

5th Grade
Language Arts YAG

Year Long Foundational Skills

<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>5.1(A) listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments</p>	<p>5.1(B) follow, restate, and give oral instructions that include multiple action steps</p>	<p>5.1(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively</p>	<p>5.1(D) work collaboratively with others to develop a plan of shared responsibilities</p>

<p>Taught All Year Reading Processes/Comprehension/Response skills</p>	<p>Taught All Year Responding to Text</p>
<p style="text-align: center;"><u>Reading Processes: Thinking within the Text</u></p> <p>5.4A - Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. 5.6A Establish purpose for reading assigned and self-selected texts. 5.6B Generate questions about text before, during and after reading to deepen understanding and gain information. 5.6D Create mental images to deepen understanding. 5.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><u>Supporting Standards</u> 5.6C Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p style="text-align: center;"><u>Comprehension: Thinking with the Text</u></p> <p><u>Readiness Standards</u> 5.6E Make connections to personal experiences, ideas, in other texts, and society. 5.6F Make inferences and use evidence to support understanding. 5.6G Evaluate details read to determine key ideas. 5.6H Synthesize information to create new understanding [informational]</p>	<p style="text-align: center;"><u>Writing Process</u></p> <p>5.11A - 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. 5.11B - Develop drafts into a focused, structured, and coherent piece of writing by: 5.11B.i - organizing with purposeful structure, including an introduction, transitions, and a conclusion; and 5.11B.ii - developing an engaging idea reflecting depth of thought with specific facts and details; 5.11C - Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. 5.11D - Edit drafts using standard English conventions, including...(conventions vary by quarter)</p> <p style="text-align: center;"><u>Independent Reading</u></p> <p>5.5 Self-sustained reading Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently. 5.5A self-select text and read independently for a sustained period of time</p>

Response Skills: Ways to Show

5.7A Describe personal connections to a variety of sources, including self-selected texts.

5.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.

5.7E Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.

5.7F Respond using newly acquired vocabulary as appropriate.

5.7G Discuss specific ideas in the text that are important to the meaning.

Readiness Standards

5.7C Use text evidence to support an appropriate response.

5.7D Retell, paraphrase, or summarize texts in ways to maintain meaning and logical order.

1st 9 weeks

TRS Unit 01: Living Literate Lives

TRS Unit 02A: Author's Purpose & Craft: Exploring Purpose and Message

TRS Unit 02B: Author's Purpose & Craft: Connecting Structure to Author's Purpose

Word Study	Reading	Writing
<p><u>Phonemic Knowledge/Decoding</u></p> <p>5.2A - Demonstrate and apply phonetic knowledge by:</p> <p>5.2A.i - decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</p> <p>5.2A.ii - decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>5.2A.iii - decoding words using advanced knowledge of syllable division patterns;</p> <p>5.2A.v - identifying and reading high-frequency words from a research-based list; (Fry)</p> <p><u>Spelling Patterns</u></p> <p>5.2B.i - spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled</p>	<p><u>Author's Purpose and Craft</u></p> <p><u>Readiness Standards</u></p> <p>5.10A - Explain the author's purpose and message within a text.</p> <p><u>Supporting Standards</u></p> <p>5.10B - Analyze how the use of text structure contributes to the author's purpose.</p>	<p><u>Writing/Conventions</u></p> <p>5.2C - Write legibly in cursive.</p> <p>5.11D.i - complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p>5.11D.iii - collective nouns;</p> <p>5.11D.v - conjunctive adverbs;</p> <p>5.11D.viii - subordinating conjunctions to form complex sentences;</p> <p>5.11D.x - italics and underlining for titles and emphasis, and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and</p> <p>5.11D.xi - correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>

syllables; and final stable syllables;
5.2B.ii - spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;
5.2B.iii - spelling multisyllabic words with multiple sound-spelling patterns;
5.2B.iv - spelling words using advanced knowledge of syllable division patterns;
5.2B.v - spelling words using knowledge of prefixes;

Vocabulary

5.3A - Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.

Readiness Standards

5.3B - Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

SLAR Word Study:

5.2 demonstrate and apply phonetic knowledge by:

5.2Ai decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate)

5.2Aii using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus

22(D) correctly spell words containing hiatus and diphthongs (e.g., le-er, rí-o; quie-ro, vio)

5.2Aiii decoding and differentiating meaning of word based on the diacritical accent

5.2Aiv decoding words with prefixes and suffixes

20(E) identify and read abbreviations (e.g., Sr., Atte.)

21(B) recognize and use punctuation marks including: (ii) proper punctuation and spacing for quotations and em dash

21(C) use proper mechanics, including italics for titles of books.

5.2B.i escribir palabras con reglas y patrones ortográficos más avanzados

5.2B.ii escribir palabras agudas, graves y esdrújulas (palabras con énfasis en la última, penúltima y antepenúltima sílaba); con acento prosódico u ortográfico

5.2B.iii escribir palabras sobresdrújulas (palabras con énfasis en la sílaba antes de la antepenúltima sílaba) con acento prosódico u ortográfico

5.2B.iv escribir palabras con diptongos y hiatos

5.2B.v marcar los acentos apropiadamente al conjugar verbos en los tiempos pasado simple y pasado imperfecto, [así como en los tiempos pasado] perfecto [compuesto], condicional y futuro (e.g., corrió, jugó, tenía, gustaría, vendrá)

Positive Character Traits:

Trustworthiness.

The student understands how personal responsibility relates to being trustworthy. The student is expected to:

(A) identify and define traits of trustworthiness, including reliability and loyalty;

(B) identify and practice strategies for being honest and punctual; and

(C) define and identify examples of unethical behavior.

Responsibility.

The student understands how personal choices are associated with responsibility. The student is expected to:

(A) explain what it means to be responsible for personal decisions and actions;

(B) describe positive and negative consequences of personal decisions and actions;

(C) identify and demonstrate ways to practice self-control; and

(D) describe the relationship between being responsible and being accountable.

2st 9 weeks

TRS Unit 02C: Author's Purpose & Craft: Developing Voice through Language Choice

TRS Unit 03A: Exploring and Crafting Fiction: Literary Elements

TRS Unit 03B: Exploring and Crafting Fiction: Traditional Literature

Word Study	Reading	Writing
<p><u>Phonemic Knowledge/Decoding</u> 5.2A - Demonstrate and apply phonetic knowledge by: 5.2A.i - decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; 5.2A.iii - decoding words using advanced knowledge of syllable division patterns; 5.2A.iv - decoding words using advanced knowledge of the influence of prefixes and suffixes on base words</p> <p><u>Spelling Patterns</u> 5.2B.ii - spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; 5.2B.iii - spelling multisyllabic words with multiple sound-spelling patterns; 5.2B.v - spelling words using knowledge of prefixes;</p> <p><u>Vocabulary</u> 5.3A - Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.</p> <p><u>Supporting Standards</u> 5.3C - Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo. 5.3D - Identify, use, and explain the meaning of adages and puns.</p>	<p><u>Fiction: Realistic Fiction and Traditional Tales</u></p> <p><u>Readiness Standards</u> 5.8B_ - Analyze the relationships of and conflicts among the characters. 5.8C - Analyze plot elements, including rising action, climax, falling action, and resolution. 5.10A - Explain the author's purpose and message within a text.</p> <p><u>Supporting Standards</u> 5.8A - Infer multiple themes within a text using text evidence. 5.8D - Analyze the influence of the setting, including historical and cultural settings, on the plot. 5.9A - Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales. 5.10B - Analyze how the use of text structure contributes to the author's purpose. 5.10C - Analyze the author's use of print and graphic features to achieve specific purposes. 5.10D - Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes. 5.10E - Identify and understand the use of literary devices, including first- or third-person point of view. 5.10F - Examine how the author's use of language contributes to voice.</p>	<p><u>Writing/Conventions</u></p> <p>5.11D.viii - subordinating conjunctions to form complex sentences; 5.11D.vi - prepositions and prepositional phrases and their influence on subject-verb agreement; 5.11D.vii - pronouns, including indefinite; 5.11D.x - italics and underlining for titles and emphasis, and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and 5.11D.xi - correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; 5.11E - Publish written work for appropriate audiences. 5.12A - Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p><u>Research (embedded in Reading & Writing)</u> 5.13A - Generate and clarify questions on a topic for formal and informal inquiry. 5.13B - Develop and follow a research plan with adult assistance. 5.13C - Identify and gather relevant information from a variety of sources.</p>

SLAR Word Study:

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5.2Aiii decoding and differentiating meaning of word based on the diacritical accent

5.2Aiv decoding words with prefixes and suffixes

2(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, spelling, alternate word choices, and parts of speech of words.

20(B) become familiar with regular and irregular verbs in the present and past tenses in the subjunctive mode (e.g., que diga, que dijera)

20(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode

- 5.2B.ii escribir palabras agudas, graves y esdrújulas (palabras con énfasis en la última, penúltima y antepenúltima sílaba); con acento prosódico u ortográfico
- 5.2B.iii escribir palabras sobresdrújulas (palabras con énfasis en la sílaba antes de la antepenúltima sílaba) con acento prosódico u ortográfico
- 5.2B.v marcar los acentos apropiadamente al conjugar verbos en los tiempos pasado simple y pasado imperfecto, [así como en los tiempos pasado] perfecto [compuesto], condicional y futuro

Positive Character Traits

Citizenship

The student understands that personal responsibility is associated with citizenship. The student is expected to:

- (A) describe the differences and similarities among gratitude, respect, and courtesy;
- (B) compare fairness and justice; and
- (C) discuss the importance of obeying laws and rules.

3rd 9 weeks

[TRIS Unit 04: Exploring and Crafting Informational Text Through Inquiry](#)

[TRIS Unit 05: Reading and Performing Drama](#)

[TRIS Unit 06: Exploring and Crafting Poetry](#)

Word Study	Reading	Writing
<p><u>Phonemic Knowledge/Decoding</u> 5.2A - Demonstrate and apply phonetic knowledge by: 5.2A.i - decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; 5.2A.iv - decoding words using advanced knowledge of the influence of prefixes and suffixes on base words</p> <p><u>Spelling Patterns</u> 5.2B - Demonstrate and apply spelling knowledge by: 5.2B.ii - spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; 5.2B.v - spelling words using knowledge of prefixes; 5.2B.vi - 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;</p> <p><u>Vocabulary</u> <u>Supporting Standards</u> 5.3C - Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo.</p>	<p><u>Informational/Drama/Poetry</u> <u>Readiness Standards</u> 5.8B - Analyze the relationships of and conflicts among the characters. 5.8C - Analyze plot elements, including rising action, climax, falling action, and resolution. 5.9D - Recognize characteristics and structures of informational text, including: 5.9D.i - the central idea with supporting evidence; 5.10A - Explain the author's purpose and message within a text. <u>Supporting Standards</u> 5.8A - Infer multiple themes within a text using text evidence. 5.8D - Analyze the influence of the setting, including historical and cultural settings, on the plot. 5.9B - 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. 5.9C - Explain structure in drama such as character tags, acts, scenes, and stage directions. 5.9D - Recognize characteristics and structures of informational text, including: 5.9D.ii - features such as insets, timelines, and sidebars to support understanding; and 5.9D.iii - organizational patterns such as logical order and order of importance; 5.10B - Analyze how the use of text structure contributes to the author's purpose.</p>	<p><u>Writing/Conventions</u> 5.11D.x - italics and underlining for titles and emphasis, and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and 5.11D.xi - correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; 5.11E - Publish written work for appropriate audiences. 5.12A - Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft. 5.12B - Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</p> <p><u>Research (embedded in Reading & Writing)</u> 5.13A - Generate and clarify questions on a topic for formal and informal inquiry. 5.13B - Develop and follow a research plan with adult assistance. 5.13C - Identify and gather relevant information from a variety of sources. 5.13D - Understand credibility of primary and secondary sources. 5.13E - Demonstrate understanding of information gathered. 5.13H - Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

	<p>5.10C - Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>5.10D - 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>5.10E - Identify and understand the use of literary devices, including first- or third-person point of view.</p> <p>5.10F - Examine how the author's use of language contributes to voice.</p> <p><u>Multimodal/Digital</u></p> <p>5.9F - Recognize characteristics of multimodal and digital text</p>	
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SLAR Word Study
 5.2A demonstrate and apply phonetic knowledge by:
 5.2Aiv decoding words with prefixes and suffixes
 5.2B demonstrate and apply spelling knowledge

Positive Character Traits
 Caring
 The student understands how personal actions demonstrate characteristics of caring. The student is expected to:
 (A) describe how feelings impact decision making and behaviors;
 (B) explain how one can show patience, consideration, and compassion; and
 (C) define empathy and discuss the connection between empathy and charity.

4th 9 weeks

[TRS Unit 07: Authentic Research to Craft an Argument](#)
[TRS Unit 08: Making Meaning through Multiple Genres](#)

Word Study	Reading	Writing
<p><u>Phonemic Knowledge/Decoding</u> 5.2A - Demonstrate and apply phonetic knowledge by: 5.2A.i - decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; 5.2A.iv - decoding words using advanced knowledge of the influence of prefixes and suffixes on base words</p> <p><u>Spelling Patterns</u> 5.2B - Demonstrate and apply spelling knowledge by: 5.2B.ii - spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; 5.2B.v - spelling words using knowledge of prefixes; 5.2B.vi - spelling words using knowledge of suffixes, including how they can change base words such as</p>	<p><u>Research/Argumentative Readiness Standards</u> 5.9E - Recognize characteristics and structures of argumentative text by: 5.9E.i - identifying the claim; 5.9E.ii - explaining how the author has used facts for or against an argument; 5.10A - Explain the author's purpose and message within a text. <u>Supporting Standards</u> 5.9E.iii - identifying the intended audience or reader; 5.10B - Analyze how the use of text structure contributes to the author's purpose. 5.10C - Analyze the author's use of print and graphic features to achieve specific purposes. 5.10D - 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><u>Writing/Conventions</u> 5.11D - Edit drafts using standard English conventions, including: 5.11D.ix - capitalization of abbreviations, initials, acronyms, and organizations; 5.12A - Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft. 5.12B - Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. 5.12C - Compose argumentative texts, including opinion essays, using genre characteristics and craft. 5.12D - Compose correspondence that requests information</p> <p><u>Research (embedded in Reading & Writing)</u> 5.13A - Generate and clarify questions</p>

<p>dropping e, changing y to i, and doubling final consonants; Vocabulary <u>Supporting Standards</u> 5.3C - Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo.</p>	<p>5.10E - Identify and understand the use of literary devices, including first- or third-person point of view. 5.10F - Examine how the author's use of language contributes to voice. 5.10G - Explain the purpose of hyperbole, stereotyping, and anecdote. <u>Multimodal/Digital</u> 5.9F - Recognize characteristics of multimodal and digital texts.</p>	<p>on a topic for formal and informal inquiry. 5.13B - Develop and follow a research plan with adult assistance. 5.13C - Identify and gather relevant information from a variety of sources. 5.13D - Understand credibility of primary and secondary sources. 5.13E - Demonstrate understanding of information gathered. 5.13F - Differentiate between paraphrasing and plagiarism when using source materials. 5.13G - Develop a bibliography. 5.13H - Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>
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SLAR Word Study

Positive Character Traits

Citizenship

The student understands how character traits of citizenship influence our personal view of society and the local and global community. The student is expected to:

- (A) explain the impact of personal actions on the family, school, and local and global community;
- (B) practice the roles and responsibilities of citizenship in a variety of settings;
- (C) apply conflict resolutions skills; and
- (D) participate in constructive dialogues with those of differing viewpoints.