

# COMMON CORE Standards Plus®



# Language Arts GRADE 5 Teacher Edition



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# Common Core Standards Plus® - Language Arts Grade 5

## *What is Common Core Standards Plus?*

### Research Behind Standards Plus:

Common Core Standards Plus is produced by Learning Plus Associates, a Nonprofit Public Benefit Corporation dedicated to creating and providing solutions that increase student achievement and support teacher delivery of high-quality, effective instruction on a daily basis. The lessons are based upon the research of Effective Schools Correlates, Edward Deming's Total Quality Management (TQM), and models of effective instruction. A team of content and grade level experts wrote the Common Core Standards Plus lessons to meet the skills, concepts, depth, and rigor of the Common Core Standards.

### What is Standards Plus?

Standards Plus is a set of research-based, supplemental K-8 language arts and math materials written to the Common Core Standards. These explicit direct instruction lessons were designed to teach discrete elements of the Common Core Standards.

### Benefits:

- Ready-to-teach lessons and projects with very little teacher prep
- Grade level content vocabulary is taught within the context of the lessons.
- Increases student and teacher understanding of the standards
- A year's worth of daily lessons, performance lessons, and integrated projects ensure that all students have equal access to standards at every level of rigor (DOK 1-4)
- Prepares students for the state assessment

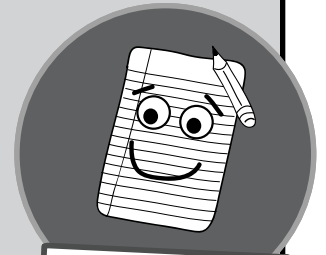
### Three Types of Lessons:

#### Daily Lessons and Weekly Assessments (Evaluations):

*(15-20 minutes daily)*

There are 34 weeks of daily lessons and assessments (evaluations) written directly to the standards.

**A week of instruction** is comprised of **four lessons** and a **corresponding assessment**. The daily lessons are written to DOK Levels 1 and 2.



**Daily Lessons & Weekly Assessments**

#### Performance Lessons:

*(3-5 days 30 minutes each day)*

After one or more weeks of daily lessons written to a particular standard or topic, you will find a Performance Lesson. Performance Lessons are written to DOK Level 3.

These lessons require that students apply what they have learned and use reasoning, planning, evidence, and a higher level of thinking than the daily lessons. Many standards are assessed at this level of rigor on state assessments.

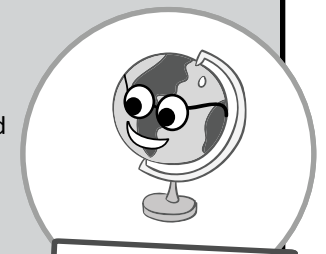


**Performance Lessons**

#### Integrated Projects:

*(Multiple class sessions over several days or weeks)*

Three Integrated Projects are located immediately after the supporting daily lessons, assessments, and performance lessons. Integrated Projects require that students plan, synthesize information, produce high-quality products, and present their findings. Integrated Projects are written to DOK level 4.



**Integrated Projects**

# Common Core Standards Plus® - Language Arts Grade 5

## *Delivering the Daily Lessons*

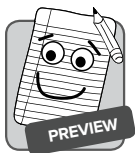


### Prepare to Teach/Plan Instruction

**Select the week of instruction you will be teaching.** View the sample pacing on pages 8-9 or create your own pacing to match the content and standards of Standards Plus lessons to classroom instruction, district pacing guides, or benchmark information.

#### Helpful Hint

A **week of instruction** is a set of four daily lessons and a weekly assessment.



### Preview the Week of Instruction (5 minutes)

Look at the teacher lesson plans for all four lessons paying particular attention to the standard(s), lesson objective, and introduction. Those three pieces of information will identify what students will learn and be able to do. Quickly scan the student page to gain an understanding of what students will be expected to do in independent practice. Repeat this process for the next three lessons and the assessment. This will give you a clear picture of how the week unfolds and will help you keep the daily lessons focused and concise.



### Prepare to Teach a Daily Lesson (5 minutes)

- Read the entire teacher lesson plan.
- Identify academic vocabulary.
- Determine your instructional focus, “What do I want students to know and do by the end of today’s lesson?”
- Consider any relevant prior knowledge connections you can share with students, so they can connect the new learning to previous learning.



### Teach a Daily Lesson (15-20 minutes)

**Every Day**

1. **Project the student lesson**
2. **Read the standard(s)** aloud with students, highlighting the part of the standard being taught in today’s lesson.
3. **Read the Introduction** provided in the Teacher Edition or provide your own.
4. **Read the Instruction aloud to students.**  
Focus on new academic vocabulary, teaching the concept directly, and modeling the concept for students.
5. **Read the Guided Practice** and work through the examples together with students, sharing your thoughts aloud as you work through the item(s) step-by-step.
  - Monitor the class – If students are struggling, DO NOT MOVE onto Independent Practice, continue with Guided Practice.
6. **Read the Independent Practice and/or the Directions.**
  - Continue to monitor the class to catch common errors or misconceptions and correct immediately.
  - Differentiate instruction for struggling students by assigning fewer items.
  - Prompt and praise students for making attempts.
7. **Complete the Review**
  - Review answers when all students have completed Independent Practice or when your timeframe has expired.
  - Have students correct their mistakes or improve their answers.
8. **Read the Closure**
  - Read or paraphrase the closure or have students summarize the important concepts or skills learned in the lesson.

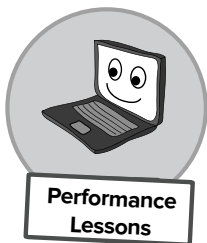
# Common Core Standards Plus® - Language Arts Grade 5

## *Delivering the Lessons*



### Weekly Formative Assessments (Evaluations)

- Formative assessments that include items that match the week's instruction.
- Use these assessments to identify students' understanding of the concept taught and identify students for intervention.



### Prepare to Teach a Performance Lesson

*Allocate 30 minutes a day for 3-5 days to complete a performance lesson.*

**Periodically**



### Preview the Entire Performance Lesson (5-10 Minutes)

- Read the teacher lesson plan (1-2 pages) and student pages
- Focus on the standards listed at the top of the teacher page, the Lesson Objective, and the Overview. This information will provide a broad overview of the performance lessons.

**NOTE:** Performance lessons are more complex and more difficult for students than the daily lessons. **Performance lessons must be taught, not assigned.** Each performance lesson **has a large guided practice section.** This is so that the teacher can model and guide students through each component of the lesson. These lessons teach students how to successfully complete a performance task.



### Prepare to Teach an Integrated Project

*Multiple class sessions over several days or weeks.*

**3 Times a Year**



### Preview the Entire Integrated Project (10-15 Minutes)

- Previewing the project will provide an overview of the standards and components of the project.
- This allows the teacher to gain an understanding of how several different standards can be taught and evaluated.

**NOTE:** Even if you are not planning to teach a Standards Plus Integrated Project, it is helpful to view the components of the project listed in the Teacher Edition. It provides a broad look at how to integrate many topics and standards. It is a good reminder for teachers to include standards and expectations often overlooked, whether it is planning and delivering an opinion speech, or using technology to produce and publish writing as well as to interact and collaborate with others. Each project component may take up to a week or two of instruction.

### Helpful Hint

To ensure all heavily-weighted standards are taught prior to state testing, you may need to teach a Performance Lesson and/or a component of an Integrated Project **in addition to** a week of Daily Lessons. **See PBL sample pacing on page 10-11 for an example.**

# Common Core Standards Plus® - Language Arts Grade 5

## Suggested Pacing




Standards Plus is supplemental and **does not** have to be taught in the printed order.

The pacing guide below provides instruction of the **most heavily-weighted standards in the 26 weeks prior to state testing.**


### Suggested Pacing Guide

WEEK	STRAND/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK
1	Grammar & Usage L9-12, E3	L.5.1c	222-231	1-2
2	Grammar & Usage L13-16, E4	L.5.1b	232-241	1-2
3	Grammar & Usage L17-20, E5	L.5.1d	242-251	1-2
<i>Performance Lesson 6 – Working with Verb Tense*</i>		L.5.1b-d	252-255	3
4	Knowledge of Language L5-8, E2	L.5.3b	368-377	1-2
5	Vocabulary Acquisition & Use L1-4, E1	L.5.4a	386-395	1-2
6	Vocabulary Acquisition & Use L9-12, E3	L.5.5a	410-419	1-2
7	Reading Literature L1-4, E1	RL.5.1, RL.5.4	452-461	1-2
8	Reading Literature L5-8, E2	RL.5.2, RL.5.4	462-471	1-2
<i>Performance Lesson 12 – Rumpelstiltskin*</i>		RL.5.1, RL.5.2, RL.5.4	472-477	3
9	Reading Literature L9-12, E3	RL.5.3	478-487	1-2
10	Writing L17-20, E5	W.5.3a, b	312-321	1-2
11	Writing L21-24, E6	W.5.3a-e	322-331	1-2
<i>Performance Lesson 9 – Three Wishes*</i>		W.5.3, W.5.3a-e	332-335	3
12	Vocabulary Acquisition & Use L5-8, E2	L.5.4b	396-405	1-2
<i>Performance Lesson 10 – Bald Eagles*</i>		L.5.4, L.5.4a, b	406-409	3
13	Reading Informational Text L1-4, E1	RI.5.1	108-117	1-2
14	Reading Informational Text L5-8, E2	RI.5.2	118-127	1-2
<i>Performance Lesson 2 – Exxon Valdez Summary*</i>		RI.5.1, RI.5.2, RI.5.3, RI.5.8	128-132	3
15	Reading Informational Text L9-12, E3	RI.5.5	134-143	1-2
16	Knowledge of Language L1-4, E1	L.5.3a	358-367	1-2
17	Writing L9-12, E3	W.5.2a-b, e	288-297	1-2
18	Writing L13-16, E4	W.5.2a-e	298-307	1-2
<i>Performance Lesson 8 – Explaining a Game*</i>		W.5.2, W.5.2a-e	308-311	3
19	Vocabulary Acquisition & Use L13-16, E4	L.5.5b	420-429	1-2
20	Vocabulary Acquisition & Use L17-20, E5	L.5.5c	430-439	1-2
<i>Performance Lesson 11 – The Pony Express*</i>		L.5.5, L.5.5a-c	440-443	3
21	Reading Literature L13-16, E4	RL.5.5	488-497	1-2
<i>Performance Lesson 13 – Rumpelstiltskin Character Analysis*</i>		RL.5.3, RL.5.5	498-502	3
22	Reading Literature L17-20, E5	RL.5.6	504-513	1-2
<i>Performance Lesson 14 – Rumpelstiltskin – A New Point of View*</i>		RL.5.6	514-518	3
23	Reading Informational Text L13-16, E4	RI.5.6	144-153	1-2
<i>Performance Lesson 3 – Comparing Texts*</i>		RI.5.5, RI.5.6	154-159	3
24	Reading Informational Text L17-20, E5	RI.5.7	160-169	1-2
<i>Performance Lesson 4 – Locating Information in Two Texts*</i>		RI.5.7	170-173	3
25	Writing L1-4, E1	W.5.1a-d	264-273	1-2
26	Writing L5-8, E2	W.5.1a-d	274-283	1-2
<i>Performance Lesson 7 – The Best Technology for You*</i>		W.5.1, W.5.1a-d	284-287	3
<b>STATE TESTING BEGINS</b>				

  
Daily Lessons & Weekly Assessments

Each white row represents a week of instruction.

A week of instruction includes four daily lessons (L) and a weekly formative assessment/evaluation (E).

  
Performance Lessons

Each shaded row represents a performance lesson.

Performance lessons may take up to three 30-minute sessions to complete.

→ Suggested pacing continues at the top of the next page.



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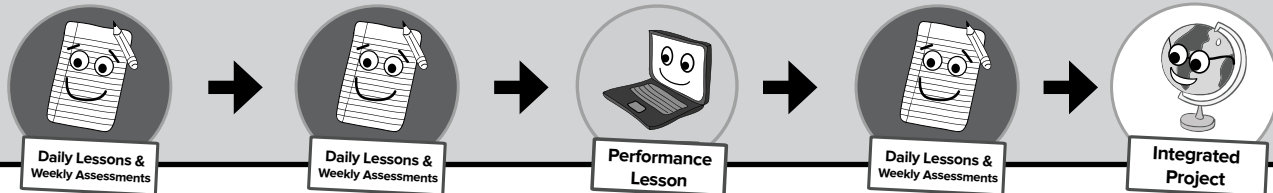
## ***Suggested Pacing Continued***

### Suggested Pacing Guide Continued

	↓ These lessons are scheduled to be taught after state testing begins or they may be taught as needed throughout the year to support instruction. ↓			
WEEK	STRAND/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK
27	Spelling L1-4, E1	L.5.2e	26-35	1-2
28	Capitalization L1-4, E1	L.5.2	40-49	1-2
29	Punctuation L1-4, E1	L.5.2a	56-65	1-2
30	Punctuation L5-8, E2	L.5.2b	66-75	1-2
31	Punctuation L9-12, E3	L.5.2c	76-85	1-2
32	Punctuation L13-16, E4	L.5.2d	86-95	1-2
<i>Performance Lesson 1 – Black Bart: The Poet Bandit*</i>		L.5.2a-d	96-99	3
33	Grammar & Usage L1-4, E1	L.5.1a	198-207	1-2
34	Grammar & Usage L5-8, E2	L.5.1a, e	208-217	1-2
<i>Performance Lesson 5 – Building Sentences*</i>		L.5.1a, e	218-221	3

\* Use the Performance Lessons to reinforce content and build application skills.

## ***Developing Your Own Standards Plus Pacing is Easy***



The Common Core Standards Plus lessons can be easily paced to match:

- Core publisher textbooks
- District or site pacing
- District benchmarks

#### Here's How:

The Lesson Index found on pages **12-19** lists the Strand, Lesson Focus, and Standard(s) taught in each lesson. Every week of instruction (four Daily Lessons & a Weekly Assessment), Performance Lesson, and an Integrated Project is included in the lesson index. Use the Strand, Lesson Focus, or Standard listed on the Lesson Index to match the Standards Plus content to your own textbooks, units, or pacing. Schedule the Daily Lessons that lead up to each Performance Lesson to ensure students can apply the skills and concepts taught in the Daily Lessons.

## Common Core Standards Plus® - Language Arts Grade 5

### ***Project-Based Learning Pacing***

#### **Pacing Explanation:**

Standards Plus materials are Common Core by design. They offer instruction at all four levels of Webb’s Depth of Knowledge (DOK 1-4), and they include three instructional components (Daily Lessons, Performance Lessons, and Integrated projects) that can be scheduled to support Project-Based Learning. Each grade level and subject may be organized into three distinct sets of instruction that include several weeks of Daily Lessons and Weekly Assessments (evaluations), multiple Performance Lessons, and an Integrated Project.

**If you are using Common Core Standards Plus to support Project-Based Learning, here’s an example of how you might schedule the instruction to fit your instructional day:**

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>10</b>	<i>Reading Informational Text Lesson 13</i>	<i>Reading Informational Text Lesson 14</i>	<i>Reading Informational Text Lesson 15</i>	<i>Reading Informational Text Lesson 16</i>	<i>Reading Informational Text Evaluation 4</i>
	<i>Performance Lesson 3: Comparing Texts</i>				
	<i>Project Component: Preparing for the Oral Presentation</i>				



This is an example of a week of PBL instruction that includes instruction at **every level of rigor**. In this example, you teach the Daily Lessons, a Performance Lesson, and a component of an Integrated Project in one week.

# Common Core Standards Plus® - Language Arts Grade 5

## ***Project-Based Learning Pacing***


### 11-Week PBL Plan

WEEK	STRAND, LESSONS, EVALUATIONS (E)	INTEGRATED PROJECT COMPONENTS
1	Spelling 1-4, E1	<b><i>Integrated Project #1 Flying Your Flag</i></b>
2	Capitalization 1-4, E1	
3	Punctuation 1-4, E1	Researching the History of the US Flag
4	Punctuation 5-8, E2	Structured Discussion #1
5	Punctuation 9-12, E3	Formulating Ideas for a New Flag
6	Punctuation 13-16, E4 / <b><i>*Performance Lesson 1</i></b>	Structured Discussion #2
7	Reading Informational Text 1-4, E1	Writing an Explanation
8	Reading Informational Text 5-8, E2 / <b><i>*Performance Lesson 2</i></b>	Designing the Flag
9	Reading Informational Text 9-12, E3	Finalizing the Encyclopedia Entry
10	Reading Informational Text 13-16, E4 / <b><i>*Performance Lesson 3</i></b>	Preparing for Oral Presentations
11	Reading Informational Text 17-20, E5 / <b><i>*Performance Lesson 4</i></b>	Culminating Activity



### 11-Week PBL Plan

12	Grammar & Usage 1-4, E1	<b><i>Integrated Project #2 Write All About It!</i></b>
13	Grammar & Usage 5-8, E2 / <b><i>*Performance Lesson 5</i></b>	
14	Grammar & Usage 9-12, E3	Selecting a Topic to Study / Designing the Research
15	Grammar & Usage 13-16, E4	Writing an Opinion Piece
16	Grammar & Usage 17-20, E5 / <b><i>*Performance Lesson 6</i></b>	Writing an Opinion Piece
17	Writing – Opinion 1-4, E1	Writing an Informative/Explanatory Piece
18	Writing – Opinion 5-8, E2 / <b><i>*Performance Lesson 7</i></b>	Writing an Informative/Explanatory Piece
19	Writing – Informative/Explanatory 9-12, E3	Writing a Narrative Piece
20	Writing – Inform./Explan. 13-16, E4 / <b><i>*Performance Lesson 8</i></b>	Writing a Narrative Piece
21	Writing – Narrative 17-20, E5	Editing and Revising for Grammar & Usage
22	Writing – Narrative 21-24, E6 / <b><i>*Performance Lesson 9</i></b>	Publishing the Work



**Integrated Project**

Each project component may take up to two weeks of instruction.

### 12-Week PBL Plan

23	Knowledge of Language 1-4, E1	<b><i>Integrated Project #3 Rolling Out a Story</i></b>
24	Knowledge of Language 5-8, E2	
25	Vocabulary Acquisition & Use 1-4, E1	Building the Literature Elements Dice
26	Vocabulary Acquisition & Use 5-8, E2 / <b><i>*Performance Lesson 10</i></b>	Researching the Settings
27	Vocabulary Acquisition & Use 9-12, E3	Researching the Settings
28	Vocabulary Acquisition & Use 13-16, E4	Researching the Themes
29	Vocab. Acquisition & Use 17-20, E5 / <b><i>*Performance Lesson 11</i></b>	Researching the Themes
30	Reading Literature 1-4, E1	Researching the Characters
31	Reading Literature 5-8, E2 / <b><i>*Performance Lesson 12</i></b>	Researching the Characters
32	Reading Literature 9-12, E3	Events and Point of View
33	Reading Literature 13-16, E4 / <b><i>*Performance Lesson 13</i></b>	Editing and Revising for Conventions
34	Reading Literature 17-20, E5 / <b><i>*Performance Lesson 14</i></b>	Publishing the Work

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## Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>Spelling</b> (Lang. Standard L.5.2e)	1	Homophones	L.5.2e: Spell grade-appropriate words correctly consulting references as needed.	26	3	1-2
	2	Homophones		28	4	
	3	Meaningful Word Parts		30	5	
	4	Meaningful Word Parts		32	6	
	E1	Evaluation – Homophones and Meaningful Word Parts		34	7	
<b>Capitalization</b> (Lang. Standard L.5.2)	1	Titles	L.5.2: Demonstrate command of the conventions of standard English capitalization.	40	9	1-2
	2	Titles		42	10	
	3	Quotations		44	11	
	4	Quotations		46	12	
	E1	Evaluation – Titles and Quotations		48	13	
	1	Items in a Series	L.5.2a: Use punctuation to separate items in a series.	56	15	1-2
	2	Items in a Series		58	16	
	3	Items in a Series		60	17	
	4	Items in a Series		62	18	
	E1	Evaluation – Items in a Series		64	19	
<b>Punctuation</b> (Language Standards L.5.2a-d)	5	Introductory Elements	L.5.2b: Use a comma to separate an introductory element from the rest of the sentence.	66	21	1-2
	6	Introductory Elements		68	22	
	7	Introductory Elements		70	23	
	8	Introductory Elements		72	24	
	E2	Evaluation – Commas with Introductory Elements		74	25	
	9	Commas	L.5.2c: Use a comma to set off the words <i>yes</i> and <i>no</i> (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?).	76	27	1-2
	10	Commas		78	28	
	11	Commas		80	29	
	12	Commas		82	30	
	E3	Evaluation – Commas		84	31	
	13	Titles of Works	L.5.2d: Use underlining, quotation marks, or italics to indicate titles of works.	86	33	1-2
	14	Titles of Works		88	34	
	15	Titles of Works		90	35	
	16	Titles of Works		92	36	
	E4	Evaluation – Titles of Works		94	37	
	P1	<b>Performance Lesson #1 – Black Bart: The Poet Bandit (L.5.a, L.5.2b, L.5.2c, L.5.2d)</b>		96-97	39-40	3
<b>Reading Informational Text</b>	1	Inferences and Relationships/Interactions	RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from 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.	108	41	1-2
	2	Inferences and Relationships/Interactions		110	42	
	3	Making Inferences		112	43	
	4	Making Inferences		114	44	
	E1	Evaluation – Inferences and Relationships/Interactions		116	45	

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## *Lesson Index*

Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Reading Informational Text (Reading Informational Text Standards RI.5.1-RI.5.8)	5	Main Idea and Supporting Evidence	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.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	118	47	1-2
	6	Main Idea and Supporting Evidence		120	48	
	7	Support for Main Ideas		122	49	
	8	Support for Main Ideas		124	50	
	E2	Evaluation – Main Idea and Supporting Evidence		126	51	
	P2	<b>Performance Lesson #2 – Exxon Valdez Summary (RI.5.1, RI.5.2, RI.5.3, RI.5.8)</b>		128-129	53-55	3
	9	Structure Comparison	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.	134	56	1-2
	10	Structure Comparison		136	57	
	11	Compare and Contrast Essay Structure		138	58	
	12	Compare and Contrast Essay Structure		140	59	
	E3	Evaluation – Structure Comparison		142	60	
	13	Multiple Accounts	RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	144	61	1-2
	14	Multiple Accounts		146	62	
	15	Multiple Accounts		148	63	
	16	Multiple Accounts		150	64	
	E4	Evaluation – Multiple Accounts		152	65	
	P3	<b>Performance Lesson #3 – Comparing Texts (RI.5.5, RI.5.6)</b>		154-155	67-70	3
	17	Locating Information	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.	160	71	1-2
	18	Locating Information		162	72	
	19	Locating Information		164	73	
20	Locating Information	166		74		
E5	Evaluation – Locating Information	168		75		
P4	<b>Performance Lesson #4 – Locating Information in Two Texts (RI.5.7)</b>		170	77-79	3	
<b>Integrated Project 1: <i>Flying Your Flag</i> (RI.5.3, RI.5.4, RI.5.7, RI.5.9, RI.5.10, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9b, W.5.10, SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, SL.5.4, SL.5.5, SL.5.6, L.5.2, L.5.2a, L.5.2b, L.5.2c, L.5.2d, L.5.2e)</b>				177-182	80-85	4
<b>Prerequisite Common Core Standards Plus Strands:</b>						
Spelling, Capitalization, Punctuation, and Reading Informational Text						
<b>Product:</b> A new flag for the United States and an encyclopedia entry that explains the symbolic significance of each part of the new flag.						
<b>Overview:</b> In this project the students will investigate the history of the flag of the United States of America. They will discuss the significance of the stars and stripes on our flag. They will formulate ideas of what symbols would be appropriate if they were to design a flag for current times. What are the American ideals that they would want to represent? What would the flag look like? The students will participate in structured discussions to share their ideas. They will write an explanation of how they selected the symbols for the new flag and the significance of each. They will design and present their new flag to the class. Since this is a learning activity, all components will be completed in class.						

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Grammar and Usage (Language Standards L.5.1a-e)	1	Interjections	L.5.1a: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	198	86	1-2	
	2	Interjections		200	87		
	3	Prepositions		202	88		
	4	Conjunctions, Prepositions, and Interjections		204	89		
	E1	Evaluation – Interjections and Prepositions		206	90		
	5	Conjunctions	L.5.1a	208	91	1-2	
	6	Conjunctions		210	92		
	7	Correlative Conjunctions	L.5.1a L.5.1.e: Use correlative conjunctions (e.g., either/or, neither/nor).	212	93		
	8	Correlative Conjunctions		214	94		
	E2	Evaluation – Conjunctions		216	95		
	P5	<b>Performance Lesson #5 – Building Sentences (L.5.1a, L.5.1e)</b>			218	97-99	3
	9	Verb Tense	L.5.1c: Use verb tense to convey various times, sequences, states, and conditions.	222	101	1-2	
	10	Verb Tense		224	102		
	11	Verb Tense		226	103		
	12	Verb Tense		228	104		
	E3	Evaluation – Verb Tense		230	105		
	13	Perfect Verb Tense	L.5.1b: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	232	107	1-2	
	14	Perfect Verb Tense		234	108		
	15	Perfect Verb Tense		236	109		
	16	Perfect Verb Tense		238	110		
E4	Evaluation – Perfect Verb Tense	240		111			
17	Shifts in Verb Tense	L.5.1d: Recognize and correct inappropriate shifts in verb tense.	242	113	1-2		
18	Shifts in Verb Tense		244	114			
19	Shifts in Verb Tense		246	115			
20	Shifts in Verb Tense		248	116			
E5	Evaluation – Verb Tenses		250	117			
P6	<b>Performance Lesson #6 – Working with Verb Tense (L.5.1b, L.5.1c, L.5.1d)</b>			252	119-121	3	
Writing (Writing Standards W.5.1a-d, W.5.2a-e, W.5.3a-e)	1	Identify and Write an Opinion	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.	264	123	1-2	
	2	Facts and Details		266	124		
	3	Concluding Statements	W.5.1d: Provide a concluding statement or section related to the opinion presented.	268	125		
	4	Transitional Words, Phrases, and Clauses	W.5.1c: Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i> ).	270	126		
	E1	Evaluation – Opinion Paragraph	W.5.1a, W.5.1b, W.5.1c, W.5.1d	272	127		

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Writing (Writing Standards W.5.1a-d, W.5.2a-e, W.5.3a-e)	5	Topic Sentence and Introductory Paragraph	W.5.1a, W.5.1b, W.5.1d	274	129	1-2	
	6	Expanding Paragraphs		276	130		
	7	Transitional Words, Phrases, and Clauses	W.5.1a, W.5.1b, W.5.1c, W.5.1d	278	131		
	8	Concluding Paragraph		280	132		
	E2	Evaluation – Opinion		282	133		
	P7	<b>Performance Lesson #7 – The Best Technology for You</b> (W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d)			284-285	135-136	3
	9	Features of the Writing	W.5.2a: see below; W.5.2b: see below; W.5.2e: see below	288	137	1-2	
	10	Topic Sentences	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.	290	138		
	11	Facts, Examples, Concrete Details		292	139		
	12	Definitions and Quotations		294	140		
	E3	Evaluation – Elements of the Paragraph		296	141		
	13	Linking Ideas	W.5.2c: Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ).	298	143	1-2	
	14	Precise Language and Specific Vocabulary	W.5.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	300	144		
	15	Informational Text	W.5.2e: Provide a concluding statement or section related to the information or explanation presented.	302	145		
	16	Identifying Parts of the Writing	W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e	304	146		
	E4	Evaluation – Informational Writing		306	147		
	P8	<b>Performance Lesson #8 – Explaining a Game</b> (W.5.2, W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e)			308-309	149-150	3
	17	Story Map and Outlining	W.5.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	312	151	1-2	
	18	Draft an Introduction		314	152		
	19	Dialogue and Description	W.5.3a, W.5.3b: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	316	153		
	20	Development Through Pacing		318	154		
	E5	Evaluation – Self Evaluation		320	155		
	21	Transitional Words, Phrases, and Clauses	W.5.3a, W.5.3b, W.5.3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	322	157	1-2	
	22	Concrete Words, Phrases, and Sensory Details	W.5.3a, W.5.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.	324	158		
	23	Conclusion	W.5.3e: Provide a conclusion that follows from the narrated experiences or events.	326	159		
	24	Revising	W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e	328	160		
	E6	Evaluation – Revise and Peer Review		330	161		
	P9	<b>Performance Lesson #9 – Three Wishes</b> (W.5.3, W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e)			332-333	163-164	3

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
			<b>Integrated Project #2: <i>Write All About It!</i></b> ( <i>RL.5.10, RI.5.9, RI.5.10, W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.2, W.5.2a, W.5.2b, W.5.2c, W.5.2.d, W.5.2e, W.5.3, W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9a, W.5.9b, W.5.10, SL.5.1, L.5.1, L.5.1a, L.5.1b, L.5.1c, L.5.1d, L.5.1e, L.5.2, L.5.5, L.5.6</i> )	339-345	165-169	4
<p><b>Prerequisite <i>Common Core Standards Plus</i> Strands:</b> Grammar &amp; Usage and Writing</p> <p><b>Product:</b> Three pieces of text, one each of Opinion, Informative/Explanatory, and Narrative, based on research of a single subject.</p> <p><b>Overview:</b> In this project the students will investigate a single topic. They will write an opinion piece that takes a stand on the topic and includes strong reasons to support the stated opinion. They will write an informative/explanatory piece that cites information from sources and develops the topic. They will write a narrative piece (prose or poem) that is closely related to the topic of study. Since this is a learning activity, all components will be completed in class.</p>						



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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>Knowledge of Language</b> (Language Standards L.5.3a-b)	1	Expanding Sentences	L.5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	358	171	1-2
	2	Combining Sentences		360	172	
	3	Combining Sentences with Modifiers		362	173	
	4	Reducing Sentences for the Reader		364	174	
	E1	Evaluation – Expanding, Combining, and Reducing Sentences		366	175	
	5	Varieties of English	L.5.3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	368	177	1-2
	6	Varieties of English		370	178	
	7	Varieties of English		372	179	
	8	Varieties of English		374	180	
	E2	Evaluation – Varieties of English		376	181	
<b>Vocabulary Acquisition and Use</b> (Language Standards L.5.4a-b, L.5.5a-c)	1	Context Clues – Cause/Effect	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.	386	183	1-2
	2	Context Clues – Cause/Effect		388	184	
	3	Context Clues – Comparison		390	185	
	4	Context Clues – Comparison		392	186	
	E1	Evaluation – Context Clues		394	187	
	5	Greek and Latin Affixes and Roots	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).	396	189	1-2
	6	Greek and Latin Affixes and Roots		398	190	
	7	Greek and Latin Affixes and Roots		400	191	
	8	Greek and Latin Affixes and Roots		402	192	
	E2	Evaluation – Greek & Latin Affixes and Roots		404	193	
P10	<b>Performance Lesson #10 – Bald Eagles (L.5.4, L.5.4a, L.5.4b)</b>			406-407	195-196	3
<b>Vocabulary Acquisition and Use</b> (Language Standards L.5.4a-b, L.5.5a-c)	9	Figurative Language – Similes	L.5.5a: Interpret figurative language, including similes and metaphors in context.	410	197	1-2
	10	Figurative Language – Metaphors		412	198	
	11	Figurative Language – Personification		414	199	
	12	Figurative Language – Hyperbole		416	200	
	E3	Evaluation – Figurative Language		418	201	
	13	Idioms	L.5.5b: Recognize and explain the meaning of common idioms, adages, and proverbs.	420	203	1-2
	14	Adages		422	204	
	15	Proverbs		424	205	
	16	Idioms, Adages, and Proverbs		426	206	
	E4	Evaluation – Idioms, Adages, and Proverbs		428	207	
17	Synonyms	L.5.5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	430	209	1-2	
18	Antonyms		432	210		
19	Homographs		434	211		
20	Homographs		436	212		
E5	Evaluation – Synonyms, Antonyms, Homographs		438	213		
P11	<b>Performance Lesson #11 – The Pony Express (L.5.5, L.5.5a, L.5.5b, L.5.5c)</b>			440-441	215-216	3

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Reading Literature (Reading Literature Standards RL.5.1-RL.5.6)	1	Using Context Clues	RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 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.	452	217	1-2	
	2	Using Context Clues		454	218		
	3	Using Context Clues		456	219		
	4	Inferences, Similes, Personification		458	220		
	E1	Evaluation - Context Clues, Inferences, Similes, Personification		460	221		
	5	Theme and Figurative Language	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.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	462	223	1-2	
	6	Theme and Figurative Language		464	224		
	7	Theme and Figurative Language		466	225		
	8	Theme and Figurative Language		468	226		
	E2	Evaluation - Theme and Figurative Language		470	227		
	P12	Performance Lesson #12 – Rumpelstiltskin (RL.5.1, RL.5.2, RL.5.4)			472-473	229-232	3
	9	Compare and Contrast – Settings	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).	478	233	1-2	
	10	Compare and Contrast – Events		480	234		
	11	Compare and Contrast – Events		482	235		
	12	Compare and Contrast – Characters		484	236		
	A3	Evaluation - Characters, Settings, Events		486	237		
	13	Story Structure – Chapters	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.	488	239	1-2	
	14	Structure – Poem		490	240		
	15	Structure – Drama		492	241		
	16	Story Structure – Chapters		494	242		
E4	Evaluation - Elements of Literature	496		243			
P13	Performance Lesson #13 – Rumpelstiltskin Character Analysis (RL.5.3, RL.5.5)			498-499	245-247	3	
17	Point of View	RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.	504	248	1-2		
18	Point of View		506	249			
19	Point of View		508	250			
20	Point of View		510	251			
E5	Evaluation - Point of View		512	252			
P14	Performance Lesson #14 – Rumpelstiltskin – A New Point of View (RL.5.6)			514-515	253-255	3	

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
			<b>Integrated Project #3: <i>Rolling Out a Story</i></b> ( <i>RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.10, RI.5.4, RI.5.7, RI.5.9, RI.5.10, W.5.3, W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.9a, W.5.10, SL.5.1, SL.5.1d, L.5.1, L.5.2, L.5.3, L.5.3a, L.5.3b, L.5.4, L.5.4a, L.5.4b, L.5.4c, L.5.5, L.5.5a, L.5.5b, L.5.5c, L.5.6</i> )	521-527	257-263	4
<p><b>Prerequisite <i>Common Core Standards Plus</i> Strands:</b> Knowledge of Language, Vocabulary Acquisition and Use, and Reading Literature</p> <p><b>Product:</b> A pair of stories based on research into given characters and settings written twice, once from each of the given character's point of view. A third story written from a narrator's point of view from a partner's pair of stories.</p> <p><b>Overview:</b> In this project, the students will roll four dice. Each of the dice will provide them with a theme, a setting, and the two main characters of their story. They will research the theme, setting, and characters to provide them with the background they need to write the stories. They will write the same story twice, first from the point of view of the first character and second from the point of view of the second character. When the stories are complete, the students will share their stories with a partner. The partner will rewrite the pair of stories into a third story written from the point of view of a third-person narrator. Since this is a learning activity, all components will be completed in class.</p>						