

Unit 8/26 to 9/26	Standards	Focus
<b>Introduction to Readerly and Writerly Life</b>	<p>5.R.1.1 Students can construct meaning by using <u>word parts</u> and categories.</p> <p>5.R.1.2 Students can determine word meaning using prior knowledge and <u>context clues</u>.</p> <p>5.R.2.1 Students can utilize <u>comprehension strategies</u> while constructing meaning.</p> <p>5.R.2.2 Students can apply fluency strategies to gain meaning from text.</p> <p>5.R.3.2 Students can interpret <u>literary elements</u> of character, setting, plot, theme, point of view, and mood.</p>	<p>Reading:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Be exposed to the routines and expectations of the classroom teacher</b></li> <li>• Have opportunities to apply comprehension strategies through shared, guided and independent reading experiences with an emphasis on making connections, activating background knowledge (SCHEMA) and formulating questions before, during and after reading (QUESTIONING) (R) (5.R.2.1)</li> <li>• Have opportunities to identify and reflect on the use of comprehensions strategies both orally and through written response (R) (5.R.2.1)</li> <li>• Distinguish and interpret words with multiple meanings through the use of context clues (I) (5.R.1.2)</li> <li>• Infer the meaning of unfamiliar words and phrases by combining prior knowledge and context clues (INFERENCE) (I) (5.R.1.2)</li> <li>• Be exposed to teacher modeling of fluent reading strategies (use of expression, phrasing and adjusting rate to fit text) (I) (5.R.2.2)</li> <li>• Build fluent reading strategies through extended opportunities to read aloud and silently (I) (5.R.2.2)</li> <li>• Have opportunities to discuss character change and motivation in short pieces of fiction (I) (5.R.3.2)</li> </ul>
	<p>5.W.1.1 Students can compose <u>narrative</u>, <u>descriptive</u>, expository, and persuasive text of one paragraph.</p> <p>5.W.1.2 Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing.</p> <p>5.W.2.1 Students can punctuate and capitalize text including dialogue.</p> <p>5.W.2.2 Students can identify and incorporate verbs in the <u>writing process</u>.</p>	<p>Writing:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Be exposed to the routines and expectations of the classroom teacher with regards to Literacy Block</b></li> <li>• Have opportunities to write in response to text and learning experiences (retell, summarize, response letters, etc.) (I) (5.W.1.2)</li> <li>• Be exposed to teacher modeling of writing, with an emphasis on creating and maintaining a writer’s notebook (I) (5.W.1.1)</li> <li>• Develop notebook or journal entries with an emphasis on using memories and experiences (I) (5.W.1.1)</li> <li>• Be exposed to a variety of pre-writing strategies including brainstorm, webs and lists (R) (5.W.1.1)</li> <li>• Review basic rules for capitalization and differentiate between the need to capitalize common/proper nouns (first word in sentence/quote, proper nouns) and use them correctly (I) (5.R.2.1)</li> <li>• Identify a variety of reasons and purposes for writing (functional writing such as grocery list, application, letter; writing to entertain, inform or persuade, etc.) (I) (5.W.1.2)</li> <li>• Describe and analyze in writing character change over time (I) (5.W.1.1)</li> <li>• Have opportunities to share written work informally (I) (5.W.1.1)</li> <li>• Be introduced to and have opportunities to discuss the TCS D Craft and Convention Rubrics (R) (5.W.1.1)</li> </ul>
	<p>5.LVS.1.1 Students can identify the purpose and content of a presentation through listening and viewing.</p> <p>5.LVS.1.2 Students can explain the purpose and content of the presentation.</p> <p>5.LVS.1.3 Students can select and organize relevant information gathered through listening and viewing.</p> <p>5.LVS.1.4 Students can deliver a narrative oral presentation.</p>	

		<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> <li>• Be exposed to teacher modeling of questioning strategies &amp; conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) appropriate for paired, small and whole group settings (I) (5.LVS.1.1) (5.LVS.1.2)</li> <li>• Be exposed to teacher modeling of paraphrasing strategies (I) (5.LVS.1.3)</li> <li>• Be exposed to teacher modeling of oral summary (I) (5.LVS.1.1)</li> <li>• Have opportunities to apply modeled summary skills (I) (5.LVS.1)</li> <li>• Have opportunities to use informal language, apply questioning and paraphrasing strategies &amp; conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) in paired, small and whole group settings (turn &amp; talk, eye to eye, group discussions) (I) (5.LVS.1.4) (5.LVS.1.1) (5.LVS.1.3) (5.LVS.1.2)</li> </ul>
		<p>Word Study:</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> <li>• Review homophones and homographs, with an emphasis on commonly confused (their, there, they’re, for example) (C) (5.R.1.1)</li> <li>• Identify the purpose and placement of an apostrophe in possessives and contractions (R) (5.R.1.1)</li> <li>• Read words with prefixes and suffixes (R) (5.R.1.1)</li> <li>• Differentiate between nouns and verbs (I) (5.W.2.2)</li> </ul>
<p>Resources</p>		<p>Assessments</p>
<p>District Required Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Reading Teacher’s Book of Lists</a> Frye</li> <li>• TCS D Literacy Website</li> <li>• <a href="#">Notebook Know How</a> Buckner</li> </ul> <p>Additional Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Mosaic of Thought</a> Zimmerman and Keene</li> <li>• <a href="#">Strategies that Work</a></li> <li>• <a href="#">The Morning Meeting Book</a></li> <li>• <a href="#">The Daily 5</a> Boushy &amp; Moser</li> <li>• <a href="#">Study Driven</a> Ray</li> <li>• <a href="#">Month by Month Phonics</a> Fountas &amp; Pinnell</li> <li>• <a href="#">Words Their Way</a></li> <li>• <a href="#">Rebecca Sitton Source Books</a></li> <li>• <a href="#">Making Words, Making Big Words</a></li> <li>• <a href="#">Phonics they Use</a> Cunningham &amp; Hall</li> </ul>	<ul style="list-style-type: none"> <li>• Running Records (as needed for individual student)</li> <li>• Teacher Generated Checklists</li> <li>• TCS D Writing Rubric</li> </ul>	

TCSO Fifth Grade Pacing Guide  
 Drafted Summer, 2008

Unit 9/29 to 11/7	Standards	Focus
Exploring Story Elements	<p>5.R.1.1 Students can construct meaning by using <u>word parts</u> and categories.</p> <p>5.R.1.2 Students can determine word meaning using prior knowledge and <u>context clues</u>.</p> <p>5.R.2.1 Students can utilize <u>comprehension strategies</u> while constructing meaning.</p> <p>5.R.2.2 Students can apply fluency strategies to gain meaning from text.</p> <p>5.R.3.1 Students can distinguish literary <u>genres</u> based on <u>characteristics</u>, <u>structures</u>, and <u>patterns</u>.</p> <p>5.R.3.2 Students can interpret <u>literary elements</u> of character, setting, plot, theme, point of view, and mood.</p> <p>5.R.3.3 Students can identify <u>literary devices</u> within text.</p> <p>5.W.1.1 Students can compose <u>narrative</u>, <u>descriptive</u>, expository, and persuasive text of one paragraph.</p> <p>5.W.1.2 Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing.</p> <p>5.W.2.1 Students can punctuate and capitalize text including dialogue.</p> <p>5.W.2.2 Students can identify and incorporate verbs in the <u>writing process</u>.</p>	Reading:
	<p>5.LVS.1.1 Students can identify the purpose and content of a presentation through listening and viewing.</p> <p>5.LVS.1.2 Students can explain the purpose and content of the presentation.</p> <p>5.LVS.1.3 Students can select and organize relevant information gathered through listening and viewing.</p> <p>5.LVS.1.4 Students can deliver a narrative oral presentation.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Have opportunities to apply comprehension strategies through shared, guided and independent reading experiences with an emphasis on making connections, activating background knowledge (SCHEMA) and formulating questions before, during and after reading (QUESTIONING) (R) (5.R.2.1)</li> <li>• Have opportunities to identify and reflect on the use of comprehensions strategies both orally and through written response (R) (5.R.2.1)</li> <li>• Distinguish and interpret words with multiple meanings through the use of context clues (I) (5.R.1.2)</li> <li>• Infer the meaning of unfamiliar words and phrases by combining prior knowledge and context clues (INFERENCE) (I) (5.R.1.2)</li> <li>• Be exposed to teacher modeling of fluent reading strategies (use of expression, phrasing and adjusting rate to fit text) (I) (5.R.2.2) (5.R.2.1)</li> <li>• Build fluent reading strategies through extended opportunities to read aloud and silently (I) (5.R.2.2) (5.R.2.3)</li> <li>• Evaluate literary elements (character motivation &amp; traits, plot sequence, setting in terms of time and place, theme and mood) in a variety of fiction with an emphasis on memoir and personal stories (I) (5.R.3.2)</li> <li>• Identify and discuss the role of figurative language, alliteration, dialogue and informal language in a variety of fiction with an emphasis (I) (5.R.3.3)</li> <li>• Differentiate between the characteristics of memoir, personal story and other story genres (I) (5.R.3.1, 5.R.2.1)</li> </ul>
	Writing:	
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Have opportunities to write in response to text and learning experiences (retell, summarize, response letters, etc.) (I) (5.W.1.2)</li> <li>• Be exposed to teacher modeling of writing, with an emphasis on creating and maintaining a writer's notebook (I) (5.W.1.1)</li> <li>• Develop and revisit notebook or journal entries with an emphasis on using memories and experiences (I) (5.W.1.1)</li> <li>• Review basic rules for capitalization and differentiate between common/proper nouns (first word in sentence/quote, proper nouns) and capitalize them correctly (I) (5.R.2.1)</li> <li>• Review rules for punctuation dialogue. (R) (5.W.2.1)</li> <li>• Have opportunities to share written work informally (I) (5.W.1.1)</li> <li>• Revise written work for word choice (with an emphasis on verb choice and agreement) and voice (I) (5.W.2.2) (5.W.1.1)</li> <li>• Edit written work for punctuation, verb tense and other grammar issues (5.R.1.1) (5.R.2.2)</li> <li>• Determine appropriate fonts/font sizes for word processing (R) (5.LVS.1.2)</li> <li>• Produce a published memoir which reflects revision to improve message, style, organization and convention (see TCSO Craft and Convention Story Rubric for fifth grade) (5.W.1.1)</li> <li>• Have opportunities to self-evaluate writing using appropriate TCSO Craft and Convention Rubric (C) (5.W.1.1)</li> </ul>		

		<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
		<p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>• Be exposed to teacher modeling of questioning strategies &amp; conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) appropriate for paired, small and whole group settings (I) (5.LVS.1.1) (5.LVS.1.2)</li> <li>• Be exposed to teacher modeling of paraphrasing strategies (I) (5.LVS.1.3)</li> <li>• Be exposed to teacher modeling of oral summary (I) (5.LVS.1.1)</li> <li>• Have opportunities to apply modeled summary skills (I) (5.LVS.1)</li> <li>• Have opportunities to use informal language, apply questioning and paraphrasing strategies &amp; conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) in paired, small and whole group settings (turn &amp; talk, eye to eye, group discussions) (I) (5.LVS.1.4) (5.LVS.1.1) (5.LVS.1.3) (5.LVS.1.2)</li> </ul>
		<p><b>Word Study:</b></p>
		<p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>• <i>Distinguish between plurals, possessives, and contractions (M) (5.R.1.1)</i></li> <li>• <i>Read and construct meaning from compound words (M) (5.R.1.1)</i></li> <li>• Identify homophones and homographs, with an emphasis on commonly confused (their, there, they’re, for example) (C) (5.R.1.1)</li> <li>• Read words with inflectional endings with and without spelling change for plurals, (C) and verb tenses (R) (5.R.1.1) (5.W.2.2)</li> <li>• Construct meaning by reading root words to which prefixes and suffixes have been added (R) (5.R.1.1)</li> <li>• Combine pronouns and verbs to create the contracted form (he + is = he’s) (R) (5.R.1.1)</li> </ul>
<p><b>Resources</b></p>		<p><b>Assessments</b></p>
<p>District Required Resources:</p> <ul style="list-style-type: none"> <li>• <u>The Reading Teacher’s Book of Lists</u> Frye</li> <li>• TCS D Literacy Website</li> <li>• <u>Notebook Know How</u> Buckner</li> <li>• School Wide Leveled Book Room, Big Books</li> <li>• Recommended Titles for required genre (memoir)</li> </ul> <p>Additional Resources:</p> <ul style="list-style-type: none"> <li>• <u>Mosaic of Thought</u> Zimmerman and Keene</li> <li>• <u>Strategies that Work</u></li> <li>• <u>The Daily 5</u> Bouchey &amp; Moser</li> <li>• <u>Study Driven</u> Ray</li> <li>• <u>Month by Month Phonics</u> Fountas &amp; Pinnell</li> <li>• <u>Words Their Way</u></li> <li>• <u>Rebecca Sitton Source Books</u></li> <li>• <u>Making Words, Making Big Words</u></li> <li>• <u>Phonics they Use</u> Cunningham &amp; Hall</li> </ul>	<ul style="list-style-type: none"> <li>• DRA2</li> <li>• TCS D Writing Rubric</li> <li>• Running Records (as needed for individual student)</li> <li>• Teacher Generated Checklists/Rubrics</li> </ul>	

Unit 11/10 to 12/19	Standards	Focus
Poetry & Performance	<p>5.R.1.1 Students can construct meaning by using <u>word parts</u> and categories.</p> <p>5.R.1.2 Students can determine word meaning using prior knowledge and <u>context clues</u>.</p> <p>5.R.2.1 Students can utilize <u>comprehension strategies</u> while constructing meaning.</p> <p>5.R.2.2 Students can apply fluency strategies to gain meaning from text.</p> <p>5.R.3.1 Students can distinguish literary <u>genres</u> based on <u>characteristics</u>, <u>structures</u>, and <u>patterns</u>.</p> <p>5.R.3.2 Students can interpret <u>literary elements</u> of character, setting, plot, theme, point of view, and mood.</p> <p>5.R.3.3 Students can identify <u>literary devices</u> within text.</p> <p>5.W.1.1 Students can compose <u>narrative</u>, <u>descriptive</u>, expository, and persuasive text of one paragraph.</p> <p>5.W.1.2 Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing.</p> <p>5.W.2.1 Students can punctuate and capitalize text including dialogue.</p> <p>5.W.2.2 Students can identify and incorporate verbs in the <u>writing process</u>.</p>	<p style="text-align: center;"><b>Reading:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Have opportunities to apply comprehension strategies through shared, guided and independent reading experiences with an emphasis on previously introduced strategies as well as text to world connections (SCHEMA) and forming sensory images (SENSORY IMAGERY) (R) (5.R.2.1)</li> <li>• Have opportunities to identify and reflect on the use of comprehensions strategies both orally and through written response (R) (5.R.2.1)</li> <li>• Distinguish and interpret words with multiple meanings through the use of context clues (I) (5.R.1.2)</li> <li>• Infer the meaning of unfamiliar words and phrases by combining prior knowledge and context clues (INFERENCE) (I) (5.R.1.2)</li> <li>• Be exposed to teacher modeling of fluent reading strategies (use of expression, phrasing and adjusting rate to fit text) (I) (5.R.2.2)</li> <li>• Build fluent reading strategies through extended opportunities to read aloud and silently (I) (5.R.2.2)</li> <li>• Identify rhyme, rhythm, repetition, patterns and stanza within poetry (I) (5.R.3.1)</li> <li>• Identify a variety of poetry types (haiku, cinquain, limerick, acrostic, ballads, narrative, free verse, concrete) and classify poetry accordingly (I) (5.R.3.1, 5.R.2.1)</li> <li>• Evaluate a variety of texts, with an emphasis on poetry, to determine author purpose, theme, mood and tone (R) (5.R.3.2)</li> <li>• Identify figurative language (simile, metaphor, personification, hyperbole, idiom) and literary devices (alliteration, onomatopoeia) in poetry and other texts (C) (5.R.3.3)</li> <li>• Have opportunities to compare and contrast poetry forms, themes etc. orally and in writing (I) (5.R.2.1) (5.W.1.1)</li> </ul>
	<p>5.LVS.1.1 Students can identify the purpose and content of a presentation through listening and viewing.</p> <p>5.LVS.1.2 Students can explain the purpose and content of the presentation.</p> <p>5.LVS.1.3 Students can select and organize relevant information gathered through listening and viewing.</p> <p>5.LVS.1.4 Students can deliver a narrative oral presentation.</p>	<p style="text-align: center;"><b>Writing:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Have opportunities to write in response to text and learning experiences (retell, summarize, response letters, etc.) (I) (5.W.1.2)</li> <li>• Be exposed to teacher modeling of writing, with an emphasis on maintaining a writer's notebook (I) (5.W.1.1)</li> <li>• Develop and revisit notebook or journal entries with an emphasis on experimenting with poetry form, figurative language (personification, simile, metaphor, onomatopoeia), strong verbs, specific nouns and adjectives as well as voice (personality) (I) (5.W.1.1)</li> <li>• Review basic rules for capitalization and differentiate between common/proper nouns (first word in sentence/quote, proper nouns) and capitalize them correctly (C) (5.R.2.1)</li> <li>• Have opportunities to share written work formally and informally (I) (5.W.1.1)</li> <li>• Revise written work for word choice (with an emphasis on verb choice and agreement) and voice (I) (5.W.2.2) (5.W.1.1)</li> <li>• Have opportunities to revise to improve style and content, elaborate details and provide examples (I) (5.W.1.1)</li> <li>• Determine appropriate fonts/font sizes for word processing (R) (5.LVS.1.2)</li> <li>• Produce a published memoir which reflects revision to improve message, style, organization and convention (see TCSO Craft and Convention Story Rubric for fifth grade) (5.W.1.1)</li> <li>• Have opportunities to self-evaluate writing using appropriate TCSO Craft and Convention Rubric (C) (5.W.1.1)</li> <li>• Formally publish poetry which reflects an understanding of at least two introduced forms (M) (5.R.3.1) (5.W.1.1)</li> </ul>

		<p><b>Listening, Viewing and Speaking (To be addressed in context across the day):</b></p> <p>Students Will:</p> <ul style="list-style-type: none"> <li>• Be exposed to teacher modeling of questioning strategies &amp; conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) appropriate for paired, small and whole group settings (I) (5.LVS.1.1) (5.LVS.1.2)</li> <li>• Be exposed to teacher modeling of paraphrasing strategies (I) (5.LVS.1.3)</li> <li>• Be exposed to teacher modeling of oral summary (I) (5.LVS.1.1)</li> <li>• Have opportunities to apply modeled summary skills (I) (5.LVS.1)</li> <li>• Have opportunities to use informal language, apply questioning and paraphrasing strategies &amp; conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) in paired, small and whole group settings (turn &amp; talk, eye to eye, group discussions) (I) (5.LVS.1.4) (5.LVS.1.1) (5.LVS.1.3) (5.LVS.1.2)</li> <li>• Explore the role of tempo and tone in reading, reciting and performance (for example poetry performance or recitation, choral reading, and reader’s theater) (5.LVS.1.4)</li> </ul> <p><b>Word Study:</b></p> <p>Students Will:</p> <ul style="list-style-type: none"> <li>• <i>Combine pronouns and verbs to create the contracted form (he + is = he’s) (M) (5.R.1.1)</i></li> <li>• Identify homophones and homographs, with an emphasis on commonly confused (their, there, they’re, for example) (C) (5.R.1.1)</li> <li>• Read words with inflectional endings with and without spelling change for plurals, (C) and verb tenses (R) (5.R.1.1) (5.W.2.2)</li> <li>• Construct meaning by reading root words to which prefixes and suffixes have been added (R) (5.R.1.1)</li> <li>• Identify past, present, future and past participle verb forms (C) (5.R.1.1) (5.W.2.2)</li> <li>• Generate comparatives (colder, warmer, etc) and superlatives (coldest, warmest, etc.) (I) (5.R.1.1)</li> <li>• Construct meaning by reading root words to which prefixes and suffixes have been added (C) (5.R.1.1)</li> <li>• Identify and use antonyms and synonyms (R) (5.R.1.1)</li> </ul>
<p><b>Resources</b> <span style="float: right;"><b>Assessments</b></span></p>		
<p>District Required Resources:</p> <ul style="list-style-type: none"> <li>• <u>The Reading Teacher’s Book of Lists</u> Frye</li> <li>• TCS D Literacy Website</li> <li>• <u>Notebook Know How</u> Buckner</li> <li>• School Wide Leveled Book Room, Big Books</li> <li>• TCS D Poetry Book Tubs</li> </ul> <p>Additional Resources:</p> <ul style="list-style-type: none"> <li>• <u>Mosaic of Thought</u> Zimmerman and Keene</li> <li>• <u>The Daily 5</u> Bouchey &amp; Moser</li> <li>• <u>Study Driven</u> Ray</li> <li>• <u>Month by Month Phonics</u> Fountas &amp; Pinnell</li> <li>• <u>Words Their Way</u></li> <li>• <u>Rebecca Sitton Source Books</u></li> <li>• <u>Making Words, Making Big Words</u></li> <li>• <u>Phonics they Use</u> Cunningham &amp; Hall</li> </ul> <ul style="list-style-type: none"> <li>• List of poems to study – suggestions per grade level.</li> </ul>	<ul style="list-style-type: none"> <li>• Running Records (as needed for individual students)</li> <li>• Teacher Generated Checklists/Rubrics</li> </ul>	

TCS D Fifth Grade Pacing Guide  
 Drafted Summer, 2008

Unit 1/5 to 2/13	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Reading and Writing to Communicate and Inform</b></p>	<p>5.R.1.1 Students can construct meaning by using <u>word parts</u> and categories.</p> <p>5.R.1.2 Students can determine word meaning using prior knowledge and <u>context clues</u>.</p> <p>5.R.2.1 Students can utilize <u>comprehension strategies</u> while constructing meaning.</p> <p>5.R.2.2 Students can apply fluency strategies to gain meaning from text.</p> <p>5.R.3.1 Students can distinguish literary <u>genres</u> based on <u>characteristics, structures, and patterns</u>.</p> <p>5.R.3.2 Students can interpret <u>literary elements</u> of character, setting, plot, theme, point of view, and mood.</p> <p>5.R.5.1 Students can select information from two or more <u>reference sources</u> to meet a goal.</p> <p>5.R.5.2 Students can identify the author's purpose in <u>argumentative and persuasive text</u>.</p> <p>5.R.5.3 Students can choose references to meet the needs of an assigned task.</p>	<p><b>Reading:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Have opportunities to apply previous introduced comprehension strategies through shared, guided and independent reading experiences with an emphasis on DETERMINING IMPORTANCE and SYNTHESIS (R) (5.R.2.1) (5.R.2.2)</li> <li>• Have opportunities to identify and reflect on the use of comprehensions strategies both orally and through written response (R) (5.R.2.1)</li> <li>• Distinguish and interpret words with multiple meanings through the use of context clues (I) (5.R.1.2)</li> <li>• Infer the meaning of unfamiliar words and phrases by combining prior knowledge and context clues (INFERENCE) (I) (5.R.1.2)</li> <li>• Be exposed to teacher modeling of fluent reading strategies (use of expression, phrasing and adjusting rate to fit text) (I) (5.R.2.2)</li> <li>• Build fluent reading strategies through extended opportunities to read aloud and silently (I) (5.R.2.2)</li> <li>• Differentiate between persuasive forms (editorial, letter, cartoon, essay, etc.) and differentiate the genre of persuasion from other nonfiction genres (I) (5.R.3.1, 5.R.2.1)</li> <li>• Evaluate persuasive pieces to determine topic, central &amp; supporting ideas, author purpose, position and perspective (I) (5.R.3.2, 5.R.5.2)</li> <li>• Identify contrasting viewpoints and perspectives (I) (5.R.5.2)</li> <li>• Have opportunities to differentiate between fact and opinion in persuasive genres (I) (5.R.5.1)</li> <li>• Read and evaluate a variety of persuasive piece to determine if author position (argument) is substantiated (5.R.5.2)</li> <li>• Differentiate between the use of primary and secondary sources/citations within nonfiction texts with an emphasis on persuasion (I) (5.R.5.1, 5.R.5.3)</li> <li>• Be exposed to and have opportunities to identify a variety of persuasive devices and propaganda techniques (I) (5.R.5.2)</li> </ul>
	<p>5.W.1.1 Students can compose <u>narrative, descriptive, expository, and persuasive text</u> of one paragraph.</p> <p>5.W.1.2 Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing.</p> <p>5.W.2.1 Students can punctuate and capitalize text including dialogue.</p> <p>5.W.2.2 Students can identify and incorporate verbs in the <u>writing process</u>.</p> <p>5.LVS.1.1 Students can identify the purpose and content of a presentation through listening and viewing.</p> <p>5.LVS.1.2 Students can explain the purpose and content of the presentation.</p> <p>5.LVS.1.3 Students can select and organize relevant information gathered through listening and viewing.</p> <p>5.LVS.1.4 Students can deliver a narrative oral presentation.</p>	<p><b>Writing:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Have opportunities to write in response to text and learning experiences (retell, summarize, response letters, etc.) (I) (5.W.1.2)</li> <li>• Be exposed to teacher modeling of writing, with an emphasis on using a variety of planning strategies and comparing &amp; contrasting points of view (I) (5.W.1.1)</li> <li>• Develop and revisit notebook or journal entries with an emphasis on exploring opinions and ideas (I) (5.W.1.1)</li> <li>• Identify direct and indirect quotes and appropriate punctuation techniques for both (I) (5.R.2.1)</li> <li>• Have opportunities to share written work formally and informally (I) (5.W.1.1)</li> <li>• Have opportunities to experiment with a variety of pre-writing strategies including brainstorm, webs and lists (R) (5.W.1.1)</li> <li>• Use appropriate punctuation when citing sources directly or indirectly (according to...) (I) (5.W.2.1)</li> <li>• Revise written work to improve transitions, sequencing, sentence fluency and paragraphing (I) (5.W.2.2) (5.W.1.1)</li> <li>• Edit written work for punctuation, verb tense and other grammar issues (5.R.1.1) (5.R.2.2)</li> <li>• Determine appropriate fonts/font sizes for word processing (R) (5.LVS.1.2)</li> <li>• Produce a published persuasive piece which reflects revision to improve transitions, sequencing, sentence fluency, paragraphing, leads and conclusions(see TCS D Craft and Convention Story Rubric for fifth grade) (5.W.1.1)</li> <li>• Have opportunities to self-evaluate writing using appropriate TCS D Craft and Convention Rubric (C) (5.W.1.1)</li> <li>• Identify and use two credible sources to develop and support a position within a piece of persuasive writing (I) (5.W.5.1, 5.R.5.3)</li> </ul>

**Listening, Viewing and Speaking (To be addressed in context across the day):**

- Students Will:
- Be exposed to teacher modeling of questioning strategies & conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) appropriate for paired, small and whole group settings (I) (5.LVS.1.1) (5.LVS.1.2)
  - Be exposed to teacher modeling of paraphrasing strategies (I) (5.LVS.1.3)
  - Be exposed to teacher modeling of oral summary (I) (5.LVS.1.1)
  - Have opportunities to apply modeled summary skills (I) (5.LVS.1)
  - Have opportunities to use informal language, apply questioning and paraphrasing strategies & conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) in paired, small and whole group settings (turn & talk, eye to eye, group discussions) (I) (5.LVS.1.4) (5.LVS.1.1) (5.LVS.1.3) (5.LVS.1.2)
  - Co-create a simple rubric to be used in the evaluation of a persuasive oral presentation (5.LVS.1.1, 5.LVS.1.2, 5.LVS.1.4)
  - Record their persuasive writing for oral presentation to a small audience using the tape recorder, camcorder, Garage Band etc. (I) (5.LVS.1.4)
  - \*Teachers are reminded to be mindful of opportunities to incorporate Listening, Speaking and Viewing into content area presentations (ex. science fair)

**Word Study:**

- Students Will:
- *Generate comparatives and superlatives (colder, warmer, etc) and superlatives (coldest, warmest, etc.) (M) (5.R.1.1)*
  - *Identify and use antonyms and synonyms (M) (5.R.1.1)*
  - Distinguish between and use introduced homophones and homographs, with an emphasis on commonly confused (their, there, they’re, for example) (C) (5.R.1.1)
  - Read words with inflectional endings with and without spelling change for plurals, (C) and verb tenses (R) (5.R.1.1) (5.W.2.2)
  - Construct meaning by reading root words to which prefixes and suffixes have been added (R) (5.R.1.1)
  - Identify past, present, future and past participle verb forms (C) (5.R.1.1) (5.W.2.2)
  - Construct meaning by reading root words to which prefixes and suffixes have been added (C) (5.R.1.1)
  - Identify and read abbreviations and acronyms (R) (5.R.1.1)

**Resources(cont.)**

**Assessments**

District Required Resources:

- The Reading Teacher’s Book of Lists Frye
- TCS D Literacy Website
- Notebook Know How Buckner
- School Wide Leveled Book Room, Big Books
- Persausive Book Tubs

Additional Resources:

- Mosaic of Thought Zimmerman and Keene
- Strategies that Work
- The Daily 5 Bouchey & Moser
- Study Driven Ray
- Is That a Fact? Stead
- Nonfiction Matters Harvey
- Month by Month Phonics Fountas & Pinnell
- Words Their Way
- Rebecca Sitton Source Books
- Making Words, Making Big Words
- Phonics they Use Cunningham & Hall

- DRA2
- TCS D Writing Rubric
- Running Records (as needed for individual student)
- Teacher Generated Checklists/Rubrics

Unit 2/16 to 3/31	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">*Students may study more than one author</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Author &amp; Craft Study*</b></p>	<p>5.R.1.1 Students can construct meaning by using <u>word parts</u> and categories.</p> <p>5.R.1.2 Students can determine word meaning using prior knowledge and <u>context clues</u>.</p> <p>5.R.2.1 Students can utilize <u>comprehension strategies</u> while constructing meaning.</p> <p>5.R.2.2 Students can apply fluency strategies to gain meaning from text.</p> <p>5.R.3.1 Students can distinguish literary <u>genres</u> based on <u>characteristics</u>, <u>structures</u>, and <u>patterns</u>.</p> <p>5.R.3.2 Students can interpret <u>literary elements</u> of character, setting, plot, theme, point of view, and mood.</p> <p>5.R.3.3 Students can identify <u>literary devices</u> within text.</p> <p>5.W.1.1 Students can compose <u>narrative</u>, <u>descriptive</u>, expository, and persuasive text of one paragraph.</p> <p>5.W.1.2 Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing.</p> <p>5.W.2.2 Students can identify and incorporate verbs in the <u>writing process</u>.</p>	<p><b>Reading:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Have opportunities to apply previous introduced comprehension strategies through shared, guided and independent reading experiences (R) (5.R.2.1) (5.R.2.2)</li> <li>• Have opportunities to identify and reflect on the use of comprehensions strategies both orally and through written response (R) (5.R.2.1)</li> <li>• Distinguish and interpret words with multiple meanings through the use of context clues (I) (5.R.1.2)</li> <li>• Infer the meaning of unfamiliar words and phrases by combining prior knowledge and context clues (INFERENCE) (I) (5.R.1.2)</li> <li>• Be exposed to teacher modeling of fluent reading strategies (use of expression, phrasing and adjusting rate to fit text) (I) (5.R.2.2)</li> <li>• Build fluent reading strategies through extended opportunities to read aloud and silently (I) (5.R.2.2)</li> <li>• Read and respond to multiple works by the same author (I) (5.R.2.2)</li> <li>• Examine an author's/authors' body of work to evaluate genre in terms of characteristics, structures, and patterns (R) (5.R.3.1, 5.R.2.1)</li> <li>• Examine an author's/authors' body of work to identify craft (foreshadowing, flashbacks, word choice, etc.) (R) and use of literary devices (figurative language, dialogue, etc.) (I) (5.R.3.2, 5.R.3.3)</li> <li>• Read multiple works of fiction by one or more authors and interpret author's/authors' use of literary elements (character development, plot, theme, point of view, mood, etc.) (R) (5.R.3.2)</li> </ul> <p>Please Note: Teachers are encouraged to focus on author's of legends, folk and fairy tales</p>
	<p>5.LVS.1.1 Students can identify the purpose and content of a presentation through listening and viewing.</p> <p>5.LVS.1.2 Students can explain the purpose and content of the presentation.</p> <p>5.LVS.1.3 Students can select and organize relevant information gathered through listening and viewing.</p> <p>5.LVS.1.4 Students can deliver a narrative oral presentation.</p>	<p><b>Writing:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify a variety or pre-writing strategies including brainstorm, webs and lists (M) (5.W.1.1)</b></li> <li>• Have opportunities to write in response to text and learning experiences (retell, summarize, response letters, etc.) (I) (5.W.1.2)</li> <li>• Be exposed to teacher modeling of writing, with an emphasis on integrating identified author craft, style and techniques (I) (5.W.1.1)</li> <li>• Develop notebook or journal entries based on experience and revisit notebook or journal entries with an emphasis on experimenting with identified author craft, style and techniques (I) (5.W.1.1)</li> <li>• Have opportunities to share written work informally (I) (5.W.1.1)</li> <li>• Revise written work to improve transitions, sequencing, sentence fluency (use of simple and compound sentences, etc.), word choice (including precise nouns, verb choice and use of adjectives) and paragraphing (I) (5.W.2.2) (5.W.1.1)</li> <li>• Edit written work for punctuation, verb tense and other grammar issues (R) (5.R.1.1) (5.R.2.2)</li> <li>• Have opportunities to self-evaluate their own work using appropriate TCS D Craft and Convention Rubrics with an instructional emphasis on style-related bullets (including voice). (C) (5.W.1.1)</li> </ul>

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		<p><b>Listening, Viewing and Speaking (To be addressed in context across the day):</b></p>
		<p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>• Be exposed to teacher modeling of questioning strategies &amp; conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) appropriate for paired, small and whole group settings (I) (5.LVS.1.1) (5.LVS.1.2)</li> <li>• Be exposed to teacher modeling of paraphrasing strategies (I) (5.LVS.1.3)</li> <li>• Be exposed to teacher modeling of oral summary (I) (5.LVS.1.1)</li> <li>• Have opportunities to apply modeled summary skills (I) (5.LVS.1)</li> <li>• Have opportunities to use informal language, apply questioning and paraphrasing strategies &amp; conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) in paired, small and whole group settings (turn &amp; talk, eye to eye, group discussions) (I) (5.LVS.1.4) (5.LVS.1.1) (5.LVS.1.3) (5.LVS.1.2)</li> <li>• *Teachers are reminded to be mindful of opportunities to incorporate Listening, Speaking and Viewing into content area presentations (ex. science fair)</li> </ul>
		<p><b>Word Study:</b></p>
		<p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>• <b>Infer the meaning of word created by combining suffixes/prefixes and known root words (M) (5.R.1.1)</b></li> <li>• Distinguish between and use introduced homophones and homographs, with an emphasis on commonly confused (their, there, they’re, for example) (C) (5.R.1.1)</li> <li>• Read words with inflectional endings with and without spelling change for plurals, (C) and verb tenses (R) (5.R.1.1) (5.W.2.2)</li> <li>• Identify past, present, future and past participle verb forms (C) (5.R.1.1) (5.W.2.2)</li> <li>• Identify and read abbreviations and acronyms (R) (5.R.1.1)</li> </ul>
<p><b>Resources</b></p>		<p><b>Assessments</b></p>
<p>District Required Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Reading Teacher’s Book of Lists</a> Frye</li> <li>• TCSD Literacy Website</li> <li>• <a href="#">Notebook Know How</a> Buckner</li> <li>• School Wide Leveled Book Room, Big Books</li> <li>• Mutiple</li> </ul> <p>Additional Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Mosaic of Thought</a> Zimmerman and Keene</li> <li>• <a href="#">Strategies that Work</a></li> <li>• <a href="#">The Daily 5</a> Bouchey &amp; Moser</li> <li>• <a href="#">Study Driven</a> Ray</li> <li>• <a href="#">Month by Month Phonics</a> Fountas &amp; Pinnell</li> <li>• <a href="#">Words Their Way</a></li> <li>• <a href="#">Rebecca Sitton Source Books</a></li> <li>• <a href="#">Making Words, Making Big Words</a></li> <li>• <a href="#">Phonics they Use</a> Cunningham &amp; Hall</li> </ul> <ul style="list-style-type: none"> <li>• List of authors to study – suggestions per grade level.</li> </ul>		<ul style="list-style-type: none"> <li>• Running Records (as needed for individual student)</li> <li>• Teacher Generated Checklists/Rubrics</li> </ul>

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 Drafted Summer, 2008

Unit 4/1 to 5/2	Standards	Focus
Time Periods & Culture (Reading) and Revision (Writing)	<p>5.R.1.1 Students can construct meaning by using <u>word parts</u> and categories.</p> <p>5.R.1.2 Students can determine word meaning using prior knowledge and <u>context clues</u>.</p> <p>5.R.2.1 Students can utilize <u>comprehension strategies</u> while constructing meaning.</p> <p>5.R.2.2 Students can apply fluency strategies to gain meaning from text.</p> <p>5.R.3.1 Students can distinguish literary <u>genres</u> based on <u>characteristics</u>, <u>structures</u>, and <u>patterns</u>.</p> <p>5.R.3.2 Students can interpret <u>literary elements</u> of character, setting, plot, theme, point of view, and mood.</p> <p>5.R.3.3 Students can identify <u>literary devices</u> within text.</p> <p>5.R.4.1 Students can examine and compare texts from various <u>cultures</u>, <u>time periods</u>, and geographical locations.</p> <p>5.W.1.1 Students can compose <u>narrative</u>, <u>descriptive</u>, expository, and persuasive text of one paragraph.</p> <p>5.W.1.2 Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing.</p> <p>5.W.2.1 Students can punctuate and capitalize text including dialogue.</p> <p>5.W.2.2 Students can identify and incorporate verbs in the <u>writing process</u>.</p> <p>5.LVS.1.1 Students can identify the purpose and content of a presentation through listening and viewing.</p> <p>5.LVS.1.2 Students can explain the purpose and content of the presentation.</p> <p>5.LVS.1.3 Students can select and organize relevant information gathered through listening and viewing.</p> <p>5.LVS.1.4 Students can deliver a narrative oral presentation.</p>	<p><b>Reading:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Have opportunities to apply previous introduced comprehension strategies through shared, guided and independent reading experiences (R) (5.R.2.1) (5.R.2.2)</li> <li>• Have opportunities to identify and reflect on the use of comprehensions strategies both orally and through written response (R) (5.R.2.1)</li> <li>• Distinguish and interpret words with multiple meanings through the use of context clues (I) (5.R.1.2)</li> <li>• Infer the meaning of unfamiliar words and phrases by combining prior knowledge and context clues (INFERENCE) (I) (5.R.1.2)</li> <li>• Be exposed to teacher modeling of fluent reading strategies (use of expression, phrasing and adjusting rate to fit text) (I) (5.R.2.2)</li> <li>• Build fluent reading strategies through extended opportunities to read aloud and silently (I) (5.R.2.2)</li> <li>• Read, examine and compare fables, folk/fairy tales, legends, tall tales and myths from various cultures, time periods and geographical locations (I) (5.R.4.1)</li> <li>• Identify universal themes in fables, folk/fairy tales, legends, tall tales and myths (I) (5.R.4.1)</li> <li>• Interpret literary elements (character/characterization, setting, plot, theme, point of view and mood in fables, folk/fairy tales, legends, tall tales and myths (R) (5.R.3.2)</li> <li>• Identify literary devices (figurative language, dialogue, etc.) (C) (5.R.3.3)</li> <li>• Explore author purpose in fables, folk/fairy tales, legends, tall tales and myths (C) (5.R.3.2)</li> <li>• <i>Differentiate between the characteristics of fables, folk/fairy tales, legends, tall tales and myths (M) (5.R.3.1)</i></li> </ul>
		<p><b>Writing:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Have opportunities to write in response to text and learning experiences (retell, summarize, response letters, etc.) (I) (5.W.1.2)</li> <li>• Be exposed to teacher modeling of writing, with an emphasis on use of transitions and <u>commas</u> (I) (5.W.1.1) (5.W.3.3)</li> <li>• Develop notebook or journal entries based on experience and revisit notebook or journal entries with an emphasis on experimenting with identified author craft, style and techniques (I) (5.W.1.1)</li> <li>• Retell or create short pieces of fiction related to focus of study in reading workshop (fables, folk/fairy, legends, tall tales and myths (I) (5.W.1.1)</li> <li>• Have opportunities to share written work informally (I) (5.W.1.1)</li> <li>• Revise written work to improve transitions, sequencing, sentence fluency (use of simple and compound sentences, etc.), word choice (including precise nouns, verb choice and use of adjectives) and paragraphing (I) (5.W.2.2) (5.W.1.1)</li> <li>• Edit written work for punctuation with an emphasis on <u>comma usage</u>, <u>dialogue punctuation</u>, verb tense and other grammar issues (R) (5.R.1.1) (5.W.2.1)</li> <li>• Have opportunities to self-evaluate their own work using appropriate TCSO Craft and Convention Rubrics with an instructional emphasis on organization-related bullets (including voice). (C) (5.W.1.1)</li> </ul>

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		<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
		<p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>• Be exposed to teacher modeling of questioning strategies &amp; conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...” ) appropriate for paired, small and whole group settings (I) (5.LVS.1.1) (5.LVS.1.2)</li> <li>• Have opportunities to apply modeled summary skills (I) (5.LVS.1)</li> <li>• Have opportunities to use informal language, apply questioning and paraphrasing strategies &amp; conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...” ) in paired, small and whole group settings (turn &amp; talk, eye to eye, group discussions) (I) (5.LVS.1.4) (5.LVS.1.1) (5.LVS.1.3) (5.LVS.1.2)</li> <li>• Create and deliver an oral retelling of a familiar fable, tall tale, legend, folk or fairy tales (5.LVS.1.4)</li> </ul>
		<p><b>Word Study:</b></p>
		<p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>• <i>Distinguish between and use <u>introduced</u> homophones and homographs (M) (5.R.1.1)</i></li> <li>• <i>Read and use introduced abbreviations and acronyms (M) (5.R.1.1)</i></li> <li>• Read words with inflectional endings with and without spelling change for plurals, (C) and verb tenses (R) (5.R.1.1) (5.W.2.2)</li> <li>• Identify past, present, future and past participle verb forms (C) (5.R.1.1) (5.W.2.2)</li> </ul>
<p>Resources</p>		<p>Assessments</p>
<p>District Required Resources:</p> <ul style="list-style-type: none"> <li>• <u>The Reading Teacher’s Book of Lists</u> Frye</li> <li>• TCS D Literacy Website</li> <li>• <u>Notebook Know How</u> Buckner</li> <li>• School Wide Leveled Book Room, Big Books</li> <li>• Culture Book Tubs</li> </ul> <p>Additional Resources:</p> <ul style="list-style-type: none"> <li>• <u>Mosaic of Thought</u> Zimmerman and Keene</li> <li>• <u>Strategies that Work</u></li> <li>• <u>The Daily 5</u> Bouchey &amp; Moser</li> <li>• <u>Study Driven</u> Ray</li> <li>• <u>Month by Month Phonics</u> Fountas &amp; Pinnell</li> <li>• <u>Words Their Way</u></li> <li>• <u>Rebecca Sitton Source Books</u></li> <li>• <u>Making Words, Making Big Words</u></li> <li>• <u>Phonics they Use</u> Cunningham &amp; Hall</li> </ul>	<ul style="list-style-type: none"> <li>• Running Records (as needed for individual student)</li> <li>• Teacher Generated Checklists/Rubrics</li> </ul>	

Unit 5/6 to 5/22	Standards	Focus
<b>Extending Readerly and Writerly Life</b>	<p><b>5.R.1.1</b> Students can <b>construct meaning</b> by using <u>word parts</u> and categories.</p> <p><b>5.R.1.2</b> Students can <b>determine word meaning</b> using prior knowledge and <u>context clues</u>.</p> <p><b>5.R.2.1</b> Students can utilize <u>comprehension strategies</u> while <b>constructing meaning</b>.</p> <p><b>5.R.2.2</b> Students can <b>apply fluency strategies to gain meaning from text</b>.</p> <p><b>5.W.1.1</b> Students can <b>compose</b> <u>narrative, descriptive, expository, and persuasive</u> text of one paragraph.</p> <p><b>5.W.1.2</b> Students can <b>express</b> ideas; <b>reflect</b> on personal thoughts, opinions, and observations; and <b>respond</b> to literature through writing.</p>	<p>Reading:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <i>Demonstrate an ability to apply previous introduced comprehension strategies through shared, guided and independent reading experiences (M) (5.R.2.1) (5.R.2.2)</i></li> <li>• <b>Demonstrate fluent oral reading strategies (M) (5.R.2.2)</b></li> <li>• Have opportunities to identify and reflect on the use of comprehensions strategies both orally and through written response (R) (5.R.2.1)</li> <li>• Distinguish and interpret words with multiple meanings through the use of context clues (I) (5.R.1.2)</li> <li>• Infer the meaning of unfamiliar words and phrases by combining prior knowledge and context clues (INFERENCE) (I) (5.R.1.2)</li> <li>• Be exposed to teacher modeling of fluent reading strategies (use of expression, phrasing and adjusting rate to fit text) (I) (5.R.2.2)</li> <li>• Discuss the importance of reading outside the school day/year (I) (5.R.2.2)</li> <li>• Identify summer reading goals (I) (5.R.2.2)</li> </ul>
	<p><b>5.LVS.1.1</b> Students can <b>identify</b> the purpose and content of a presentation through listening and viewing.</p> <p><b>5.LVS.1.2</b> Students can <b>explain</b> the purpose and content of the presentation.</p> <p><b>5.LVS.1.3</b> Students can <b>select</b> and <b>organize</b> relevant information gathered through listening and viewing.</p> <p><b>5.LVS.1.4</b> Students can <b>deliver</b> a narrative oral presentation.</p>	<p>Writing:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <i>Demonstrate an ability to write a well crafted narrative, descriptive or expository paragraph use proper punctuation and grammar (M) (5.W.1.1)</i></li> <li>• <i>Demonstrate an ability to write in response to text (M) (5.W.1.2)</i></li> <li>• Develop notebook or journal entries based on experience and revisit notebook or journal entries with an emphasis on experimenting with identified author craft, style and techniques (I) (5.W.1.1)</li> <li>• Have opportunities to share written work informally (I) (5.W.1.1)</li> <li>• Have opportunities to self-evaluate their own work using appropriate TCS D Craft and Convention Rubrics C) (5.W.1.1)</li> </ul>

		<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
		<p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>• Be exposed to teacher modeling of questioning strategies &amp; conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) appropriate for paired, small and whole group settings (I) (5.LVS.1.1) (5.LVS.1.2)</li> <li>• Have opportunities to apply modeled summary skills (I) (5.LVS.1)</li> <li>• Have opportunities to use informal language, apply questioning and paraphrasing strategies &amp; conversation moves (“Adding to what Mary said,” or “I am not sure I agree with Peter because...”) in paired, small and whole group settings (turn &amp; talk, eye to eye, group discussions) (I) (5.LVS.1.4) (5.LVS.1.1) (5.LVS.1.3) (5.LVS.1.2)</li> </ul>
		<p><b>Word Study:</b></p> <p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>• <i>Identify past, present, future and past participle verb forms (M) (5.R.1.1) (5.W.2.2)</i></li> <li>• Read words with inflectional endings with and without spelling change for plurals, (C) and verb tenses (R) (5.R.1.1) (5.W.2.2)</li> </ul>
Resources	Assessments	
<p>District Required Resources:</p> <ul style="list-style-type: none"> <li>• <u>The Reading Teacher’s Book of Lists</u> Frye</li> <li>• TCS D Literacy Website</li> <li>• <u>Notebook Know How</u> Buckner</li> <li>• School Wide Leveled Book Room, Big Books</li> </ul> <p>Additional Resources:</p> <ul style="list-style-type: none"> <li>• <u>Mosaic of Thought</u> Zimmerman and Keene</li> <li>• <u>Strategies that Work</u></li> <li>• <u>The Daily 5</u> Bouchey &amp; Moser</li> <li>• <u>Study Driven</u> Ray</li> <li>• <u>Month by Month Phonics</u> Fountas &amp; Pinnell</li> <li>• <u>Words Their Way</u></li> <li>• <u>Rebecca Sitton Source Books</u></li> <li>• <u>Making Words, Making Big Words</u></li> <li>• <u>Phonics they Use</u> Cunningham &amp; Hall</li> </ul>	<ul style="list-style-type: none"> <li>• DRA2</li> <li>• Teacher Generated Checklists/Rubrics</li> </ul>	