

5th Grade Ongoing ELA Plan

Date	Unit	Standards Covered	Describe overall unit objective in plain English
Monday	Patterns of Power	Speaking and Listening 5.7 Writing 5.4 5.9 5.10 5.11	Students will identify parts of speech in their reading. Students will construct full sentences that will use grade level phonics. Students will recognize errors in their own writing. Students will examine sentences looking for errors in others writing.
Tuesday	Word Study	Speaking and Listening 5.7 5.8 Writing 5.1 Reading Foundational 5.3 5.4 Reading Literature 5.10	Students will determine the meaning of words based off of their word parts. (Greek/Latin Root Words, Prefixes and Suffixes, Syllabication, Context Clues)
Wednesday	Library	Separate Teacher	Separate Teacher
Thursday			
Friday	Journaling	Speaking and Listening 5.2 5.4 Writing 5.4 5.10	Students will reflect upon their thinking, processing thoughts, feelings, opinions and emotions on paper.

USD 343 Perry-Lecompton 5th Grade Level Scope and Sequence

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Grade/Course	ELA - Writing						Differentiation outside Core	
Unit/Topic	Duration	Standards	ESSENTIAL QUESTIONS	KEY TERMINOLOGY	ASSESSMENTS	DISTRICT RESOURCES	Intervention Ideas	Challenge Ideas
Back to School Activities	1	SL.5.1 SL.5.4 SL.5.5 SL.5.6	What are the traits that build a strong team?	Traits, team work, conflict, resolution, compromises	Observational Assessment	N/A	Fastbridge recommended plan and MTSS Groups	Harder team challenge or less time to complete the challenge
The Writing Process	5	Writing: W.5.4, W.5.5, W.5.10, W.5.11, W.5.12 Speaking and Listening: SL.5.4, SL.5.7, SL.5.8 Reading: Foundational: RF.5.3 Reading: Literature: RL.5.3, RL.5.4, RL.5.10, RL.5.11, RL.5.12	Why do we write? How do we evaluate writing? How can use evaluation and reflection to improve our writing? What is the importance of sharing our writing? What is the purpose of applying grammar, mechanical skills and correct spelling in our writing?	Author's Purpose Audience Run on Sentence Punctuation Spelling Evaluate	A completed written story.	N/A	Fastbridge Recommendations and MTSS Groups	Have the students write longer and more descriptive stories.
Fictional Narrative Writing	4	Writing: W.5.3, W.5.4, W.5.5, W.5.10, W.5.11 W.5.12 Speaking and Listening: SL.5.4, SL.5.7, SL.5.8 Reading: Foundational: RF.5.3	Why do authors write stories? How do the elements of plot, characterization, and conflict differ from the works of fiction compared to nonfiction?	Plot Characterization Conflict Nonfiction	Producing a fictional narrative story.	Not so Wimpy Teacher Fictional Narrative Teacher Unit	Fastbridge Recommended Ideas and MTSS Groups	Have the students write longer and more descriptive stories
Personal Narrative	5	Writing: W.5.3, W.5.4, W.5.5, W.5.10, W.5.11 W.5.12 Speaking and Listening: SL.5.4, SL.5.7, SL.5.8 Reading: Foundational: RF.5.3 Reading: Literature: RL.5.3, RL.5.4, RL.5.10, RL.5.11 RL.5.12	How is a personal narrative different from other kinds of writing? How do writers come up with story ideas? What types of leads our most likely to hook a reader? What makes a good ending to a story?	Personal Narrative Watermelon vs Seed Story Hook Conclusion Introduction Paragraphs	Producing a personal narrative	Not so Wimpy Teacher	Fastbridge recommendations and MTSS groups	Have the students write longer and more descriptive stories

Letter Writing	3	Writing: 5.5 5.6 5.8 5.10 5.11 5.12	Why is it important for students to know how to properly write emails/letters?	Heading Greeting Body Closing Signature	Students will produce a letter/email including all key terminology.	N/A	MTSS Groups and Fastbridge Groups	Students will need to complete more letters/emails.
Opinion Writing	5	Writing: 5.1, 5.5, 5.6, 5.8, 5.10, 5.11, 5.12 Reading Informational: 5.8, 5.9	How is an opinion essay different than other kinds of writing? How do opinion writers come up with topics to write about? What types of leads are most likely to hook a reader? How can writers support	Introduction Conclusion Hook Data Resources	Students will produce an opinion writing essay.	Not so Wimpy	Fastbridge Recommendations MTSS Groups	Write another opinion paper with more description.
Expository/ Informational	6	Writing: 5.1, 5.2, 5.4, 5.6, 5.7, 5.12	How is an informational report different than other kinds of reporting?	Text Features Data Citing	Students will produce an informational essay.	Not So Wimpy Teacher	Fastbridge Recommendations MTSS Groups	Write another informational paper
Passion Project	4	Speaking and Listening: 5.4 Writing: 5.1, 5.2, 5.4, 5.6, 5.7, 5.12 Reading Informational: 5.2, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11 5.12, 5.13	What is a passion? What is a difference between a passion and a hobby? What are achievements of peers your age inspired by their passions? How can your passion help the good of others?	Passion Philanthropy Hobby	The students will produce of the passion project.	N/A	Teacher Discretion	Teacher Discretion

5th Grade Reading Ongoing

Date	Unit	Standards Covered	Describe overall unit objective in plain English.
Monday	Choral Reading (Fluency)	Speaking and Listening: 5.4	Students will articulate words in a passage while reading together. Students will use proper grammar when when reading aloud. Students will use proper pacing.
Tuesday		Reading Foundational: 5.3, 5.4	
Wednesday			
Thursday	Readers Theater	Speaking and Listening: 5.2, 5.6, 5.7, 5.8 Reading Literature: 5.2, 5.3, 5.6 Reading Foundational: 5.4	Students will articulate words in a passage while reading together. Students will use proper grammar when when reading aloud. Students will use proper pacing.
Friday	Scholastic News	Speaking and Listening: 5.2, 5.3, 5.4 Reading Informational: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13	Students will infer main ideas and themes in their reading. Students will determine the main idea by using evidence. Students will determine the theme by using evidence. Students will identify the sequence of a nonfiction article. Students will describe the nonfiction article. Students will identify the cause/effect of a nonfiction article Students will compare and contrast the overall structure. Students will identify the problem and solution of a nonfiction article. Students will detect the text features in a nonfiction article. Students will label the text features in a nonfiction article. Students will identify the purpose of text features in a nonfiction article.
Daily	Vocabulary Break Down	Reading Foundational: 5.3, 5.4	Students will apply grade level phonics in decoding words.
	Silent Reading	Reading Literature: 5.9	Students will determine books based off of their own interests to help build the love of reading.

USD 343 Perry-Lecompton Grade Level Scope and Sequence for Reading

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Grade/Course	5th Grade Reading						Differentiation outside Core	
Unit/Topic	Duration	Standards	ESSENTIAL QUESTIONS	KEY TERMINOLOGY	ASSESSMENT	STRICT RESOURCE	Intervention Ideas	Challenge Ideas
Back to School Activities	Week 1	Speaking and Listening: 5.1, 5.4, 5.5, 5.6	How can you work well in a team setting?	teamwork	N/A	N/A		
Why is reading important?	Weeks 2 through 4	Speaking and Listening: 5.1 Reading Foundational: 5.4 Reading Literature: 5.13 Reading Informational: 5.13, 5.4	What books are interesting to you?	Genre, Fiction Nonfiction, Biography Realistic Fiction Historical Fiction Autobiography Fantasy, Science Fiction Horror Fiction, Poetry Adventure, Mystery	Reading with no distractions for 20 min.	Library Books ReadyGen	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books MTSS Groups	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books Reading Conferences MTSS Groups
		Speaking and Listening: 5.1 Reading Foundational: 5.4	How can I build my reading stamina to become a stronger reader?	Stamina	Reading with no distractions for 20 min.	Library Books ReadyGen	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books MTSS Groups	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books Reading Conferences MTSS Groups
		Speaking and Listening: 5.1 Reading Literature: 5.2, 5.3, 5.9, 5.10, 5.13 Reading Informational: 5.3, 5.4	How can I differentiate different genres in reading?	Genre, Fiction Nonfiction, Biography Realistic Fiction Historical Fiction Autobiography Fantasy, Science Fiction Horror Fiction, Poetry Adventure, Mystery	N/A	Library Books ReadyGen	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books MTSS Groups	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books Reading Conferences MTSS Groups
		Writing: 5.8, 5.9 Speaking and Listening: 5.2, 5.3 Reading Literature: 5.3, 5.6, 5.9 Reading Informational: 5.3, 5.6, 5.4	What strategies will help me comprehend?	Connections Text to Text Text to Self Text to World Media	Book Conferences	Library Books ReadyGen	AssignmentsPicture Books	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books Reading Conferences MTSS Groups
		Reading Literature: 5.7 Reading Informational: 5.1, 5.2, 5.6, 5.8, 5.10	What strategies will help me comprehend?	Ask Questions Visualize Inferencing	Book Conferences	Library Books ReadyGen	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books MTSS Groups	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books Reading Conferences MTSS Groups

Comprehensive Strategies	Weeks 5 through 11	<p>Writing: 5.8, 5.9</p> <p>Reading Literature: 5.1, 5.2, 5.3, 5.5, 5.6, 5.7</p> <p>Reading Informational: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13</p>	What strategies will help me comprehend?	<p>Predictions</p> <p>Important</p> <p>Interesting</p> <p>Compare</p> <p>Contrast</p> <p>Details</p> <p>Main Idea</p> <p>Topic</p>	Book Conferences	Library Books ReadyGen	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>MTSS Groups</p>	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>Reading Conferences</p> <p>MTSS Groups</p>
		<p>Writing: 5.8 5.9</p> <p>Speaking and Listening: 5.2, 5.3</p> <p>Reading Literature: 5.1, 5.2, 5.3, 5.5, 5.6, 5.9</p> <p>Reading Informational: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.13</p>	What strategies will help me comprehend?	<p>Summarize</p> <p>Infer</p> <p>Main Ideas</p> <p>Theme</p> <p>Details</p>	Book Conferences	Library Books ReadyGen	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>MTSS Groups</p>	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>Reading Conferences</p> <p>MTSS Groups</p>
		Every standard in unit above	How will you use the skills from before within your reading?	Every Key Word Above	Book Conferences	Library Books ReadyGen	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>MTSS Groups</p>	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>Reading Conferences</p> <p>MTSS Groups</p>
		See Scope and Sequence	KINDERGARTEN BUDDIES (see ongoing)	Every Key Word Above	Book Conferences	Library Books ReadyGen	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs.</p>	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p>
Fiction and Nonfiction: Notice and Note	Weeks 12-18	<p>Writing: 5.8, 5.9</p> <p>Speaking and Listening: 5.2, 5.3, 5.8</p> <p>Reading Literature: 5.2, 5.3, 5.6</p>	<p>How does a character's behavior contrast/contradict with the normal expectation? (contrasts and contradictions)</p> <p>How does a character's behavior change when they have a life changing realization? (AHA moment)</p>	<p>Contrast</p> <p>Contradictions</p> <p>Relization</p>	Book Conferences	N/A	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>MTSS Groups</p>	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>Reading Conferences</p> <p>MTSS Groups</p>
		<p>Writing: 5.8, 5.9</p> <p>Speaking and Listening: 5.1, 5.3, 5.8</p> <p>Reading Literature: 5.1, 5.2, 5.3, 5.4, 5.6</p>	<p>How does a character deal with inner struggles within themselves? (Tough Questions)</p> <p>How does a character respond to advice from an older/wiser character? (Words of the Wiser)</p>	<p>Tough Questions</p> <p>Wiser</p>	Book Conferences	N/A	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>MTSS Groups</p>	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>Reading Conferences</p> <p>MTSS Groups</p>
		<p>Writing: 5.8, 5.9</p> <p>Speaking and Listening: 5.1, 5.3, 5.8</p> <p>Reading Informational: 5.1, 5.4, 5.5 5.12</p>	<p>Why might an author bring up an idea/statement/situation multiple times throughout a story? (Again and Again)</p> <p>Why might a memory or flashback be important to a story? (Memory Moment/Flashbacks)</p>	<p>Idea</p> <p>Statement</p> <p>Situation</p> <p>Flashback</p>	Book Conferences	N/A	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>MTSS Groups</p>	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>Reading Conferences</p> <p>MTSS Groups</p>

		<p>Writing: 5.8, 5.9</p> <p>Speaking and Listening: 5.1, 5.3, 5.8</p> <p>Reading Informational: 5.1, 5.4, 5.5, 5.12</p>	Can I use clues in the sentence to help me understand the word? (Word Gaps)	<p>Context Clues Definitions Examples Non-Examples</p>	Book Conferences	N/A	<p>Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books MTSS Groups</p>	<p>Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books Reading Conferences MTSS Groups</p>
		<p>Writing: 5.8, 5.9</p> <p>Speaking and Listening: 5.1, 5.3, 5.8</p> <p>Reading Informational: 5.1, 5.2, 5.3, 5.4, 5.5, 5.10, 5.11, 5.12, 5.13</p>	What is the difference between 2 or more things and why does it matter? (Contrast and Contradict) Why does the author use this language? (Extreme or Absolute Language)	<p>Perspectives Events Situations Exaggeration Indisputably</p>	Book Conferences	N/A	<p>Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books MTSS Groups</p>	<p>Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books Reading Conferences MTSS Groups</p>
		<p>Writing: 5.8, 5.9</p> <p>Speaking and Listening: 5.1, 5.3, 5.8</p> <p>Reading Informational: 5.1, 5.7, 5.8, 5.12, 5.13</p>	Why did these authors use these numbers and stats? (Numbers and Stats) Why was this person quoted or cited and what does this add? (Quoted Words)	<p>Numbers Stats Ratio Percent Perspective</p>	Book Conferences	N/A	<p>Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books MTSS Groups</p>	<p>Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books Reading Conferences MTSS Groups</p>
Text Evidence	Weeks 19-20	<p>Writing: 5.8, 5.9</p> <p>Speaking and Listening: 5.1, 5.3, 5.8</p> <p>Reading Literature: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13</p>	How do I cite textual evidence when reading a fictional text?	<p>expert testimony anecdotes (true stories about individual experiences) case studies Illustrations: drawings, photographs</p>	Book Conferencing	ReadyGen Library Books	<p>Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books MTSS Groups</p>	<p>Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books Reading Conferences MTSS Groups</p>
		<p>Writing: 5.8, 5.9</p> <p>Speaking and Listening: 5.1, 5.3, 5.8</p> <p>Reading Informational: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.10, 5.11, 5.12, 5.13</p>	How will students validate answers with evidence from a nonfiction text?	Validate	Book Conferencing	ReadyGen Library Books	<p>Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books MTSS Groups</p>	<p>Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books Reading Conferences MTSS Groups</p>
Starbase	1 Week	<p>Reading Informational: 5.1, 5.2, 5.3, 5.4, 5.7, 5.11, 5.13</p>	Teacher discretion	N/A	N/A	N/A	Starbase Teacher Discretion	
		<p>Speaking and Listening: 5.1, 5.2, 5.8</p> <p>Writing: 5.9</p> <p>Reading Literature: 5.2, 5.9, 5.13</p> <p>Reading Informational: 5.1, 5.2, 5.3, 5.7, 5.8</p>	How will students infer main ideas and themes in their reading? How will students determine the main idea by using evidence? How will students determine the theme by using evidence?	<p>Main Idea Evidence Theme Moral Lesson</p>	Book Conferencing	ReadyGen Library Books	<p>Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books MTSS Groups</p>	<p>Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books Reading Conferences MTSS Groups</p>

Fictional Comprehension Skills	Q3 Weeks 3-6	<p>Writing: 5.8, 5.9</p> <p>Reading Literature: 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</p> <p>Reading Informational: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13</p>	<p>Can students ask questions as they read?</p> <p>Can students visualize what they read?</p> <p>Can students make predictions as they read?</p> <p>Can students distinguish the important information vs the interesting information as they read?</p> <p>Can students summarize what they read?</p> <p>Can students infer main ideas and themes in their reading?</p>	<p>Question</p> <p>Visualize</p> <p>Predict</p> <p>Summarize</p> <p>Infer</p>	<p>Book Conferencing</p>	<p>ReadyGen Library Books</p>	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>MTSS Groups</p>	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>Reading Conferences</p> <p>MTSS Groups</p>
		<p>Speaking and Listening: 5.1,5.2,5.3, 5.6, 5.7, 5.8</p> <p>Writing: 5.3, 5.4, 5.5, 5.6, 5.10, 5.11</p> <p>Reading Literature: 5.1, 5.2,5.3,5.5</p>	<p>Can students ask questions as they read?</p> <p>Can students visualize what they read?</p> <p>Can students make predictions as they read?</p> <p>Can students distinguish the important information vs the interesting information as they read?</p> <p>Can students summarize what they read?</p> <p>Can students infer main ideas and themes in their reading?</p>	<p>Question</p> <p>Visualize</p> <p>Predict</p> <p>Summarize</p> <p>Infer</p>	<p>Book Conferencing</p>	<p>ReadyGen Library Books</p>	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>MTSS Groups</p>	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>Reading Conferences</p> <p>MTSS Groups</p>
		<p>Writing: 5.8, 5.9</p> <p>Reading Literature: 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</p> <p>Reading Informational: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13</p>	<p>Can students ask questions as they read?</p> <p>Can students visualize what they read?</p> <p>Can students make predictions as they read?</p> <p>Can students distinguish the important information vs the interesting information as they read?</p> <p>Can students summarize what they read?</p> <p>Can students infer main ideas and themes in their reading?</p>	<p>Question</p> <p>Visualize</p> <p>Predict</p> <p>Summarize</p> <p>Infer</p>	<p>Book Conferencing</p>	<p>ReadyGen Library Books</p>	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>MTSS Groups</p>	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>Reading Conferences</p> <p>MTSS Groups</p>
		<p>Speaking and Listening: 5.1, 5.2, 5.3, 5.6, 5.7, 5.8</p> <p>Writing: 5.3, 5.4, 5.5, 5.6, 5.10, 5.11</p> <p>Reading Literature: 5.1, 5.2, 5.3, 5.5, 5.6</p>	<p>Can students defend the plot structure of a story: exposition, rising action, climax, falling action and resolution?</p>	<p>Exposition</p> <p>Rising Action</p> <p>Conflict</p> <p>Climax</p> <p>Falling Action</p> <p>Resolution</p>	<p>Book Conferencing</p>	<p>ReadyGen Library Books</p>	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>MTSS Groups</p>	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>Reading Conferences</p> <p>MTSS Groups</p>
		<p>Speaking and Listening: 5.1, 5.2, 5.3, 5.6, 5.7, 5.8</p> <p>Writing: 5.3</p> <p>Reading Literature: 5.12</p> <p>Reading Informational: 5.12</p>	<p>Can students recognize figurative language within a text: simile, metaphor, idiom, personification, alliteration, onomatopoeia, and hyperbole?</p> <p>Can students compose figurative language within their text: simile, metaphor, idiom, personification, alliteration, onomatopoeia, and hyperbole?</p>	<p>simile</p> <p>metaphor</p> <p>idiom</p> <p>personification</p> <p>alliteration</p> <p>onomatopoeia</p> <p>hyperbole</p>	<p>Book Conferencing</p>	<p>ReadyGen Library Books</p>	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>MTSS Groups</p>	<p>Fastbridge Recommended Plan</p> <p>Chunked Assignments</p> <p>Picture Books vs. Chapter Books</p> <p>Reading Conferences</p> <p>MTSS Groups</p>

Nonfictional Comprehension Skills	Q3 Weeks 7-10	Speaking and Listening: 5.1, 5.2, 5.3, 5.6, 5.7, 5.8 Writing: 5.1, 5.2, 5.3, 5.4 Reading Informational:	How do students identify the sequence of a nonfiction article? How do students describe the nonfiction article? How do students identify the cause/effect of a nonfiction article? How do compare and contrast the overall structure? How do students identify the problem and solution of a nonfiction article?	Sequence Cause and Effect Compare and Contrast Description Problem and Solution	Book Conferencing	ReadyGen Library Books	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books MTSS Groups	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books Reading Conferences MTSS Groups
		Writing: 5.2 Reading Informational: 5.1, 5.2, 5.7	How do students detect the text features in a nonfiction article? How do students label the text features in a nonfiction article? How do students identify the purpose of text features in a nonfiction article?	Title, subtitle, Caption Graph Table of Contents Glossary, Index, Headings Bold Words, Subheadings Labeled Diagrams Illustrations, Photographs	Book Conferencing	ReadyGen Library Books	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books MTSS Groups	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books Reading Conferences MTSS Groups
Review	Q3 & 4 Week 11	All	N/A	N/A	Book Conferencing	ReadyGen Library Books	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books MTSS Groups	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books Reading Conferences MTSS Groups
State Assessments	Q4 Week 12	All	N/A	N/A	State Test	State Testing	N/A	N/A
Book Clubs	Q4 Week 13-14	All	How do students lead discussions including previously taught skills? How will students apply reading skills to their everyday reading? How will students reflect on their opinions and share them with their groups?	All terms mentioned before	Book Conferencing	ReadyGen Library Books	Teacher Discretion	Teacher Discretion
Choral Reading (Fluency)	Ongoing	Speaking and Listening: 5.4 Reading Foundational: 5.3 5.4	How will students articulate words in a passage while reading together? Can students use proper grammar when reading aloud? How will I be able to use proper pacing to help my reading fluency?	Fluency Pace Accuracy Expression	Teacher Listening Progress Monitoring	ReadyGen Library Books	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books MTSS Groups Scaffold Parts Teacher Read Aloud First Specific Groups	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books Reading Conferences MTSS Groups
Reader's Theater	Ongoing	Speaking and Listening: 5.2, 5.6, 5.7, 5.8 Reading Literature: 5.2, 5.3, 5.6 Reading Foundational: 5.4	How will students articulate words in a passage while reading together? How will students use proper grammar when when reading aloud? How will students use proper pacing?	Characters Setting Pacing Point of View	Teacher Listening Progress Monitoring	ReadyGen Library Books	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books MTSS Groups	Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books Reading Conferences MTSS Groups

<p>Scholastic News</p>	<p>Ongoing</p>	<p>Speaking and Listening: 5.2, 5.3, 5.4 Reading Informational: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13</p>	<p>Students will infer main ideas and themes in their reading. Students will determine the main idea by using evidence. Students will determine the theme by using evidence. Students will identify the sequence of a nonfiction article. Students will describe the nonfiction article. Students will identify the cause/effect of a nonfiction article Students will compare and contrast the overall structure. Students will identify the problem and solution of a nonfiction article. Students will detect the text features in a nonfiction article. Students will label the text features in a nonfiction article. Students will identify the purpose of text features in a nonfiction article. Students will use evidence to share viewpoints.</p>	<p>Main Idea Supporting Details Inferencing Text Features Sequence of Events Cause and Effect Compare and Contrast Problem and Solution Text Evidence</p>	<p>After Reading Questions Highlighting</p>	<p>Scholastic Magazines and Online Platform</p>	<p>Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books MTSS Groups</p>	<p>Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books Reading Conferences MTSS Groups</p>
<p>Vocabulary Break Down</p>	<p>Ongoing</p>	<p>Reading Foundational: 5.3 5.4</p>	<p>How will students apply grade level phonics in decoding words to help them become stronger readers?</p>	<p>Syllabication Closed RControl Open Final Stable</p>	<p>Book Conferencing Vocabulary Quizes Progress Monitoring</p>	<p>ReadyGen Library Books</p>	<p>Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books MTSS Groups</p>	<p>Fastbridge Recommended Plan Chunked Assignments Picture Books vs. Chapter Books Reading Conferences MTSS Groups</p>