

Texas' English Language Arts Standards – Fifth Grade

Reading: Foundational Language Skills

Knowledge and skills	Spalding Teacher's Guide	Comments <i>*WRTR 6th Revised Edition</i>	Spalding Resource Center
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>			
<p>(A) listen actively to interpret verbal and nonverbal messages, ask relevant questions to clarify information, and make pertinent comments;</p>	<p><u>Planning Section</u> p. 73 Comprehension #1-6 <i>(teach and practice)</i> p. 88 Comprehension #1-4 <i>(teach and practice)</i> <u>Delivering Section</u> p. 86-89 <i>(teach)</i></p>	<p>Listen actively to interpret verbal messages p. 96 Delivering Integrated Writing Instruction <i>(teach)</i></p> <p>Listen actively to interpret nonverbal messages</p> <p>Ask relevant questions p. 173 last paragraph regarding reading comprehension strategies continued on page 174 <i>(teach)</i></p>	<p>Downloadable > All Grades > Collins Model of Instruction <i>(teach)</i></p>

		<p>p. 27 Aligning Questions and Responses to Each Objective: Examples (<i>teach</i>)</p> <p>Make pertinent comments p. 35 Articulation and Reflection (<i>teach</i>)</p>	
<p>(B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p>	<p>Follow <u>Delivering Section</u> p. 6 (<i>teach and practice</i>) p. 24-25 (<i>teach and practice</i>) p. 40-41 (<i>teach and practice</i>) Restate <u>Delivering Section</u> p. 8 (<i>teach and practice</i>) p. 10-12 (<i>teach and practice</i>) p. 34 (<i>teach and practice</i>) p. 38 (<i>teach and practice</i>) p. 40-41 (<i>teach and practice</i>) p. 44 (<i>teach and practice</i>) p. 48 (<i>teach and practice</i>) p. 52 (<i>teach and practice</i>) p. 55 (<i>teach and practice</i>) p. 59 (<i>teach and practice</i>) p. 63 (<i>teach and practice</i>) p. 66 (<i>teach and practice</i>) p. 70 (<i>teach and practice</i>) p. 74 (<i>teach and practice</i>) p. 77 (<i>teach and practice</i>) p. 81 (<i>teach and practice</i>) p. 85 (<i>teach and practice</i>) p. 89 (<i>teach and practice</i>) Give</p>	<p>Follow instructions p. 181 Attention Management continued on p. 182 (<i>teach</i>) Restate instructions p. 184 Articulation (<i>teach</i>) Give oral instructions p. 184 Articulation (<i>teach</i>)</p>	

	<p><u>Delivering Section</u> p. 20 (<i>teach</i> and <i>practice</i>) p. 27-28 (<i>teach</i> and <i>practice</i>)</p>		
<p>(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and</p>	<p><u>Delivering Section</u> Fluent and Expressive Reading Procedures p. 84-85 (<i>teach</i>) <u>Planning Section</u> p. 68 Composition #2 (<i>teach</i> and <i>practice</i>) p. 88 Composition #1-2 (<i>teach</i> and <i>practice</i>)</p>		<p>Downloadable > All Grades > Assessment Checklists, Forms & Analyses > Oral Presentation Rubric (<i>practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 01 > Writing > G5D5C2 (<i>teach</i> and <i>practice</i>)</p> <p>Teacher's Guides > Fifth Grade Teacher's Guides > Oral Reading Fluency Manual p. 348-349 (<i>teach</i> and <i>practice</i>)</p> <p>Employing speaking rate Teacher's Guides > Fifth Grade Teacher's Guides > Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Pacing/Tempo (<i>teach</i> and <i>practice</i>)</p> <p>Employing volume Teacher's Guides > Fifth Grade Teacher's Guides > Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Intonation (<i>teach</i> and <i>practice</i>)</p> <p>Employing enunciation Teacher's Guides > Fifth Grade Teacher's Guides > Oral Reading</p>

			<p>Fluency Manual p. 202 Weekly Expressive Reading Focus Enunciation/Stress (<i>teach and practice</i>)</p> <p>Employing the conventions of language Teacher's Guides > Fifth Grade Teacher's Guides > Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Phrasing (<i>teach and practice</i>)</p>
(D) work collaboratively with others to develop a plan of shared responsibilities.			<p>Downloadable All Grades > Writing > Group Project Organizer Template & Group Project Organizer Example (<i>Teach and Practice</i>)</p>
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:			

<p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> i. decoding words with specific orthographic patterns and rules, including regular and irregular plurals; ii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; iii. decoding words using advanced knowledge of syllable division patterns such as VV; iv. decoding words using knowledge of prefixes; v. decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and vi. identifying and reading high-frequency words 	<p>Demonstrate phonetic knowledge by decoding words with consonant changes, including /t/ to /sh <u>Planning Section</u> p. 123 High Frequency Vocabulary #3 (<i>teach and practice</i>)</p> <ul style="list-style-type: none"> • i.e., Egypt → Egyptian <p>Demonstrate phonetic knowledge by decoding words with consonant changes, including /k/ to /sh/ <u>Planning Section</u> p. 111 High Frequency Vocabulary #3 (<i>teach and practice</i>)</p> <ul style="list-style-type: none"> • i.e., substance → substantial <p>Demonstrate phonetic knowledge by decoding multisyllabic words with closed syllables <u>Planning Section</u> p. 109 High Frequency Vocabulary #3 (<i>teach and practice</i>)</p>	<p>Identifying and Reading High Frequency Words p. 29-32</p>	<p>Downloadable > All Grades > Word Analysis > Syllable Division Patterns Chart & Worksheet (<i>practice</i>)</p> <p>Downloadable > All Grades > Word Analysis > Activities (<i>practice</i>)</p> <p>Downloadable > Fifth Grade Resources > Fifth Grade: Week 30 > Spelling > G5W30SCV5 (<i>teach and practice</i>)</p> <p>Closed Syllables Downloadable > All Grades > Word Analysis > Fifth Grade Syllabication Pacing Guide p. 1 (<i>teach and practice</i>)</p> <p>Open Syllables Downloadable > All Grades > Word Analysis > Fifth Grade Syllabication Pacing Guide p. 1 (<i>teach and practice</i>)</p> <p>VCE Downloadable > All Grades > Word Analysis > Fifth Grade Syllabication Pacing Guide p. 1 (<i>teach and practice</i>)</p> <p>Final stable syllables Downloadable > All Grades > Word Analysis > Fifth Grade Syllabication</p>
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<p>from a research-based list;</p>	<p>Demonstrate phonetic knowledge by decoding multisyllabic words with open syllables <u>Planning Section</u> p. 107 High Frequency Vocabulary #3 (<i>teach and practice</i>)</p> <p>Demonstrate phonetic knowledge by decoding multisyllabic words with VCe syllables <u>Planning Section</u> p. 105 High Frequency Vocabulary #3 (<i>teach and practice</i>)</p> <p>Demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs <u>Planning Section</u> p. 103 High Frequency Vocabulary #3 (<i>teach and practice</i>)</p> <p>Demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs <u>Planning Section</u> p. 103 High Frequency Vocabulary #3 (<i>teach and practice</i>)</p>		<p>Pacing Guide p. 1 (<i>teach and practice</i>)</p> <p>R-controlled/digraphs/diphthongs Downloadable > All Grades > Word Analysis > Fifth Grade Syllabication Pacing Guide p. 3 (<i>teach and practice</i>)</p> <p>Advanced knowledge of syllable division Downloadable > All Grades > Word Analysis > Fifth Grade Syllabication Pacing Guide p. 6-52 (<i>teach and practice</i>)</p> <p>Decoding words using knowledge of prefixes Downloadable > All Grades > Word Analysis > Fifth Grade Syllabication Pacing Guide p. 5 (<i>teach and practice</i>)</p> <p>Suffixes Downloadable > All Grades > Word Analysis > Fifth Grade Syllabication Pacing Guide p. 5 (<i>teach and practice</i>)</p> <p>Identifying high-frequency words Downloadable > All Grades > Sentence Construction with High Frequency Vocabulary > Sentence</p>
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	<p>Demonstrate phonetic knowledge by decoding multisyllabic words with r-controlled syllables <u>Planning Section</u> p. 101 High Frequency Vocabulary #3 (<i>teach</i> and <i>practice</i>)</p> <p>Demonstrate phonetic knowledge by decoding multisyllabic words with final stable syllables <u>Planning Section</u> p. 93 High Frequency Vocabulary #3 (<i>teach</i> and <i>practice</i>)</p> <p>Demonstrate phonetic knowledge by decoding words using advanced knowledge of syllable division patterns <u>Planning Section</u> p. 90 High Frequency Vocabulary #3 (<i>teach</i> and <i>practice</i>)</p> <p>Demonstrate phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes on base words <u>Planning Section</u> p. 87 High Frequency Vocabulary #3 (<i>teach</i> and <i>practice</i>)</p>		<p>Construction Model Lesson Template (<i>teach</i>)</p> <p>Downloadable > All Grades > Sentence Construction with High Frequency Vocabulary > Sentence Sample Model Lesson Template (<i>teach</i>)</p> <p>Identifying and Reading high-frequency words Downloadable > All Grades > Intervention and Enrichment > Decoding Assessment and Resources (<i>practice</i>)</p> <p>Downloadable > All Grades > Sentence Construction with High Frequency Vocabulary > Sentence Construction Coach Lesson Template (<i>practice</i>)</p> <p>Downloadable > All Grades > Sentence Construction with High Frequency Vocabular > Sentence Sample Coach Lesson Template (<i>practice</i>)</p> <p>Downloadable > All Grades > Intervention and Enrichment > Beginning Fluency Practice (<i>practice</i>)</p>
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	<p>Demonstrate phonetic knowledge by decoding words using advanced knowledge of the influence of suffixes on base words <u>Planning Section</u> p. 84 High Frequency Vocabulary #3 (<i>teach</i> and <i>practice</i>)</p> <p>Demonstrate phonetic knowledge by identifying high-frequency words from a research-based list <u>Planning Section</u> p. 69 High Frequency Vocabulary #1-2 (daily HFV read for spelling, read for reading objective) (<i>teach</i> and <i>practice</i>)</p> <p>Demonstrate phonetic knowledge by reading high-frequency words from a research-based list <u>Planning Section</u> p. 69 High Frequency Vocabulary #1-3 (daily HFV read for spelling, read for reading objective) (<i>teach</i> and <i>practice</i>)</p> <p>Apply phonetic knowledge by decoding words with consonant changes, including /t/ to /sh/ <u>Planning Section</u></p>		Downloadable > All Grades > Intervention and Enrichment > Beginner Readers (<i>practice</i>)
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	<p>p. 123 High Frequency Vocabulary #4 (<i>teach and practice</i>)</p> <ul style="list-style-type: none">• i.e., Egypt → Egyptian <p>Apply phonetic knowledge by decoding words with consonant changes, including /k/ to /sh/ <u>Planning Section</u></p> <p>p. 111 High Frequency Vocabulary #4 (<i>teach and practice</i>)</p> <ul style="list-style-type: none">• i.e., substance → substantial <p>Apply phonetic knowledge by decoding multisyllabic words with closed syllables <u>Planning Section</u></p> <p>p. 109 High Frequency Vocabulary #4 (<i>teach and practice</i>)</p> <p>Apply phonetic knowledge by decoding multisyllabic words with open syllables <u>Planning Section</u></p> <p>p. 107 High Frequency Vocabulary #4 (<i>teach and</i></p>		
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	<p><i>practice)</i></p> <p>Apply phonetic knowledge by decoding multisyllabic words with VCe syllable</p> <p><u>Planning Section</u> p. 105 High Frequency Vocabulary #4 (<i>teach and practice)</i></p> <p>Apply phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs</p> <p><u>Planning Section</u> p. 103 High Frequency Vocabulary #4 (<i>teach and practice)</i></p> <p>Apply phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs</p> <p><u>Planning Section</u> p. 103 High Frequency Vocabulary #4 (<i>teach and practice)</i></p> <p>Apply phonetic knowledge by decoding multisyllabic words with r-controlled syllables</p> <p><u>Planning Section</u> p. 101 High Frequency Vocabulary #4 (<i>teach and practice)</i></p> <p>Apply phonetic knowledge by decoding multisyllabic words with final stable syllables</p>		
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	<p><u>Planning Section</u> p. 93 High Frequency Vocabulary #4 (<i>teach</i> and <i>practice</i>) Apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns</p> <p><u>Planning Section</u> p. 90 High Frequency Vocabulary #3 (<i>teach</i> and <i>practice</i>) Apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes on base words</p> <p><u>Planning Section</u> p. 87 High Frequency Vocabulary #4 (<i>teach</i> and <i>practice</i>) Apply phonetic knowledge by decoding words using advanced knowledge of the influence of suffixes on base words</p> <p><u>Planning Section</u> p. 84 High Frequency Vocabulary #4 (<i>teach</i> and <i>practice</i>) Apply phonetic knowledge by identifying high-frequency words from a research-based list</p>		
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	<p><u>Planning Section</u> p. 72 High Frequency Vocabulary #1-2 (daily HFV read for spelling, read for reading objective) (<i>teach</i> and <i>practice</i>) Apply phonetic knowledge by reading high frequency words from a research-based list</p> <p><u>Planning Section</u> p. 72 High Frequency Vocabulary #1-3 (daily HFV read for spelling, read for reading objective) (<i>teach</i> and <i>practice</i>)</p>		
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<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> 1. spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; 2. spelling homophones; 3. spelling multisyllabic words with multiple sound-spelling patterns; 4. spelling words using advanced knowledge of syllable division patterns; 5. spelling words using knowledge of prefixes; and 6. spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and 	<p>Demonstrate spelling multisyllabic words with closed syllables <u>Planning Section</u> p. 59 High Frequency Vocabulary #6 (<i>teach and practice</i>)</p> <p>Demonstrate spelling multisyllabic words with open syllables <u>Planning Section</u> p. 59 High Frequency Vocabulary #7 (<i>teach and practice</i>)</p> <p>Demonstrate spelling multisyllabic words with VCe syllables <u>Planning Section</u> <u>Planning Section</u> p. 62 High Frequency Vocabulary #3-4 (<i>teach and practice</i>) p. 67 Sentence Construction with Vocabulary Development #5 (<i>teach and practice</i>)</p> <p>Demonstrate spelling multisyllabic words with digraphs <u>Planning Section</u> p. 75 High Frequency Vocabulary #4 (<i>teach and practice</i>)</p>	<p>Spelling multisyllabic words with syllables p. 58 High-Frequency Vocabulary paragraph 1</p> <p>Spelling words using knowledge of suffixes p. 15 English Spelling, Pronunciation, and Language Rules</p> <p>Spelling and Syllable Division Patterns p. 220-226 p. 76-93</p>	<p>Downloadable > All Grades > Assessment Checklists, Forms and Analyses > SSA Forms by Grade Level > SSA Analysis Chart and SSA Analysis Worksheet</p> <p>Downloadable > Fifth Grade > General Resources > Spelling > 5th Grade Prefix-Suffix Chart (<i>teach and practice</i>)</p> <p>Downloadable > Fifth Grade > General Resources > Spelling > Word Analysis Activities (<i>teach and practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 02 > Spelling > G5W2HFV6 (<i>teach and practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 23 > Spelling > G5W23HFV3 (<i>teach and practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 4 > Spelling > G5W4SCV3 (<i>teach and practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 4 > Spelling > G5W4SCV5 (<i>teach and practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 8 > Spelling > G5W8SCV5 (<i>teach and practice</i>)</p>
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	<p>Demonstrate spelling multisyllabic words with diphthongs <u>Planning Section</u> p. 75 High Frequency Vocabulary #4 (<i>teach and practice</i>)</p> <p>Demonstrate spelling multisyllabic words with r-controlled syllables <u>Planning Section</u> <u>Planning Section</u> p. 75 High Frequency Vocabulary #4 (<i>teach and practice</i>)</p> <p>Demonstrate spelling multisyllabic words with final stable syllables <u>Planning Section</u> p. 64 High Frequency Vocabulary #4 (<i>teach and practice</i>)</p> <p>Demonstrate spelling knowledge by spelling words with consonant changes, including /t/ to /sh/ <u>Planning Section</u> p. 64 High Frequency Vocabulary #5 (<i>teach and practice</i>)</p> <p>Demonstrate spelling knowledge by spelling words with consonant changes including /k/ to /sh/</p>		<p>Downloadable > Fifth Grade > Fifth Grade: Week 13 > Spelling > G5W13SCV3 (<i>teach and practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 13 > Spelling > G5W13SCV4 (<i>teach and practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 13 > Spelling > G5W13SCV5 (<i>teach and practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 16 > Spelling > G5W13SCV4 (<i>teach and practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 24 > Spelling > G5W24SCV5 (<i>teach and practice</i>)</p>
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	<p><u>Planning Section</u> p. 64 High Frequency Vocabulary #5 (<i>teach</i> and <i>practice</i>) Demonstrate spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns</p> <p><u>Planning Section</u> p. 69 High Frequency Vocabulary #2-6 (<i>teach</i> and <i>practice</i>) Demonstrate spelling knowledge by spelling words using advanced knowledge of syllable division patterns</p> <p><u>Planning Section</u> p. 69 High Frequency Vocabulary #2-6 (<i>teach</i> and <i>practice</i>) Demonstrate spelling knowledge by spelling words using knowledge of prefixes</p> <p><u>Planning Section</u> p. 72 High Frequency Vocabulary #4-6 (<i>teach</i> and <i>practice</i>) Demonstrate spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words</p>		
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	<p>p. 69 High Frequency Vocabulary #4-6 (<i>teach</i> and <i>practice</i>) Apply spelling multisyllabic words with closed syllables <u>Planning Section</u></p> <p>p. 81 High Frequency Vocabulary #5 (<i>teach</i> and <i>practice</i>) Apply spelling multisyllabic words with open syllables <u>Planning Section</u></p> <p>p. 84 High Frequency Vocabulary #4 (<i>teach</i> and <i>practice</i>) Apply spelling multisyllabic words with VCe syllables <u>Planning Section</u></p> <p>p. 87 High Frequency Vocabulary #4 (<i>teach</i> and <i>practice</i>) Apply spelling multisyllabic words with digraphs <u>Planning Section</u></p> <p>p. 101 High Frequency Vocabulary #4 (<i>teach</i> and <i>practice</i>) Apply spelling multisyllabic words with diphthongs <u>Planning Section</u></p> <p>p. 103 High Frequency Vocabulary #4 (<i>teach</i> and <i>practice</i>)</p>		
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Apply spelling multisyllabic words with r-controlled syllables

Planning Section

p. 105 High Frequency Vocabulary #4 (*teach and practice*)

Apply spelling multisyllabic words with final stable syllables

Planning Section

p. 109 High Frequency Vocabulary #4 (*teach and practice*)

Apply spelling knowledge by spelling words with consonant changes, including /t/ to /sh/

Planning Section

p. 111 High Frequency Vocabulary #1-4 (*teach and practice*)

- i.e., sect → section

p. 64 High Frequency Vocabulary #5 (*teach and practice*)

Apply spelling knowledge by spelling words with

	<p>consonant changes including /k/ to /sh/ <u>Planning Section</u> p. 111 High Frequency Vocabulary #1-4 (<i>teach and practice</i>)</p> <ul style="list-style-type: none">• i.e., substance → substantial <p>p. 64 High Frequency Vocabulary #5 (<i>teach and practice</i>)</p> <p>Apply spelling multisyllabic words with multiple sound-spelling patterns <u>Delivering Section</u> 23-38 (<i>teach and practice</i>) <u>Planning Section</u> p. 84 High Frequency Vocabulary #1-4 (<i>teach and practice</i>)</p> <p>Apply spelling words with advanced knowledge of syllable division patterns <u>Delivering Section</u> p. 33-38 (<i>teach and practice</i>) <u>Planning Section</u> p. 87 High Frequency Vocabulary #1-4 (<i>teach and practice</i>)</p>		
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	<p>Apply spelling words using knowledge of prefixes <u>Planning Section</u> p. 72 High Frequency Vocabulary #4-6 (<i>teach and practice</i>) p. 76 Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p>Apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words <u>Planning Section</u> p. 69 High Frequency Vocabulary #4-6 (<i>teach and practice</i>) p. 73 Sentence Construction with Vocabulary Development #5 (<i>teach and practice</i>) p. 76 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p>		
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<p>(C) write legibly in cursive to complete assignments.</p>	<p><u>Planning Section</u> p. 62 Systematic Phonics #7-8 <i>(teach and practice)</i> p. 64 Systematic Phonics #5-6 <i>(teach and practice)</i> p. 67 Systematic Phonics #5 <i>(teach and practice)</i></p>	<p>p. 66 Introducing Cursive Lowercase Handwriting, Grade-Level Sequence, and Instructional Strategies continued until p. 75 <i>(teach)</i></p>	<p>Downloadable > All Grades > Phonogram Introduction with Handwriting > PI Overview & Procedures <i>(teach)</i></p> <p>Downloadable > All Grades > Phonogram Introduction with Handwriting > Additional Phonograms Introduction with Cursive Handwriting Dialogue <i>(teach)</i></p> <p>Downloadable > All Grades > Capital Letters Dialogue > Cursive Handwriting Capital Letters Dialogue <i>(teach)</i></p> <p>Downloadable > All Grades > Written Phonogram Review > Handwriting Focus Procedures & Signs > Handwriting Focus Signs Cursive <i>(teach)</i></p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-- vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>			

<p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation;</p>	<p>Meaning <u>Planning Section</u> p. 47-49 Writing Skills Trace (<i>teach</i>) p. 69 Sentence Construction with Vocabulary #1 (<i>teach and practice</i>) <u>Delivering Section</u> p. 39-44 (<i>teach and practice</i>) Syllabication <u>Delivering Section</u> p. 33-38 (<i>teach and practice</i>) <u>Planning Section</u> p. 69 High Frequency Vocabulary #1-6 (<i>teach and practice</i>) Pronunciation <u>Delivering Section</u> p. 23-38 (<i>teach and practice</i>) <u>Planning Section</u> p. 72 High Frequency Vocabulary #1-8 (<i>teach and practice</i>) Origin <u>Planning Section</u> p. 47-49 Writing Skills Trace (<i>teach</i>) p. 88 Sentence Construction with Vocabulary Development #7 (<i>teach and practice</i>) p. 94 Sentence Construction with Vocabulary Development #7 (<i>teach and practice</i>)</p>	<p>p. 220-226</p>	<p>Downloadable > All Grades > Reading > 3 Mental Actions (<i>teach</i>)</p> <p>Downloadable > All Grades > Word Analysis > Fifth Grade Syllabication Pacing Guide (<i>teach and practice</i>)</p>
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<p>(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>	<p>Within a sentence <u>Delivering Section</u> p. 87-89 (<i>teach</i>) <u>Planning Section</u> p. 73 Comprehension # 1-2 (<i>teach</i>) and #3-6 (<i>practice</i>)</p> <p>Beyond a sentence <u>Planning Section</u> p. 76 Comprehension # 1 (<i>teach</i>) and #2-4 (<i>practice</i>)</p>	<p>p. 174 Last two paragraphs (<i>teach</i>)</p>	
<p>(C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and</p>	<p>Determine the meaning with affixes <u>Planning Section</u> p. 47-49 Writing Skills Trace (<i>teach</i>) p. 113 Sentence Construction with Vocabulary Development #35 and Spelling Sidebar</p> <p>Use words with affixes <u>Planning Section</u> p. 47-49 Writing Skills Trace (<i>teach</i>) p. 119 Sentence Construction with Vocabulary Development #4-5 and Spelling Sidebar (<i>teach and practice</i>)</p> <p>Determine the meaning of words with roots <u>Planning Section</u> p. 47-49 Writing Skills Trace (<i>teach</i>) p. 127 High Frequency Vocabulary #1, 3-4 and Spelling Sidebar (<i>teach and practice</i>)</p>	<p>p. 15 English Spelling, Pronunciation, and Language Rules (<i>teach</i>)</p>	<p>Downloadable > Fifth Grade > Fifth Grade: Week 04 > Writing > G5W4SCV3 (<i>teach and practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 04 > Writing > G5W13SCV4 (<i>teach and practice</i>)</p>

	<p>Use words with roots</p> <p><u>Planning Section</u></p> <p>p. 47-49 Writing Skills Trace (<i>teach</i>)</p> <p>p. 129 High Frequency Vocabulary #1, 3-4, Spelling Sidebar, and Sentence Construction with Vocabulary Development #1 (<i>teach and practice</i>)</p>		
(D) identify, use, and explain the meaning of adages and puns	<p>Identify adages</p> <p>Identify puns</p> <p>Use adages</p> <p>Use puns</p> <p>Explain the meaning of adages</p> <p>Explain the meaning of puns</p>	p. 102 Word Meaning (<i>teach</i>)	<p>Downloadable > Select Grade Level (4-6 only) > General Resources > Reading > Adages and Puns</p> <p>(<i>Teach and Practice</i>)</p>
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	<p><u>Delivering Section</u></p> <p>p. 82-85 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 61 Literary Appreciation/Fluency #1 (<i>practice</i>)</p> <p>p. 83 Literary Appreciation/Fluency #1 (<i>practice</i>)</p>	<p>p. 21 Fluent and Expressive Reading (<i>teach</i>)</p> <p>p. 175 Text Fluency and Decodable Books (<i>teach</i>)</p> <p>p. 135 Fluent and Expressive Reading (<i>teach</i>)</p>	<p>Downloadable > All Grades > Assessment Checklists, Forms, & Analyses > Fluent and Expressive Reading Checklist (<i>teach</i>)</p> <p>Downloadable > All Grades > Assessment Checklists, Forms, & Analyses > Practicing and Assessing Fluency Forms (<i>teach</i>)</p> <p>Appropriate rate</p> <p>Teacher's Guides > Fifth Grade</p> <p>Teacher's Guides > Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Pacing/Tempo (<i>teach and practice</i>)</p> <p>Appropriate accuracy</p>

			<p>Teacher's Guides > Fifth Grade Teacher's Guides > Oral Reading Fluency Manual p. 13-15 (<i>teach and practice</i>)</p> <p>Appropriate prosody Teacher's Guides > Fifth Grade Teacher's Guides > Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Enunciation/Stress (<i>teach and practice</i>)</p>
<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p>Self-select text <u>Delivering Section</u> p. 75-81 (<i>teach</i>) <u>Planning Section</u> p. 138 Composition #1 (<i>teach and practice</i>)</p>	<p>Read independently</p> <p>p. 21 Fluent and Expressive Reading (<i>teach</i>)</p>	<p>Downloadable > Fifth Grade: General Resources > Reading > 5th Grade Fluency Recommended Literature List (<i>teach</i>)</p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen</p>			

<p>comprehension of increasingly complex texts. The student is expected to:</p>			
<p>(A) establish purpose for reading assigned and self-selected texts;</p>	<p>Assigned <u>Planning Section</u> p. 18 Framework for Designing Lessons (<i>teach</i>) p. 57 Text Structure #1-6 (<i>teach and practice</i>) p. 65 Text Structure #1-4 (<i>teach and practice</i>) Self-Selected <u>Planning Section</u> p. 10 Fluency: Literary Appreciation (<i>teach</i>) p. 138 Composition #1 (<i>teach and practice</i>)</p>	<p>p. 20 Reading: What to Teach, Literary Appreciation, and Attributes of Fine Literature (<i>teach</i>)</p>	<p>Assigned Teacher’s Guides > Practicing and Assessing Comprehension Guides (<i>teach and practice</i>) Downloadable > Fifth Grade > Fifth Grade: Week 28 > G4W28LAF1_2 (<i>practice</i>)</p>
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p>Before reading to deepen understanding <u>Delivering Section</u> p. 86-89 (<i>teach</i>) <u>Planning Section</u> p. 95 Literary Appreciation/Fluency #4 (<i>teach and practice</i>) Before reading to gain Information <u>Delivering Section</u> p. 86-89 (<i>teach</i>) <u>Planning Section</u></p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>) p. 145-148 (<i>teach</i>)</p>	<p>Downloadable > All Grades > Reading > 3 Mental Actions Sentence Starters (<i>practice</i>) Downloadable > All Grades > Reading > 3 Mental Actions Sample Model Dialogue (<i>teach</i>) Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>)</p>

	<p>p. 124 Literary Appreciation/Fluency #6 (<i>teach and practice</i>) During reading to deepen understanding <u>Delivering Section</u> p. 86-89 (<i>teach</i>) <u>Planning Section</u> p. 126 Text Structure #1 and Comprehension #1-5 (<i>teach and practice</i>) During reading to gain Information <u>Delivering Section</u> p. 86-89 (<i>teach</i>) <u>Planning Section</u> p. 128 Text Structure #1 and Comprehension #1-5 (<i>teach and practice</i>) After reading to deepen understanding <u>Delivering Section</u> p. 86-89 (<i>teach</i>) <u>Planning Section</u> p. 132 Comprehension #1-7 (<i>teach and practice</i>) After reading to gain Information <u>Delivering Section</u> p. 86-89 (<i>teach</i>) <u>Planning Section</u> p. 134 Comprehension #1-4 and Literary</p>		
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	Appreciation/Fluency #1-7 (<i>teach</i> and <i>practice</i>)		
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	<p>Make predictions using text features <u>Delivering Section</u> p. 86-89 (<i>teach</i>) <u>Planning Section</u> p. 68 Text Structure #1-3 (<i>teach</i> and <i>practice</i>)</p> <p>Make predictions using characteristics of genre <u>Delivering Section</u> p. 86-89 (<i>teach</i>) <u>Planning Section</u> p. 73 Comprehension #1-6 (<i>teach</i> and <i>practice</i>)</p> <p>Make predictions using structures <u>Delivering Section</u> p. 86-89 (<i>teach</i>) <u>Planning Section</u> p. 76 Comprehension # 1-8 (<i>teach</i> and <i>practice</i>)</p> <p>Correct or confirm predictions using text features <u>Delivering Section</u> p. 86-89 (<i>teach</i>) <u>Planning Section</u> p. 70 Text Structure #1-5 (<i>teach</i> and <i>practice</i>)</p> <p>Correct or confirm predictions using characteristics of genre</p>	p. 21 Text structure continued on p. 22 p. 145-148	Downloadable > All Grades > Reading > 3 Mental Actions Sentence Starters (<i>practice</i>) Downloadable > All Grades > Reading > 3 Mental Actions Sample Model Dialogue (<i>teach</i>) Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>)

	<p><u>Delivering Section</u> p. 86-89 (<i>teach</i>)</p> <p><u>Planning Section</u> p. 85 Comprehension #1-5 (<i>teach and practice</i>)</p> <p>Correct or confirm predictions using structures</p> <p><u>Delivering Section</u> p. 86-89 (<i>teach</i>)</p> <p><u>Planning Section</u> p. 70 Text Structure #1-5 (<i>teach and practice</i>)</p>		
(D) create mental images to deepen understanding;	<p><u>Planning Section</u> p. 116 Literary Appreciation/Fluency #1-3 (<i>teach and practice</i>)</p>	p. 22 Mental actions continued on p. 23 (<i>teach</i>)	
(E) make connections to personal experiences, ideas in other texts, and society;	<p><u>Delivering Section</u> p. 86-89 (<i>teach</i>)</p> <p>Personal experiences</p> <p><u>Planning Section</u> p. 73 Comprehension # 1-6 (<i>teach and practice</i>)</p> <p>Ideas in other texts</p> <p>p. 118 Comprehension #1-5 (<i>teach and practice</i>)</p> <p>Society</p> <p>p. 132 Comprehension #1-5 (<i>teach and practice</i>)</p>	p. 22 Mental actions continued on p. 23 (<i>teach</i>)	<p>Downloadable > All Grades > Reading > 3 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable > All Grades > Reading > 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>)</p>
(F) make inferences and use evidence to support understanding;	<p><u>Delivering Section</u> p. 86-89 (<i>teach</i>)</p> <p>Make inferences</p> <p><u>Planning Section</u> p. 130 Comprehension #1-5 (<i>teach and practice</i>)</p>	p. 22 Mental actions continued on p. 23 (<i>teach</i>)	Downloadable > Fifth Grade > Week 09 > Reading > G5W9LAF2_9 (<i>teach and practice</i>)

	<p>Use evidence p. 128 Comprehension #1-5 <i>(teach and practice)</i></p>		<p>Downloadable > All Grades > Reading > 3 Mental Actions Sentence Starters <i>(practice)</i></p> <p>Downloadable > All Grades > Reading > 3 Mental Actions Sample Model Dialogue <i>(teach)</i></p> <p>Downloadable > All Grades > Graphic Organizers > Reading <i>(practice)</i></p>
<p>(G) evaluate details read to determine key ideas;</p>	<p><u>Delivering Section</u> p. 86-89 <i>(teach)</i> <u>Planning Section</u> p. 122 Comprehension #1-2 <i>(teach and practice)</i> p. 126 Comprehension #1-5 and Text Structure #1 <i>(teach and practice)</i></p>	<p>p. 22 Mental actions continued on p. 23 p. 145-148 <i>(teach)</i></p>	<p>Downloadable > All Grades > Reading > 5 Mental Actions Sentence Starters <i>(practice)</i></p> <p>Downloadable > All Grades > Reading > 5 Mental Actions Sample Model Dialogue <i>(teach)</i></p> <p>Downloadable > All Grades > Graphic Organizers > Reading <i>(practice)</i></p>
<p>(H) synthesize information to create new understanding; and</p>	<p><u>Delivering Section</u> p. 86-89 <i>(teach)</i> <u>Planning Section</u> p. 122 Composition #2 <i>(teach and practice)</i> p. 134 Composition #1 <i>(teach and practice)</i></p>	<p>p. 22 Mental actions continued on p. 23 p. 145-148 <i>(teach)</i></p>	<p>Downloadable > All Grades > Graphic Organizers > Writing > Informative Compare/Contrast PDF <i>(teach)</i></p>

			<p>Downloadable > All Grades > Reading > 3 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable > All Grades > Reading > 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable > All Grades > Graphic Organizers > Reading</p>
<p>(l) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>Monitor comprehension <u>Planning Section</u> p. 76 Comprehension #1-8 (<i>teach and practice</i>) p. 82 Comprehension #1-5 (<i>teach and practice</i>) Make adjustments <u>Planning Section</u> p. 88 Comprehension #1-4 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23 p. 145-148 (<i>teach</i>)</p>	<p>Downloadable > All Grades > Reading > 5 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable > All Grades > Reading > 5 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>)</p>

<p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>			
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p>	<p><u>Planning Section</u> p. 68 Literary Appreciation/Fluency #4-5 (<i>teach and practice</i>) p. 73 Comprehension #1-6 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>)</p>	
<p>(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p>	<p><u>Planning Section</u> p. 120 Composition #1 (<i>teach and practice</i>) p. 108 Composition #1 (<i>teach and practice</i>)</p>		<p>Downloadable > All Grades > Graphic Organizers > Writing > Informative Compare-Contrast (<i>practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade Week 06 > Reading > G5W6LAF2_9 (<i>teach and practice</i>)</p>
<p>(C) use text evidence to support an appropriate response;</p>	<p><u>Planning Section</u> p. 91 Literary Appreciation/Fluency #2-8 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>)</p>	<p>Downloadable > Fifth Grade > Fifth Grade Week 06 > Reading > G5W6LAF2_9 (<i>teach and practice</i>)</p>

	p. 120 Comprehension #1-3 and Literary Appreciation/Fluency #1-9 (<i>teach and practice</i>)		
(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	<p>Maintain meaning <u>Planning Section</u> p. 82 Comprehension #1-5 (<i>teach and practice</i>)</p> <p>Maintain logical order p. 60 Text structure #1-9 (<i>teach and practice</i>) p. 82 Composition #1-2 (<i>teach and practice</i>)</p>	p. 22 Mental actions continued on p. 23 p. 145-148 (<i>teach</i>)	<p>Downloadable > All Grades > Reading > 5 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable > All Grades > Reading > 5 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable > All Grades > Graphic Organizers > Reading (<i>practice</i>)</p>
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<p><u>Delivering Section</u> p. 86-89 (<i>teach</i>) <u>Planning Section</u> p. 104 Comprehension #1-5 (<i>teach and practice</i>) p. 114 Comprehension #1-5 (<i>teach and practice</i>)</p>	p. 96 Teaching Sentence Construction with Vocabulary Development and Word Usage (<i>teach</i>) p. 22 Mental actions continued on p. 23 (<i>teach</i>)	Downloadable > Fifth Grade > Fifth Grade Week 06 > Reading > G5W6LAF2_9 (<i>teach and practice</i>)
(F) respond using newly acquired vocabulary as appropriate; and	<p><u>Delivering Section</u> p. 86-89 (<i>teach</i>) <u>Planning Section</u> p. 75 Sentence Construction with Vocabulary Development #1 (<i>teach and practice</i>) p. 85 Comprehension #1-5 (<i>teach and practice</i>)</p>	p. 96 Teaching Sentence Construction with Vocabulary Development and Word Usage (<i>teach</i>) p. 22 Mental actions continued on p. 23 (<i>teach</i>)	

<p>(G) discuss specific ideas in the text that are important to the meaning.</p>	<p><u>Planning Section</u> p. 79 Comprehension #1-8 <i>(teach and practice)</i> p. 140 Comprehension #1-2 Literary Appreciation/Fluency #1-9 <i>(teach and practice)</i></p>	<p>p. 22 Mental actions continued on p. 23 <i>(teach)</i></p>	<p>Downloadable > Fifth Grade > Fifth Grade: Week 8 > Reading > G5W8LAF2_6 <i>(teach and practice)</i></p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>			
<p>(A) infer multiple themes within a text using text evidence</p>	<p><u>Planning Section</u> p. 74 Literary Appreciation/Fluency #5-7 <i>(teach and practice)</i> p. 124 Literary Appreciation/Fluency #9-10 <i>(teach and practice)</i></p>	<p>p. 21 Expanding Understanding of Narrative Elements <i>(teach)</i></p>	<p>Downloadable > Fourth Grade > Fourth Grade: Week 9 > Reading > G5W11LAF2_9 <i>(teach and practice)</i></p>

(B) analyze the relationships of and conflicts among the characters	<p>Relationships <u>Planning Section</u> p. 74 Literary Appreciation/Fluency #8-9 <i>(teach and practice)</i></p> <p>Conflicts <u>Planning Section</u> p. 86 Literary Appreciation/Fluency #5-6 <i>(teach and practice)</i></p>	p. 21 Expanding Understanding of Narrative Elements <i>(teach)</i>	<p>Downloadable > Fourth Grade > Fourth Grade: Week 11 > Reading > G5W11LAF2_7 <i>(teach and practice)</i></p> <p>Downloadable > Fourth Grade > Fourth Grade: Week 10 > Reading > G5W10LAF2_7 <i>(teach and practice)</i></p>
(C) analyze plot elements, including the rising action, climax, falling action, and resolution; and	<p>Rising action <u>Planning Section</u> p. 124 Literary Appreciation/Fluency #8 <i>(teach and practice)</i></p> <p>Climax <u>Planning Section</u> p. 100 Literary Appreciation/Fluency #4-10 <i>(teach and practice)</i></p> <p>p. 97 Literary Appreciation/Fluency #2-5 <i>(teach and practice)</i></p> <p>Falling action <u>Planning Section</u> p. 110 Literary Appreciation/Fluency #8-9 <i>(teach and practice)</i></p> <p>Resolution <u>Planning Section</u></p>	p. 21 Expanding Understanding of Narrative Elements <i>(teach)</i>	<p>Downloadable > Fifth Grade> Fifth Grade Week 06 > Reading > G5W6LAF2_9 <i>(teach and practice)</i></p> <p>Downloadable > Fifth Grade> Fifth Grade Week 07 > Reading > G5W6LAF2_6 <i>(teach and practice)</i></p> <p>Downloadable > Fifth Grade> Fifth Grade Week 16 > Reading > G5W16LAF1_8 <i>(teach and practice)</i></p>

	p. 99 Appreciation/Fluency #2-3 (<i>teach and practice</i>)		
(D) explain the influence of the setting, including historical and cultural settings, on the plot.	<u>Planning Section</u> Historical <u>Planning Section</u> p. 71 Literary Appreciation/Fluency #9-10 (<i>teach and practice</i>) Cultural p. 83 Literary Appreciation/Fluency #6-9 (<i>teach and practice</i>)	p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:			
(A) demonstrate knowledge of distinguishing characteristics of well-	<u>Planning Section</u> p. 60 Text Structure #6-7 (<i>teach and practice</i>)		

<p>known children's literature such as folktales, fables, legends, myths, and tall tales;</p>			
<p>(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms</p>	<p>Figurative language <u>Planning Section</u> p. 103 Sentence Construction with Vocabulary Development #6 (<i>teach and practice</i>) p. 102 Literary Appreciation/Fluency #3-4 (<i>teach and practice</i>) p. 118 Sentence Construction with Vocabulary Development #6 (<i>teach and practice</i>)</p>		<p>Figurative language Downloadable > Fifth Grade > Fifth Grade: Week 14 > Reading > G5W14LAF2_4 (<i>teach and practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 15 > Reading > G5W14LAF1_3 (<i>teach and practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 18 > Reading > G5W18LAF1_2 (<i>teach and practice</i>)</p> <p>Poem and speaker Downloadable > Fifth Grade > Fifth Grade: Week 28 > Reading > G5W28LAF1_2 (<i>teach and practice</i>)</p>
<p>(C) explain structure in drama such as character tags, acts, scenes, and stage directions;</p>			<p>Downloadable > Select Grade Level (3-6 only) > General Resources > Reading > Characteristics of Drama</p> <p>(<i>Teach and Practice</i>)</p>

<p>(D) recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> i.the central idea with supporting evidence; ii.features such as pronunciation guides and diagrams to support understanding; and iii.organizational patterns such as compare and contrast; 	<p>Characteristics including central idea <u>Planning Section</u> p. 97 Comprehension #1-2 <i>(teach and practice)</i></p> <p>Characteristics including features to support understanding <u>Planning Section</u> p. 102 Comprehension #1-6 and Text Structure #1 <i>(teach and practice)</i></p> <p>Characteristics including organizational patterns <u>Planning Section</u> p. 82 Comprehension #1-5 <i>(teach and practice)</i></p> <p>Structures including central idea with evidence <u>Planning Section</u> p. 79 Comprehension #1-8 and Text Structure #1 <i>(teach and practice)</i></p> <p>Structures including features to support understanding <u>Planning Section</u> p. 76 Comprehension #1-8 and Text Structure #1 <i>(teach and practice)</i></p> <p>Structures including organizational patterns <u>Planning Section</u> p. 106 Comprehension #1-7 <i>(teach and practice)</i></p>		
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<p>(E) recognize characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> i. identifying the claim; ii. explaining how the author has used facts for an argument; and iii. identifying the intended audience or reader; and 	<p>Recognize characteristics of argumentative text by identifying the claim <u>Planning Section</u> p. 91 Comprehension #1 with Graphic Organizer → (<i>teach and practice</i>)</p> <p>Recognize characteristics of argumentative text by explaining how the author has used facts for or against an argument <u>Planning Section</u> p. 88 Composition #1-2 (<i>teach and practice</i>)</p> <p>Recognize characteristics of argumentative text by identifying the intended audience or reader <u>Planning Section</u> p. 91 Comprehension #1 with Graphic Organizer → (<i>teach and practice</i>)</p> <p>Recognize structures of argumentative text by identifying the claim <u>Planning Section</u> p. 85 Comprehension #3 (<i>teach and practice</i>) along with McCall Crabbs passage →</p>		<p>Downloadable > All Grades > Graphic Organizers > Writing > Informative-Narrative (<i>teach and practice</i>)</p> <p>Teacher’s Guides > McCall Harby/McCall Crabbs Manual > McCall Crabbs Book C (<i>teach and practice</i>)</p> <p>Teacher’s Guides > McCall Harby/McCall Crabbs Manual > McCall Crabbs Book D (<i>teach and practice</i>)</p>

	<p>Recognize structures of argumentative text by explaining how the author has used facts for or against an argument <u>Planning Section</u> p. 91 Comprehension #2 (<i>teach</i> and <i>practice</i>) along with McCall Crabbs passage →</p> <p>Recognize structures of argumentative text by identifying the intended audience or reader <u>Planning Section</u> p. 91 Comprehension #2 (<i>teach</i> and <i>practice</i>) along with McCall Crabbs passage →</p>		
(F) recognize characteristics of multimodal and digital texts.	Digital Multimodal		
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and			

<p>applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>			
<p>(A) explain the author's purpose and message within a text;</p>	<p>Purpose <u>Planning Section</u> p. 63 Text Structure #1-2 (<i>teach and practice</i>)</p> <p>Message <u>Planning Section</u> p. 68 Text Structure #1-3 Literary Appreciation/Fluency #1-5 (<i>teach and practice</i>)</p>	<p>p. 136 Teaching Narrative Structure continued through p. 141 (<i>teach</i>)</p>	
<p>(B) analyze how the use of text structure contributes to the author's purpose;</p>	<p><u>Planning Section</u> p. 68 Text Structure #1-3 (<i>teach and practice</i>) p. 65 Text Structure #1-4 (<i>teach and practice</i>)</p>	<p>p. 136 Teaching Narrative Structure continued through p. 141 (<i>teach</i>)</p>	
<p>(C) analyze the author's use of print and graphic features to achieve specific purposes;</p>	<p>Print features p. 65 Text Structure #3-4 (<i>teach and practice</i>)</p> <p>Graphic features <u>Planning Section</u> p. 114 Text Structure #1 (<i>teach and practice</i>) p. 104 Text Structure #1 (<i>teach and practice</i>)</p>		

<p>(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes</p>	<p>Imagery <u>Planning Section</u> p. 130 Literary Appreciation/Fluency #3 (<i>teach and practice</i>) p. 128 Literary Appreciation/Fluency #3 (<i>teach and practice</i>) Literal Language <u>Planning Section</u> p. 124 Literary Appreciation/Fluency #5-7 (<i>teach and practice</i>) Figurative Language <u>Planning Section</u> p. 140 Literary Appreciation/Fluency #3-4 (<i>teach and practice</i>) p. 132 Literary Appreciation/Fluency #1-2 (<i>teach and practice</i>) p. 118 Literary Appreciation/Fluency #1-3 (<i>teach and practice</i>) Sound Devices</p>		<p>Imagery Downloadable > Fifth Grade > Fifth Grade: Week 28 > Reading > G5W28LAF1_2 (<i>teach and practice</i>)</p> <p>Literal Language</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 17 > Reading > G5W17LAF1_9 (<i>teach and practice</i>)</p> <p>Figurative Language</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 26 > Reading > G5W26LAF2_3 (<i>teach and practice</i>)</p>
<p>(E) identify and understand the use of literary devices, including first- or third-person point of view</p>	<p>Identify <u>Planning Section</u> p. 57 Text Structure #1-6 (<i>teach and practice</i>) p. 68 Literary Appreciation/Fluency #3-5 (<i>teach and practice</i>) Understand <u>Planning Section</u></p>	<p>p. 136-138 Teaching Narrative Structure</p>	<p>Downloadable > All Grades > Reading > Text Structure > Narrative Text Structure Poster (<i>teach</i>)</p> <p>Downloadable > All Grades > Reading > Text Structure ></p>

	<p>p. 97 Literary Appreciation/Fluency # 2-7 (<i>teach and practice</i>)</p> <p>p. 120 Literary Appreciation/Fluency #1-9 (<i>teach and practice</i>)</p>		<p>Narrative Text Structure Procedure and Dialogues (<i>teach and practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 18 > Reading > G5W18LAF1_2 (<i>teach and practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 18 > Reading > G5W28LAF1_2 (<i>teach and practice</i>)</p>
<p>(F) discuss how the author's use of language contributes to voice; and</p>	<p><u>Planning Section</u></p> <p>p. 116 Literary Appreciation/Fluency #1-3 (<i>teach and practice</i>)</p> <p>p. 136 Literary Appreciation/Fluency #1-7 (<i>teach and practice</i>)</p>	<p>p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)</p>	<p>Downloadable > Fifth Grade > Fifth Grade: Week 14 > Reading > G5W14LAF2_4 (<i>teach and practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 10 > Reading > G5W10LAF2_7 (<i>teach and practice</i>)</p>
<p>(G) explain the purpose of hyperbole, stereotyping, and anecdote</p>	<p>Hyperbole</p> <p>Stereotyping</p> <p>Anecdote</p>		<p>Hyperbole</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 28 > Reading > G5W28LAF1_2 (<i>teach and practice</i>)</p> <p>Anecdote</p> <p>Downloadable > Select Grade Level (3-6 only) > General Resources > Writing > Writing that Flows (<i>teach and practice</i>)</p>

<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>			
<p>(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p>	<p><u>Delivering Section</u> p. 69 Prewriting (<i>teach</i>) <u>Planning Section</u> p. 120 Composition #1 (<i>teach and practice</i>) p. 112 Comprehension #2, p. 116 Composition #1 (<i>teach and practice</i>)</p>	<p>p. 119 Prewriting continued on p. 120 until Composing</p>	<p>Downloadable > All Grades > Graphic Organizers > Writing (<i>teach and practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 01 > Writing > G5D5C2 (<i>teach and practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 02 > Writing > G5W2SCV1 (<i>teach and practice</i>)</p>
<p>(B)develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>i. organizing with purposeful structure, including an introduction,</p>	<p><u>Delivering Section</u> p. 69 Composing</p> <p>Focus writing by organizing with purposeful structure, including an introduction <u>Planning Section</u></p>	<p>p. 120 Composing</p>	<p>Downloadable > All Grades > Graphic Organizers > Writing (<i>teach and practice</i>)</p>

<p>transitions, and a conclusion; and i. developing an engaging idea with relevant details;</p>	<p>p. 126 Composition #1 (<i>teach and practice</i>) Focus writing by organizing with purposeful structure, including transitions <u>Planning Section</u> p. 120 Composition #1 (<i>teach and practice</i>) Focus writing by organizing with purposeful structure, including a conclusion <u>Planning Section</u> p. 126 Composition #1 Focus writing by developing an engaging idea reflecting depth of thought with specific facts <u>Planning Section</u> p. 138 Composition #1 (<i>teach and practice</i>) Focus writing by developing an engaging idea reflecting depth of thought with specific details <u>Planning Section</u> p. 134 Composition #1 p. 120 Composition #1 (<i>teach and practice</i>) p. 120 Composition #1 (<i>teach and practice</i>) Structure writing by organizing with purposeful structure, including an introduction</p>		
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	<p><u>Planning Section</u> p. 76 Composition #1 (<i>teach and practice</i>) Structure writing by organizing with purposeful structure, including transitions</p> <p><u>Planning Section</u> p. 82 Composition #1-2 (<i>teach and practice</i>) Structure writing by organizing with purposeful structure, including a conclusion</p> <p><u>Planning Section</u> p. 120 Composition #1 (<i>teach and practice</i>) Structure writing by developing an engaging idea reflecting depth of thought with specific facts</p> <p><u>Planning Section</u> p. 88 Composition #1 (<i>teach and practice</i>) Structure writing by developing an engaging idea reflecting depth of thought with specific details</p> <p><u>Planning Section</u> p. 79 Composition #2 (<i>teach and practice</i>) Make writing coherent with purposeful structure, including an introduction</p>		
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	<p><u>Planning Section</u> p. 70 Composition #3 (<i>teach and practice</i>) Make writing coherent with purposeful structure, including transitions</p> <p><u>Planning Section</u> p. 108 Composition #1 (<i>teach and practice</i>) Make writing coherent with purposeful structure, including a conclusion</p> <p><u>Planning Section</u> p. 73 Composition #3 (<i>teach and practice</i>) Make writing coherent by developing an engaging idea reflecting depth of thought with specific facts</p> <p><u>Planning Section</u> p. 116 Composition #1 (<i>teach and practice</i>) Make writing coherent by developing an engaging idea reflecting depth of thought with specific details</p> <p><u>Planning Section</u> p. 94 Composition #3 (<i>teach and practice</i>)</p>		
<p>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and</p>	<p><u>Delivering Section</u> p. 69 Revising (<i>teach</i>) Improve sentence structure by adding ideas</p>	<p>p. 120 Revising continued on p. 121 until Editing</p>	<p>Downloadable > Select Grade Level (3-6 only) > General Resources > Writing > Writing that Flows (<i>teach and practice</i>)</p>

<p>rearranging ideas for coherence and clarity;</p>	<p><u>Planning Section</u> p. 63 Composition #3 and Writing Sidebar (<i>teach and practice</i>) Improve sentence structure by deleting ideas Improve sentence structure by combining ideas Improve sentence structure by rearranging ideas for coherence Improve sentence structure by rearranging ideas for clarity</p> <p><u>Planning Section</u> p. 108 Composition #1 (<i>teach and practice</i>) Improve word choice by adding ideas</p> <p><u>Planning Section</u> p. 68 Composition #2 (<i>teach and practice</i>) p. 99 Composition #1 (<i>teach and practice</i>) Improve word choice by deleting ideas Improve word choice by combining ideas</p> <p><u>Planning Section</u> p. 76 Composition #1 (<i>teach and practice</i>) Improve word choice by rearranging ideas for coherence</p>		<p>Downloadable > Select Grade Level (3-6 only) > General Resources > Writing > Revising and Editing Bingo (<i>practice</i>)</p>
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	<p>Improve word choice by rearranging ideas for clarity</p>		
<p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> i. complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; ii. past tense of irregular verbs; iii. singular, plural, common, and proper nouns; iv. adjectives, including their comparative and superlative forms; v. adverbs that convey frequency and adverbs that convey degree; vi. prepositions and prepositional phrases; vii. pronouns, including reflexive; viii. coordinating conjunctions to form compound subjects, predicates, and sentences; 	<p><u>Delivering Section</u> p. 70 Editing</p> <p>Complete simple sentences with subject-verb agreement <u>Delivering Section</u> p. 45-55 (<i>teach</i>) p. 69 Sentence Construction with Vocabulary Development #1 (<i>teach and practice</i>) p. 105 Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p>Complete compound sentences with subject-verb agreement <u>Delivering Section</u> p. 45-55 (<i>teach</i>) <u>Planning Section</u> p. 63 Composition #2 (<i>teach and practice</i>)</p> <p>Complete simple sentences without splices <u>Planning Section</u> p. 121 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>Complete compound sentences without splices <u>Planning Section</u></p>	<p>Simple and compound sentences p. 103 Simple Sentences, Teaching Attributes of Simple Sentences: Example Dialogue, and Teaching Compound Sentences: Example Dialogue continued until p. 107 (<i>teach</i>) p. 106 Teaching (<i>teach</i>) p. 121 Editing continued on p. 122 until Publishing (<i>teach</i>)</p> <p>Parts of Speech p. 108 continued through p. 116 (<i>teach</i>)</p> <p>English conventions <u>Delivering Section</u> p. 21-38 (daily spelling <i>teach and practice</i>)</p>	<p>Downloadable > Select Grade Level (3-6 only) > General Resources > Writing > Writing that Flows (<i>teach and practice</i>)</p> <p>Downloadable > Select Grade Level (3-6 only) > General Resources > Writing > Revising Bingo (<i>practice</i>)</p> <p>Downloadable > All Grades > Assessment Checklists, Forms, and Analyses > Writing Checklists (<i>teach and practice</i>)</p> <p>Downloadable > All Grades > Writing > Writing Rubric Template (<i>teach and practice</i>)</p> <p>Downloadable > All Grades > Writing Noun Plurals Posters, Verb Tense Posters, and Personal Pronouns Posters (<i>teach</i>)</p> <p>Downloadable > All Grades > Spelling Dictation > Primary Rule Page Posters (<i>teach</i>)</p>

<p>.capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;</p> <p>.punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and</p> <p>.correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p>	<p>p. 65 Composition #2 (<i>teach and practice</i>)</p> <p>p. 70 Composition #1-2 (<i>teach and practice</i>)</p> <p>Complete simple sentences without run-ons</p> <p><u>Delivering Section</u></p> <p>p. 45-55 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 68 Composition #1 (<i>teach and practice</i>)</p> <p>Complete compound sentences without run-ons</p> <p><u>Delivering Section</u></p> <p>p. 45-55 (<i>teach</i>)</p> <p>p. 96 Sentence Construction with Vocabulary Development #5 (<i>teach and practice</i>)</p> <p>Complete simple sentences without fragments</p> <p><u>Delivering Section</u></p> <p>p. 45-55 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 63 Composition #3 (<i>teach and practice</i>)</p> <p>Complete compound sentences without fragments</p> <p><u>Delivering Section</u></p> <p>p. 45-55 (<i>teach</i>)</p> <p>p. 73 Composition #1-2 (<i>teach and practice</i>)</p> <p>Past tense irregular verbs</p> <p><u>Planning Section</u></p>		<p>Irregular Verbs</p> <p>Downloadable > Fifth Grade > Fifth grade: Week 04 > Writing > G5W4SCV2</p> <p>Adjectives</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 03 > Writing > G5W3SCV3 (<i>practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 20 > Writing > G5W20SCV3 (<i>practice</i>)</p> <p>Prepositions</p>
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	<p>p. 139 Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p>p. 129 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p>Collective Nouns <u>Planning Section</u></p> <p>Adjectives, including comparative <u>Delivering Section</u></p> <p>p. 60-63 (<i>teach</i>) <u>Planning Section</u></p> <p>p. 98 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p>Adjectives, including superlative <u>Planning Section</u></p> <p>p. 115 Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p>Conjunctive adverbs <u>Planning Section</u></p> <p>p. 137 Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p>Including Prepositions <u>Delivering Section</u></p> <p>p. 60-63 (<i>teach</i>) <u>Planning Section</u></p> <p>p. 65 Sentence Construction with Vocabulary Development #6 (<i>teach and practice</i>)</p>		<p>Downloadable > Fifth Grade > Fifth Grade: Week 05 > Writing > G5W5SCV4 (<i>practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 05 > Writing > G5W5SCV5 (<i>practice</i>)</p> <p>Pronouns Downloadable > Fifth Grade > Fifth Grade: Week 07 > Writing > G5W7SCV3 (<i>practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 07 > Writing > G5W7SCV8 (<i>practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 25 > Writing > G5W25SCV2 (<i>practice</i>)</p> <p>Conjunctions</p>
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	<p>Including Prepositional phrases p. 78 Sentence Construction with Vocabulary Development #4 (<i>teach and practice</i>)</p> <p>Including influence of preposition phrases on subject-verb agreement</p> <p>Pronouns, including indefinite <u>Delivering Section</u> p. 60-63 (<i>teach</i>) <u>Planning Section</u> p. 84 Sentence Construction with Vocabulary Development #2-3 (<i>teach and practice</i>) p. 135 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>) p. 125 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p>Subordinating conjunctions to form complex sentences <u>Planning Section</u> p. 70 Composition #1-2 (<i>teach and practice</i>) p. 123 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p>English conventions, including capitalization of abbreviations <u>Planning Section</u></p>		<p>Downloadable > Fifth Grade > Fifth Grade: Week 02 > Writing > G5W2C1 (<i>practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 02 > Writing > G5W2C3 (<i>practice</i>)</p> <p>English conventions, including capitalization Downloadable > Fifth Grade > Fifth Grade: Week 27 > Writing > G5W27SCV2 (<i>practice</i>)</p> <p>English conventions, including quotation marks Downloadable > Fifth Grade > Fifth Grade: Week 09 > Writing > G5W9SCV6 (<i>practice</i>)</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 21 > Writing > G5W21SCV3 (<i>practice</i>)</p>
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	<p>p. 139 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p>p. 105 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p>English conventions, including capitalization of initials</p> <p>Planning Section</p> <p>English conventions, including capitalization of acronyms</p> <p>Planning Section</p> <p>English conventions, including capitalization of organizations</p> <p>Planning Section</p> <p>English conventions, including commas in compound sentences</p> <p>Planning Section</p> <p>p. 65 Composition #1 (<i>teach and practice</i>)</p> <p>p. 105 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p>English conventions, including commas in complex sentences</p> <p>Planning Section</p> <p>p. 73 Composition #1-2 (<i>teach and practice</i>)</p>		<p>English conventions, including spelling words with orthographic patterns</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 2 > Writing > G5W2HFV6 (<i>practice</i>)</p> <p>English conventions, including spelling words with orthographic rules</p> <p>Downloadable > Fifth Grade > Fifth Grade: Week 04 > Writing > G5W4SCV5 (<i>practice</i>)</p> <p>English conventions, including correct Spelling</p> <p>Downloadable > All Grades > Assessment Checklists, Forms and Analyses > Writing Checklists (<i>teach and practice</i>)</p>
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	<p>p. 70 Composition #1-2 (<i>teach and practice</i>) English conventions, including quotation marks in dialogue <u>Planning Section</u></p> <p>p. 91 Sentence Construction with Vocabulary Development #6 (<i>teach and practice</i>)</p> <p>p. 94 Composition #1 (<i>teach and practice</i>)</p> <p>p. 88 Sentence Construction with Vocabulary Development #8 (<i>teach and practice</i>) English conventions, including italics for titles <u>Planning Section</u></p> <p>English conventions, including italics for emphasis <u>Planning Section</u></p> <p>English conventions, including underlining for titles <u>Planning Section</u></p> <p>English conventions, including underlining for emphasis <u>Planning Section</u></p> <p>English conventions, including spelling words with orthographic patterns <u>Planning Section</u></p> <p>p. 75 High Frequency Vocabulary #1-8 (<i>teach and practice</i>)</p>		
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	<p>English conventions, including spelling words with orthographic rules <u>Planning Section</u> p. 138 Sentence Construction with Vocabulary Development #5 (<i>teach and practice</i>)</p> <p>English conventions, including correct spelling of high frequency words <u>Planning Section</u> p. 69 High Frequency Vocabulary #1-10 (<i>teach and practice</i>) p. 72 High Frequency Vocabulary #1-9 (<i>teach and practice</i>)</p>		
(E) publish written work for appropriate audiences.	<p><u>Delivering Section</u> p. 70 Publishing (<i>teach</i>) <u>Planning Section</u> p. 94 Composition #3 (<i>teach and practice</i>)</p>	p. 122 Publishing (<i>teach</i>)	Downloadable > All Grades > Graphic Organizers > Writing (<i>teach and practice</i>)
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.			

The student is expected to:			
(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;	<p>Using genre characteristics <u>Planning Section</u> p. 97 Composition #1 (<i>teach and practice</i>) p. 102 Composition #1 (<i>teach and practice</i>)</p> <p>Using craft <u>Planning Section</u> p. 99 Composition #1 (<i>teach and practice</i>) p. 114 Composition #2 (<i>teach and practice</i>)</p>	p. 126 Teaching Narrative Paragraphs continued through Publishing on p. 129 (<i>teach</i>)	Downloadable > All Grades > Graphic Organizers > Writing > Narrative (<i>teach and practice</i>) Downloadable > Fifth Grade > Fifth Grade: Week 02 > Writing > G5W2SCV1 (<i>teach and practice</i>)
(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	<p>Using a clear central idea <u>Planning Section</u> p. 76 Composition #1 (<i>teach and practice</i>) p. 79 Composition #1-2 (<i>teach and practice</i>)</p> <p>Using genre characteristics <u>Planning Section</u> p. 108 Composition #1 (<i>teach and practice</i>)</p> <p>Using craft <u>Planning Section</u> p. 82 Composition #1-2 (<i>teach and practice</i>)</p>	p. 123 Teaching Informative Paragraphs continued through Publishing on p. 126 (<i>teach</i>)	Downloadable > All Grades > Graphic Organizers > Writing > Informative (<i>teach and practice</i>)
(C) compose argumentative texts, including opinion essays, using genre	<p>Using genre characteristics <u>Planning Section</u> p. 88 Composition #1-2 (<i>teach and practice</i>)</p>		Downloadable > Fifth Grade > Fifth grade: Week 01 > Writing > G5D5C2 (<i>practice</i>)

<p>characteristics and craft; and</p>	<p>Using craft <u>Planning Section</u> p. 68 Composition #2 (<i>teach and practice</i>)</p>		
<p>(D) compose correspondence that requests information.</p>	<p><u>Planning Section</u> p. 60 Composition #1 (<i>teach and practice</i>)</p>		
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>			
<p>(A) generate and clarify questions on a topic for formal and informal inquiry;</p>	<p>Generate formal <u>Planning Section</u> p. 138 Composition #1 (<i>teach and practice</i>) Clarify formal <u>Planning Section</u> p. 128 Comprehension #1-4 (<i>teach and practice</i>) p. 68 Composition #2 (<i>teach and practice</i>) Generate informal p. 132 Composition #1 (<i>teach and practice</i>)</p>		

	<p>Clarify informal <u>Planning Section</u> p. 126 Composition #1 (<i>teach and practice</i>)</p>		
(B) develop and follow a research plan with adult assistance;	<p>Develop <u>Planning Section</u> p. 102 Composition #1 (<i>teach and practice</i>)</p> <p>Follow p. 104 Composition #1 (<i>teach and practice</i>)</p>		
(C) identify and gather relevant information from a variety of sources;	<p>Identify <u>Planning Section</u> p. 126 Composition #1 (<i>teach and practice</i>) p. 114 Text Structure #1 and Comprehension #1-5 (<i>teach and practice</i>)</p> <p>Gather p. 88 Comprehension #2 and Composition #2 (<i>teach and practice</i>) p. 120 Composition #1 (<i>teach and practice</i>)</p>		
(D) identify primary and secondary sources;	<p>Primary sources Secondary sources</p>		
(E) demonstrate understanding of information gathered;	<p>(<i>Teach and Practice</i>) <u>Planning Section</u> p. 118 Comprehension #1-4 p. 120 Composition #1 (<i>teach and practice</i>)</p>		

	<p>p. 128 Comprehension #1-4 (<i>teach and practice</i>)</p> <p>p. 132 Comprehension #1-6 (<i>teach and practice</i>)</p>		
<p>(F) recognize the difference between paraphrasing and plagiarism when using source materials;</p>	<p>Developing a Research Report (<i>Practice</i>)</p> <p><u>Planning Section</u></p> <p>p. 122 Composition #2 and Writing Sidebar (<i>teach and practice</i>)</p> <p>p. 130 Comprehension #1-4 and Composition #1 (<i>teach and practice</i>)</p>		<p>Downloadable > Select Grade Level (3-6 only) > General Resources > Reading > Making References and Creating Bibliographies (<i>teach and Practice</i>)</p>
<p>(G) develop a bibliography; and</p>	<p>Developing a Research Report (<i>Practice</i>)</p> <p><u>Planning Section</u></p> <p>p. 102 Comprehension #3 (<i>teach and practice</i>)</p> <p>p. 104 Comprehension #3 (<i>teach and practice</i>)</p> <p>p. 106 Comprehension #2 (<i>teach and practice</i>)</p> <p>p. 108 Composition #1 (<i>teach and practice</i>)</p>		<p>Downloadable > Select Grade Level (3-6 only) > General Resources > Reading > Making References and Creating Bibliographies (<i>teach and Practice</i>)</p>
<p>(H) use an appropriate mode of delivery, whether written, oral, or</p>	<p><u>Delivering Section</u></p> <p>p. 70 Publishing (<i>Teach</i>)</p>		

multimodal, to present results.			
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