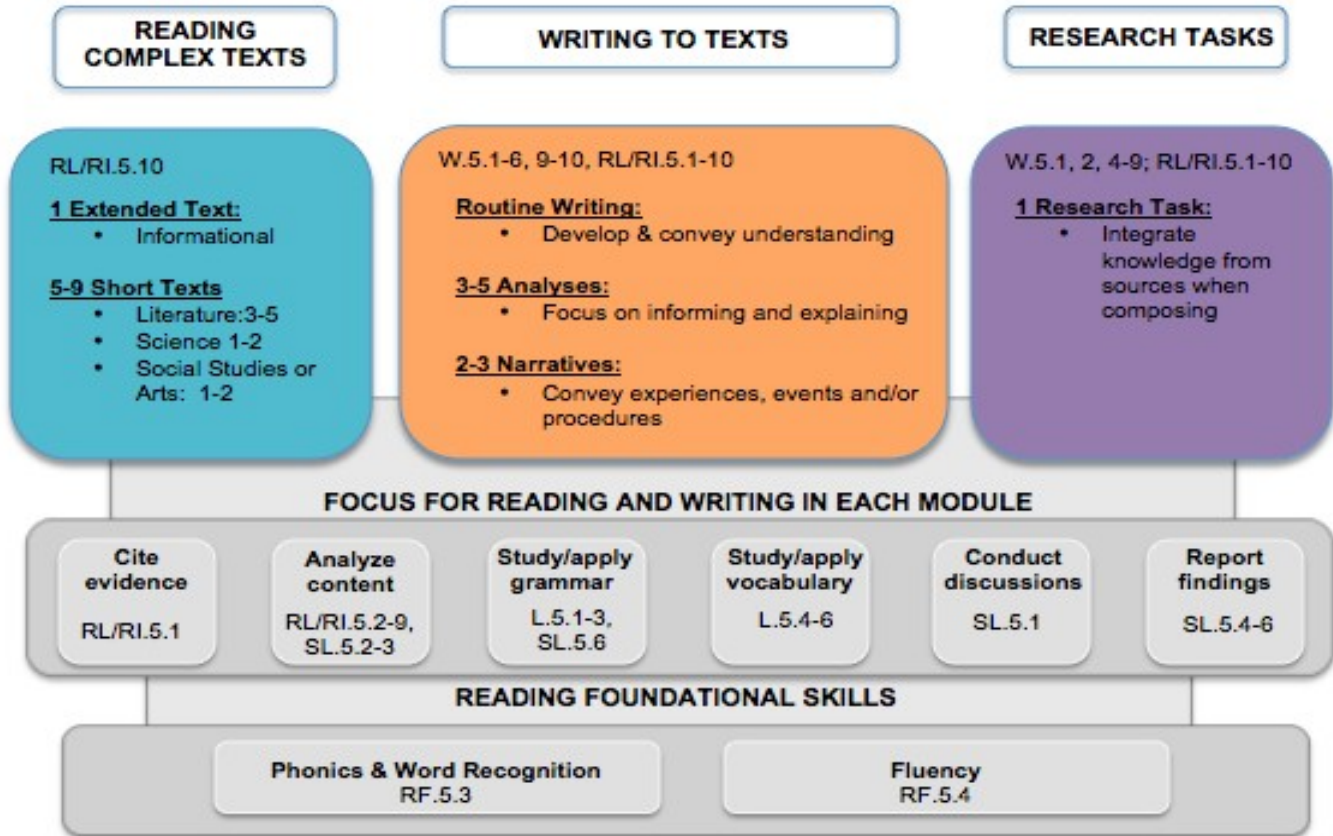


# Campbell County Schools

## 5<sup>th</sup> Grade

### 2<sup>nd</sup> Nine Weeks at-a-Glance



Suggested Grade-Appropriate Complex Texts	
Extended Text-Choose 1 (Informational Text)	Short Texts (Choose 5-9)
	Literature Texts
	Informational Texts
<i>*Children of the Dust Bowl</i>	<b>Everglades Forever: Restoring America's Great Wetland</b> National Parks of the West
	<b>Storm Warriors</b>
	Pea Island's Forgotten Heroes
<i>*Children of the Great Depression</i>	Pur-fection (poem)
	<b>Cougars</b>
	Dangerous Crossing
	Revolution and Rights
<i>*Kids at Work</i>	<b>Can't You Make Them Behave, King George?</b>
	Tea Time
<i>*Immigrant Kids</i>	A Spy for Freedom (play)
	<b>They Called Her Molly Pitcher</b>
	<b>James Forten</b>
	Modern Minute Man
	Patriotic Poetry
	<b>We Were There, Too! Joseph Plumb Martin and Sybil Ludington</b>
Text-Embedded Grammar Skills	Writing to Texts (Examples of Common Core Text-Dependent Writing)
Complex sentences, fragments, conjunctions, quotation marks, interjections, verb tenses & shifts, transitions, commas, semicolons, colons	<ul style="list-style-type: none"> <li>• Expository 1: TEXT TO TEXT</li> <li>• Expository 2: TEXT TO WORLD</li> <li>• Expository 3: TEXT TO WORLD</li> <li>• Expository 4: TEXT TO TEXT</li> <li>• Narrative 1: TEXT TO TEXT- Write a story where you were the person they helped.</li> <li>• Narrative 2: TEXT TO SELF - Have students switch roles and become the hero.</li> </ul>
Research Tasks	
Students will complete one research task each nine weeks. Research tasks are deeply connected to and grounded in the complex texts and writing that is taught this nine weeks.	

### Technology Expectations – Course Duration

- [RL.5.7](#) Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- [RI.5.7](#) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- [W.5.2a](#) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
- [W.5.6](#) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- [W.5.8](#) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- [SL.5.2](#) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- [SL.5.5](#) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes
- [W.5.5](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 [here](#).)
- [L.5.4c](#) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

### Reading Standards for Literature

- [RL.5.1](#) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- [RL.5.2](#) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- [RL.5.3](#) **Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**
- [RL.5.4](#) **Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**
- [RL.5.5](#) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- [RL.5.6](#) Describe how a narrator's or speaker's point of view influences how events are described.
- [RL.5.7](#) Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- [RL.5.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

### Reading Standards for Informational Text

- [RI.5.1](#) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- [RI.5.2](#) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- [RI.5.3](#) **Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**
- [RI.5.4](#) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*
- [RI.5.5](#) **Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.**
- [RI.5.6](#) **Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**
- [RI.5.7](#) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- [RI.5.8](#) **Explain how an author uses reasons and evidence to support particular points in a text, identifying which**

reasons and evidence support which point(s).

- [RI.5.9](#) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- [RI.5.10](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

#### Reading Standards Foundational Skills

- [RF.5.3a](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
- [RF.5.4a](#) Read grade-level text with purpose and understanding
- [RF.5.4b](#) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- [RF.5.4c](#) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Writing Standards

- [W.5.1a](#) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- [W.5.1b](#) Provide logically ordered reasons that are supported by facts and details.
- [W.5.1c](#) Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
- [W.5.1d](#) Provide a concluding statement or section related to the opinion presented.
- [W.5.2a](#) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- [W.5.2b](#) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- [W.5.2c](#) Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- [W.5.2d](#) Use precise language and domain-specific vocabulary to inform about or explain the topic..
- [W.5.2e](#) Provide a concluding statement or section related to the information or explanation presented.
- [W.5.4](#) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- [W.5.5](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 [here](#).)
- [W.5.6](#) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- [W.5.7](#) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- [W.5.8](#) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- [W.5.9a](#) Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- [W.5.9b](#) Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- [W.5.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Speaking and Listening Standards

- [SL.5.1a](#) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- [SL.5.1b](#) Follow agreed-upon rules for discussions and carry out assigned
- [SL.5.1c](#) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- [SL.5.1d](#) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the

**discussions.**

- **SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **SL.5.4** **Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.**
- **SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes
- **SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)

**Language Standards**

- **L.5.1a** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
- **L.5.1c** Use verb tense to convey various times, sequences, states, and conditions.
- **L.5.1d** Recognize and correct inappropriate shifts in verb tense.\*
- **L.5.1e** Use correlative conjunctions (e.g., *either/or, neither/nor*).
- **L.5.2a** Use punctuation to separate items in a series.\*
- **L.5.2b** Use a comma to separate an introductory element from the rest of the sentence.
- **L.5.2c** Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- **L.5.2e** Spell grade-appropriate words correctly, consulting references as needed.
- **L.5.3a** **Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.**
- **L.5.3b** Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems
- **L.5.4a** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **L.5.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
- **L.5.4c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
- **L.5.5a** Interpret figurative language, including similes and metaphors, in context.
- **L.5.5b** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.5.6** **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).**