGY FOCUS: Questioning, Visualizing, Predicting, Drawing Conclusions, Summarizing, Monitoring Comprehension
APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
5.1 e Use evidence to support opinions and conclusions **5.1 f** Summarize the main points a speaker makes and connect comments to the remarks of others **5.1 h** Work respectfully with others and show value for individual contributions	**5.4 b** Use context and sentence structure to determine meanings and differentiate among multiple meanings of words **5.4 c** Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words **5.4 d** identify an author's use of figurative	**5.7 b** Select audience and purpose **5.7 d** Introduce and develop a topic, incorporating evidence and supporting details **5.7 e** Organize information to convey a central idea **5.7 j** Use precise and descriptive vocabulary to create tone and voice	**5.9 b** Collect and organize information from multiple resources	ACPS Literacy Plan **EPIC** *The Science of Super Heros* by Patricia Hutchinson on Epic https://www.getepic.co m/app/read/51464 **Readinga-z.com** Comic Cons https://www.readinga-z. com/books/leveled-boo ks/book/?id=2389&lang =English	Create comic strips showing the contrast between good and evil Use thinking maps to plan your story and then create your own story with a protagonist and an antagonist that demonstrate the theme.

	language **5.5 c** Describe character development **5.5 i.** Explain how an author's choice of vocabulary contributes to the author's style **5.5 j** Draw conclusions and make inferences with support from text **5.5 l** Compare/contrast details in literary and informational nonfiction texts **5.5 m** Use reading strategies **5.6 e** Identify organizational patterns (compare and contrast) **5.6 f** Identify transitional words and phrases that signal author's organizational pattern **5.6 i** Differentiate between fact and opinion **5.6 j** Compare and contrast details and ideas within and between texts **5.6 k** Use reading strategies	**5.8e** Use quotation marks with dialogue **5.8 j** Use correct spelling of commonly used words *Continue to review previous grammar skills introduced		**Readworks** www.readworks.org Video and article on heros https://www.readworks.org/article/A-School-for-Heroes/207bd59d-cd4c-406d-81f9-f312b255b7d1#!articleTab:content/ **Reading IQ** https://www.readingiq.com/web/learning/#/book-player?id=40759 **HMH Journeys** Unit 3, Lesson 2 *Can't You Make Them Behave, King George* (fact & opinion) Unit 4, Lesson 28 *The Dog Newspaper* (fact & opinion) Unit 3, Lesson 15 *We Were There, Too!* (compare/contrast NF) **Novels** A Wrinkle in Time by Madeleine L' Engle The Miraculous Journey of Edward Tulane by Kate DiCamillo The BFG by Roald Dahl Roald Dahl books The Lunch Witch by Deb Lucke **Functional Text** How to make a superhero mask https://www.pinterest.c	

Media
Jack Jack's super
powers
https://www.youtube.co
m/watch?v=mWnJAiJr
mfA

E-media
https://www.emed
iava.org/ (available via
Clever Sign-on)

Virtual Job Share
https://vjsjunior.com/
*Career Central
(available via Clever
Sign-on)

NW 3 THEME 3: Overcoming Odds
SKILLS TARGETED: N/A
SKILLS SPIRALED: Context Clues, Roots, Affixes, Synonyms, Antonyms, Homophones, Summarize, Plot, Theme, Setting, Resolution of Conflict,
Main Idea, Supporting Details, Genre
STRATEGY FOCUS: Summarize, Inference, Determining Importance
APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
5.1h Work respectfully with others and show value for individual contributions. **5.3 a** Identify the purpose and audience	**5.4 a** Use context to clarify meaning of unfamiliar words and phrases. **5.4 c** Use knowledge of roots, affixes, synonyms,	**5.7 c** Use a variety of prewriting strategies **5.7 e** Organize information to convey a central idea	**5.9 a** Construct questions about a topic	ACPS Literacy Plan Use a flow map to create order of events chart with summary and illustration	Create a flyer for the setting of your book selling the place as either a wonderful vacation spot or write a vacation review as to whether you would visit.

of auditory, visual, and written media message	antonyms, and homophones to determine meaning of unknown words **5.5 a** Summarize plot events using details from text **5.5 b** Discuss the impact of setting on plot development **5.5 d** Identify theme(s) **5.5 e** Explain the resolution of conflicts **5.5 f** Identify genres **5.5 m** Use reading strategies **5.6 c** Identify the main idea **5.6 d** Identify supporting details **5.6 k** Use reading strategies	**5.7 i** Write multi-paragraph compositions **5.8 j** Use correct spelling of commonly used words *Continue to review previous grammar skills introduced		**Reading A-Z** A blind man climbs a mountain https://www.readinga-z.com/books/leveled-books/book/?id=847&lang=English **Newsela** Musical instruments that need repaired in inner city school https://newsela.com/read/elem-broken-orchestra-instruments/id/38480 **Novels** Number the Stars by Lois Lowry A Wrinkle in Time by Madeleine L' Engle Million- Dollar Throw by Mike Lupica **Read Works** Pair passage on weather disasters https://www.readworks.org/article/Dangerous-Storms/a8d42d04-e384-4f17-80f4-e6ef4bdd3fe5#!articleTab:content/contentSection:5682b00c-b29d-41b6-96e5-8a25b5cb9c88/ **HMH Journeys** Unit 2, Lesson 9 *Storm Warriors;* Unit 3, Lesson 10 *Dangerous Crossing;* Unit 3, Lesson 13 *They Called Her Molly Pitcher;*	Why or why not. Use details from text in description Create puppets and write a script demonstrating your understanding of plot development.

| | | | | Unit 3, Lesson 15 *We Were There, Too!;* Unit 4, Lesson 21 *Tucket's Travels;* Unit 4, Lesson 22 *The Birchbark House;* Unit 5, Lesson 24 *Rachel's Journal;* Unit 5, Lesson 25 *Lewis and Clark* **E-media** https://www.emed iava.org/ (available via Clever Sign-on) **Virtual Job Share** https://vjsjunior.com/ *Career Central (available via Clever Sign-on) | |

NINE WEEKS 4

Division Required Assessments: PALS, ACPS Reading Rubric, ACPS Writing Assessments-Multiple choice & Prompt (descriptive), SOLS
Ongoing Assessments: Running Records, Common Assessments
*Once introduced, all SOLs will continue to be revisited throughout the year until mastery

NW 4 THEME 1: Growth & Change
SKILLS TARGETED: N/A
SKILLS SPIRALED: Context Clues, Roots, Affixes, Synonymes, Antonyms, Homophones, Vocabulary Development, Word-reference Materials, Character Development, Themes, Genres, Point of View, Cause & Effect, Main Idea/Details, Word-reference Materials, Transitional Words. Text Structures (all)
STRATEGY FOCUS: Monitor comprehension and test taking strategies
APPROXIMATE TIME: 4 Weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
5.1 b Participate in and contribute to discussions across content areas **5.1 d** Orally express ideas clearly in pairs, diverse groups, and whole-class settings **5.2 a** Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and	**5.4 a** Use context clues to clarify meaning of unfamiliar words and phrases **5.4 c** Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words **5.4 e** Use word-reference materials	**5.7 c** Use a variety of prewriting strategies **5.7 f** Recognize different forms of writing have different patterns or organization **5.7 g** Write a clear topic sentence focusing on the main idea **5.7 k** Vary Sentence structure by using transition words and	**5.9 d** Give credit to sources used in research **5.9 e** Avoid plagiarism and use own words	ACPS literacy plan Growth Mindset trait words: https://classteaching.wordpress.com/2013/09/17/growth-mindset-attributes Mindsets in the Classroom: Building a Growth Mindset Learning Community by Mary Cay Ricci	Create a Ted-Talk about your independently read book. Make a model of how animals demonstrate growth and change and compare it to have you have grown or changed since entering school. What school rule would you like to see changed? Defend your position.

individual, formal, and informal interactive presentations **5.2 e** Ask and answer questions to gather or clarify information presented orally **5.3 c** Compare and contrast techniques used in a variety of media messages **5.3 b** Identify the characteristics and effectiveness of a variety of media messages.	**5.4 f** Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing **5.5 c** Describe character development **5.5 d** Identify theme(s) **5.5 f** Identify genres **5.5 g** Differentiate between first and third person point of view **5.5 k** Identify cause and effect relationships **5.5 m** Use reading strategies throughout the reading process to monitor comprehension **5.6 c** Identify main idea **5.6 d** Summarize supporting details **5.6 e** Identify organizational patterns **5.6 f** Identify transitional words and phrases that signal author's organizational pattern **5.6 h** Identify cause and effect relationships **5.6 k** Use reading	prepositional phrases **5.8 d** Use prepositional phrases **5.8 j** Use correct spelling of commonly used words *Continue to review previous grammar skills introduced		**HMH Journeys** Unit 1, Lesson 5 *Elisa's Diary;* Unit 4, Lesson 18 *The Dog Newspaper;* Unit 4, Lesson 19 *Darnell Rock Reporting;* Unit 5, Lesson 24 *Rachel's Journal* **Trade Books** *Baseball's Best: Five True Stories* by Andrew Gutelle **E-media** https://www.emed iava.org/ (available via Clever Sign-on) **Virtual Job Share** https://vjsjunior.com/ *Career Central (available via Clever Sign-on)	

strategies					

NW 4 THEME 2: Empowerment
SKILLS TARGETED: N/A
SKILLS SPIRALED: Context, Sentence Structure, Roots, Affixes, Synonyms, Antonyms, Homophones, Figurative Language, Summarizing, Character, Main idea/details, Retelling, Multiple meaning words, Theme, Resolution of Conflicts, Genre, Drawing conclusions, Making inferences, Compare & Contrast,
STRATEGY FOCUS: Monitoring comprehension and Test taking strategies
APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
5.1 h Work respectfully with others and show value for individual contributions **5.2 a** Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal, and informal interactive presentations	**5.4 a** Use context to clarify meaning of unfamiliar words and phrases **5.4 b** Use context and sentence structure to determine meanings and differentiate among multiple meanings of words **5.4 c** Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words **5.4 d** Identify an author's use of figurative language	**5.7 l** Revise writing for clarity of content, using specific vocabulary and information **5.8 j** Use correct spelling of commonly used words *Continue to review previous grammar skills introduced	**5.9 f** Demonstrate ethical use of the Internet	ACPS Literacy Plan **Videos** Ted Talks from kids https://blog.ted.com/9-talks-by-impressive-kids/ Bethany Hamilton https://www.youtube.com/watch?v=ePFKksD0XkQ **Newsela** Article on Bethany Hamilton https://newsela.com/read/bio-sports-bethany-hamilton/id/20064 **HMH Journeys** Unit 3, Lesson 14 *James Forten;*	Create a poster with each child's name in the room. Have the students write words of encouragement or empowerment about each student. Brainstorm about a person who inspires you in life. Write a letter to that person. Write about what you would like to accomplish in your life who would you like to become or do when you grow up.

	5.5 a Summarize plot events using details from text **5.5 c** Describe character development **5.5 d** Identify theme(s) **5.5e** Explain the resolution of conflict(s) **5.5 f** Identify genres **5.5 j** Draw conclusions and make inferences with support from text **5.5 l** Compare/contrast details in literary and informational nonfiction texts **5.5 m** Use reading strategies throughout the reading process to monitor comprehension **5.6 b** Skim materials to develop a general overview of content to locate specific information **5.6 c** Identify the main idea **5.6 d** Summarize supporting details **5.6 g** Locate information from the text to support opinions, inferences,			Unit 4, Lesson 16 *Lunch Money;* Unit 4 Lesson 17 *LAFF* **Trade Books** *Rosa* by Nikki Giovanni *Baseball's Best: Five True Stories* by Andrew Gutelle **E-media** https://www.emed iava.org/ (available via Clever Sign-on) **Virtual Job Share** https://vjsjunior.com/ *Career Central (available via Clever Sign-on)	

	and conclusions **5.6 j** Compare and contrast details and ideas within and between texts **5.6 k** Use reading strategies throughout the reading process to monitor comprehension				

*Remaining days of instruction will be spent to review previously taught content.

VDOE SKILL PROGRESSION CHARTS

Key for Progression Charts

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced and appears in the grade-level reading standards.	I
The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades.	P

Strand: Communication and Multimodal Literacies

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Listen actively and speak using agreed-upon rules for discussion.	I	I	I	I	I	P	P	P	P	P	P	P	P
Follow implicit rules for conversation, including taking turns and staying on topic.	I	I	P	P	P	P	P	P	P	P	P	P	P
Listen and speak in informal conversations with peers and adults.	I	I	P	P	P	P	P	P	P	P	P	P	P
Discuss various texts and topics collaboratively and with partners.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use voice level, phrasing, and intonation appropriate for various language situations.	I	I	I	P	P	P	P	P	P	P	P	P	P
Ask how and why questions to seek help, get information, or clarify information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Work respectfully with others.	I	I	I	I	P	P	P	P	P	P	P	P	P
Listen and respond to a variety of text and media.	I	I	P	P	P	P	P	P	P	P	P	P	P
Initiate conversation with peers and adults	-	I	P	P	P	P	P	P	P	P	P	P	P
Adapt or change oral language to fit the situation.	-	I	I	I	I	I	I	I	P	P	P	P	P
Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.	-	-	I	I	I	I	I	I	P	P	P	P	P
Share information orally with appropriate facts and relevant details.	-	-	I	I	P	P	P	P	P	P	P	P	P
Participate as a contributor and leader in collaborative and partner discussions.	-	-	I	I	I	I	P	P	P	P	P	P	P
Create a simple presentation using multimodal tools.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.	-	-	-	I	I	I	P	P	P	P	P	P	P
Orally summarize information expressing ideas clearly.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use language appropriate for context and audience.	-	-	-	I	I	I	P	P	P	P	P	P	P
Organize ideas sequentially or around major points of information using appropriate facts and relevant details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Contribute to group discussions across content areas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Connect comments to the remarks of others.	-	-	-	-	I	I	I	I	P	P	P	P	P

Use specific vocabulary to communicate ideas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.	-	-	-	-	I	I	I	P	P	P	P	P	P
Locate, organize, and analyze information from a variety of multimodal texts.	-	-	-	-	I	I	I	I	I	P	P	P	P
Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	P	P	P	P	P	P
Evaluate group activities.	-	-	-	-	-	-	I	P	P	P	P	P	P
Analyze the effectiveness of participant interactions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Evaluate one's own contributions to discussions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Give collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	I	I	P	P	P	P
Make statements to communicate agreement or tactful disagreement with others' ideas.	-	-	-	-	-	-	-	I	I	I	P	P	P
Exhibit willingness to make necessary compromises to accomplish a goal.	-	-	-	-	-	-	-	I	I	I	I	P	P
Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	-	-	-	-	-	-	-	-	I	I	I	P	P
Select, organize, and create multimodal content that encompasses opposing points of view.	-	-	-	-	-	-	-	-	I	I	I	I	P
Respond to audience questions and comments.	-	-	-	-	-	-	-	-	I	I	P	P	P
Differentiate between Standard English and informal language.	-	-	-	-	-	-	-	-	I	P	P	P	P
Evaluate presentations.	-	-	-	-	-	-	-	-	I	I	I	P	P
Assist with setting rules for group work, including informal consensus, taking votes on key issues, presentation of alternate views, and goal setting.	-	-	-	-	-	-	-	-	-	I	I	I	I
Access, critically evaluate, and use information accurately to solve problems.	-	-	-	-	-	-	-	-	-	-	I	I	I
Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric and identify any faulty reasoning.	-	-	-	-	-	-	-	-	-	-	I	I	I
Anticipate and address alternative or opposing perspectives and counterclaims.	-	-	-	-	-	-	-	-	-	-	-	I	I
Evaluate various techniques used to construct arguments in multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	I	I
Critique effectiveness of multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	-	I
Media Literacy	-	-	-	-	-	-	-	-	-	-	-	-	-
Differentiate between auditory, visual, and written media messages and their purposes.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare and contrast how ideas and topics are depicted in a variety of media and formats.	-	-	-	-	I	I	I	I	P	P	P	P	P
Identify the purpose and audience of auditory, visual, and written media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Identify the characteristics and effectiveness of a variety of media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P
Interpret information presented in diverse media formats and explain how it contributes to the topic.	-	-	-	-	-	-	I	I	I	P	P	P	P
Craft and publish audience-specific media messages.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify persuasive/informative techniques used in media.	-	-	-	-	-	-	-	I	I	I	P	P	P
Distinguish between fact and opinion, and between evidence and inference.	-	-	-	-	-	-	-	I	I	P	P	P	P
Describe how word choice, visual images, and sound convey a viewpoint.	-	-	-	-	-	-	-	I	I	P	P	P	P
Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate sources for relationships between intent and factual content.	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	-	-	-	-	-	-	-	-	I	I	P	P	P
Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.	-	-	-	-	-	-	-	-	I	I	P	P	P
Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.	-	-	-	-	-	-	-	-	-	I	I	P	P
Monitor, analyze, and use multiple streams of simultaneous information.	-	-	-	-	-	-	-	-	-	I	I	I	P
Analyze the impact of selected media formats on meaning.	-	-	-	-	-	-	-	-	-	-	I	P	P

Strand: Reading

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Relate previous experiences to what is read.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify text features.	I	I	I	I	P	P	P	P	P	P	P	P	P
Set a purpose for reading.	-	I	I	I	P	P	P	P	P	P	P	P	P
Make and confirm predictions.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify theme.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify the main idea.	-	I	I	I	P	P	P	P	P	P	P	P	P
Ask and answer questions using the text for support.	-	-	I	I	I	I	P	P	P	P	P	P	P
Describe characters, setting, and plot events in fiction and poetry.	-	-	I	I	I	I	P	P	P	P	P	P	P
Identify the conflict and resolution.	-	-	I	I	I	P	P	P	P	P	P	P	P
Summarize stories and events with beginning, middle, and end in the correct sequence.	-	-	I	I	I	P	P	P	P	P	P	P	P
Draw conclusions based on the text.	-	-	I	I	I	P	P	P	P	P	P	P	P
Make connections between reading selections.	-	-	-	I	I	I	I	P	P	P	P	P	P
Compare and contrast settings, characters, and plot events.	-	-	-	I	I	I	P	P	P	P	P	P	P

Skill													
Differentiate between fiction and nonfiction.	-	-	-	I	I	P	P	P	P	P	P	P	P
Identify the author's purpose.	-	-	-	I	I	I	P	P	P	P	P	P	P
Summarize information found in nonfiction texts.	-	-	-	I	I	I	P	P	P	P	P	P	P
Identify supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Describe how the choice of language, setting, and characters contributes to the development of plot.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify genres.	-	-	-	-	I	I	P	P	P	P	P	P	P
Draw conclusions/make inferences about text using the text as support.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare/contrast details in literary and informational nonfiction texts.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify cause-and-effect relationships.	-	-	-	-	I	I	P	P	P	P	P	P	P
Distinguish between fact and opinion.	-	-	-	-	I	I	P	P	P	P	P	P	P
Discuss the impact of setting on plot development.	-	-	-	-	-	I	I	P	P	P	P	P	P
Describe character development.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between first and third person point of view.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between free verse and rhymed poetry.	-	-	-	-	-	I	I	P	P	P	P	P	P
Explain how an author's choice of vocabulary contributes to the author's style.	-	-	-	-	-	I	I	I	P	P	P	P	P
Skim materials to develop a general overview of content and to locate specific information.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify organizational pattern(s).	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify transitional words and phrases that signal an author's organizational pattern.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	-	-	-	-	-	-	I	I	I	P	P	P	P
Describe how word choice and imagery contribute to the meaning of a text.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify and analyze the author's use of figurative language.	-	-	-	-	-	-	I	I	I	P	P	P	P
Analyze ideas within and between selections providing textual evidence.	-	-	-	-	-	-	I	I	I	I	P	P	P
Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.	-	-	-	-	-	-	-	I	I	I	P	P	P
Identify the source, viewpoint, and purpose of texts.	-	-	-	-	-	-	-	I	I	I	P	P	P
Explain the use of symbols and figurative language.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast authors' styles.	-	-	-	-	-	-	-	-	I	I	P	P	P
Analyze details for relevance and accuracy.	-	-	-	-	-	-	-	-	I	I	P	P	P
Identify the characteristics that distinguish literary forms.	-	-	-	-	-	-	-	-	-	I	P	P	P
Analyze the cultural or social function of a literary text.	-	-	-	-	-	-	-	-	-	I	I	P	P
Explain the influence of historical context on the form, style, and point of view of a written work.	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify characteristics of expository, technical, and persuasive texts.	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify a position/argument to be confirmed, disproved, or modified.	-	-	-	-	-	-	-	-	-	I	I	P	P
Evaluate clarity and accuracy of information.	-	-	-	-	-	-	-	-	-	I	I	P	P

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	-	-	-	-	-	-	-	-	-	I	I	P	P
Examine a literary selection from several critical perspectives.	-	-	-	-	-	-	-	-	-	-	I	I	P
Compare and contrast character development in a play to characterization in other literary forms.	-	-	-	-	-	-	-	-	-	-	I	I	P
Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	-	-	-	-	-	-	-	-	-	-	I	I	P
Analyze literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze the use of dramatic conventions.	-	-	-	-	-	-	-	-	-	-	-	I	I
Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions about the text(s).	-	-	-	-	-	-	-	-	-	-	-	I	I
Read and correctly interpret an application for employment, workplace documents, or an application for college admission.	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze technical writing for clarity.	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.	-	-	-	-	-	-	-	-	-	-	-	I	I
Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.	-	-	-	-	-	-	-	-	-	-	-	I	I
Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Writing

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Differentiate pictures from writing.	I	P	P	P	P	P	P	P	P	P	P	P	P
Generate ideas.	I	I	I	P	P	P	P	P	P	P	P	P	P
Compose simple sentences.	I	I	I	P	P	P	P	P	P	P	P	P	P
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify audience and purpose.	-	I	I	I	I	P	P	P	P	P	P	P	P
Use prewriting activities.	-	I	I	I	I	I	I	P	P	P	P	P	P
Focus on one topic.	-	I	I	I	P	P	P	P	P	P	P	P	P
Organize writing to suit purpose.	-	I	I	I	P	P	P	P	P	P	P	P	P
Revise writing by adding description.	-	I	I	I	P	P	P	P	P	P	P	P	P
Write an opinion and give a reason.	-	I	I	I	I	P	P	P	P	P	P	P	P
Engage in the writing process.	-	-	I	I	I	I	P	P	P	P	P	P	P
Use strategies for organization according to writing type.	-	-	I	I	I	I	P	P	P	P	P	P	P

Skill													
Organize writing to include a beginning, middle and end.	-	-	I	I	P	P	P	P	P	P	P	P	P
Write facts to support the main idea.	-	-	I	I	I	P	P	P	P	P	P	P	P
Revise writing for clarity.	-	-	I	I	I	I	P	P	P	P	P	P	P
Write a clear topic sentence focusing on main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Elaborate by adding supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use transition words for sentence variety.	-	-	-	I	I	I	P	P	P	P	P	P	P
Give fact based support for opinions.	-	-	-	I	I	I	P	P	P	P	P	P	P
Write a paragraph focusing on a main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Select audience and purpose.	-	-	-	-	I	I	P	P	P	P	P	P	P
Narrow the topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Recognize different forms of writing have different patterns of organization.	-	-	-	-	I	I	P	P	P	P	P	P	P
Write related paragraphs on the same topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Utilize elements of style, including word choice and sentence variation.	-	-	-	-	I	I	I	P	P	P	P	P	P
Clearly state a position including reasons and evidence to persuade the intended audience.	-	-	-	-	-	I	I	I	P	P	P	P	P
Write multiparagraph compositions.	-	-	-	-	I	I	P	P	P	P	P	P	P
Use precise and descriptive vocabulary to create voice and tone.	-	-	-	-	-	I	I	P	P	P	P	P	P
Compose thesis statements for expository and persuasive writing.	-	-	-	-	-	-	I	I	I	P	P	P	P
Select vocabulary and information to enhance central idea, tone, and voice.	-	-	-	-	-	-	I	I	I	P	P	P	P
Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	-	-	-	-	-	-	I	I	I	P	P	P	P
Use transition words and phrases within and between paragraphs	-	-	-	-	-	-	-	I	I	I	I	P	P
Distinguish between fact and opinion to support a position.	-	-	-	-	-	-	-	I	I	P	P	P	P
Develop and modify the central idea, tone and voice to fit the audience and purpose.	-	-	-	-	-	-	-	I	I	I	P	P	P
Use clauses and phrases for sentence variety.	-	-	-	-	-	-	-	I	I	P	P	P	P
Clearly state and defend a position with reasons and evidence from credible sources.	-	-	-	-	-	-	-	I	I	I	I	P	P
Identify a counter-claim and provide a counter-argument.	-	-	-	-	-	-	-	-	I	I	I	P	P
Blend multiple forms of writing including embedding a narrative.	-	-	-	-	-	-	-	-	-	I	I	P	P
Use textual evidence to compare and contrast multiple texts.	-	-	-	-	-	-	-	-	-	I	I	P	P
Arrange paragraphs in a logical progression using transitions between paragraphs and ideas.	-	-	-	-	-	-	-	-	-	I	I	P	P
Adjust writing content, technique, and voice for a variety of audiences and purposes.	-	-	-	-	-	-	-	-	-	-	I	P	P
Show relationships between claims, reasons and evidence and include a conclusion that follows logically from the information presented.-	-	-	-	-	-	-	-	-	-	-	I	P	P
Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.	-	-	-	-	-	-	-	-	-	-	I	I	I
Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.	-	-	-	-	-	-	-	-	-	-	-	I	I
Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	-	-	-	-	-	-	-	-	-	-	-	I	I
Use a variety of rhetorical strategies to accomplish a specific purpose.	-	-	-	-	-	-	-	-	-	-	-	-	I

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.	-	-	-	-	-	-	-	-	-	-	-	-	I
Write to clearly describe personal qualifications for potential occupational or educational opportunities.	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Writing (Grammar)

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use complete sentences.	-	I	I	I	P	P	P	P	P	P	P	P	P
Capitalize all proper nouns and the word I.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use singular and plural nouns and pronouns.	-	I	I	I	P	P	P	P	P	P	P	P	P
Use apostrophes in contractions and possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use contractions and singular possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use past and present verb tense.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use commas in a series.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use subject-verb agreement.	-	-	-	I	I	P	P	P	P	P	P	P	P
Use noun-pronoun agreement.	-	-	-	I	P	P	P	P	P	P	P	P	P
Eliminate double negatives.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use quotation marks with dialogue.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use plural possessives.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use adjective and adverb comparisons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use interjections.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use prepositional phrases.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use commas to indicate interrupters, items in a series, and to indicate direct address.	-	-	-	-	-	I	P	P	P	P	P	P	P
Edit for fragments and run-ons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use coordinating conjunctions.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	-	-	-	I	I	P	P	P	P	P
Use pronoun-antecedent agreement to include indefinite pronouns.	-	-	-	-	-	-	I	I	P	P	P	P	P
Maintain consistent verb tense across paragraphs.	-	-	-	-	-	-	I	I	I	P	P	P	P
Edit for verb tense consistency and point of view.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use quotation marks with dialogue and direct quotations.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use and punctuate correctly varied sentence structures to include conjunctions and transition words.	-	-	-	-	-	-	-	-	I	P	P	P	P
Correctly use pronouns in prepositional phrases with compound objects.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use comparative and superlative degrees in adverbs and adjectives.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use parallel structures across sentences and paragraphs.	-	-	-	-	-	-	-	-	-	I	P	P	P
Use appositives, main clauses, and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Use commas and semicolons to distinguish and divide main and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P
Distinguish between active and passive voice.	-	-	-	-	-	-	-	-	-	-	I	P	P
Use colons correctly.	-	-	-	-	-	-	-	-	-	-	-	I	P
Use verbals and verbal phrases to achieve sentence conciseness and variety.	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Research

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Generate topics of interest.	I	I	I	P	P	P	P	P	P	P	P	P	P
Generate questions to gather information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify pictures, texts, or people as sources of information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Find information from provided sources.	I	I	I	P	P	P	P	P	P	P	P	P	P
Gather and record information.	-	I	I	P	P	P	P	P	P	P	P	P	P
Organize information in writing or a visual display.	-	-	I	I	P	P	P	P	P	P	P	P	P
Create a research product.	-	-	I	I	P	P	P	P	P	P	P	P	P
Describe the difference between plagiarism and using one's own words.	-	-	I	I	P	P	P	P	P	P	P	P	P
Access appropriate resources.	-	-	-	I	I	I	P	P	P	P	P	P	P
Collect and organize information about the topic.	-	-	-	I	I	P	P	P	P	P	P	P	P
Evaluate the relevance of information.	-	-	-	I	I	I	P	P	P	P	P	P	P
Demonstrate ethical use of the Internet.	-	-	-	I	I	I	I	I	P	P	P	P	P
Collect and organize information from multiple resources.	-	-	-	-	I	I	I	P	P	P	P	P	P
Give credit to sources used in research.	-	-	-	-	I	I	I	P	P	P	P	P	P
Formulate and revise questions about a research topic.	-	-	-	-	-	-	I	I	P	P	P	P	P
Evaluate and analyze the validity and credibility of sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Cite primary and secondary sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Avoid plagiarism by using one's own words and follow ethical and legal guidelines for gathering and using information.	-	-	-	-	-	-	I	I	I	P	P	P	P
Synthesize information from multiple sources.	-	-	-	-	-	-	-	I	I	I	P	P	P
Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.	-	-	-	-	-	-	-	-	I	I	I	P	P
Cite sources using Modern Language Association (MLA) or American Psychological Association (APA) style.	-	-	-	-	-	-	-	-	I	I	I	P	P
Quote, summarize, and paraphrased research findings.	-	-	-	-	-	-	-	-	I	I	I	P	P
Publish findings and respond to feedback.	-	-	-	-	-	-	-	-	I	I	I	P	P
Verify the validity and accuracy of all information.	-	-	-	-	-	-	-	-	-	I	I	I	P
Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.	-	-	-	-	-	-	-	-	-	I	I	I	P

Synthesize relevant information from primary and secondary sources and present it in a logical sequence.	-	-	-	-	-	-	-	-	-	-	-		I	P
Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	-	-	-	-	-	-	-	-	-	-		-		P