

Accomack County Public Schools

Grade 5 Reading/Language Arts

Curriculum Pacing Guide

♦ Split: This Standard of Learning has been <i>split</i> into more than one nine-week block.	© Integrate: This skill should NOT be taught in isolation. <i>Integrate</i> the skill into daily lessons.	® Review: This skill was taught for mastery in a previous nine-week block. <i>Continue to review this mastered skill, with heavy emphasis, listed in the nine-week block.</i>	^ Introduce: Skill is introduced at this time.
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Reading - First Nine Weeks

Qtr.1/Week 1: Reading/ Language Arts	Module 1/Lesson Week 1 (Qtr.1-Week 2) Inventors at Work	Module 1– Lesson Week 2 (Qtr.1-Week 3) Inventors at Work	Module 1 – Lesson Week 3 (Qtr.1-Week 4) Inventors at Work	Module 2 –Lesson Week 1 (Qtr.1-Week 5) What a Story!	Module 2 –Lesson Week 2 (Qtr.1-Week 6) What a Story	Module 2 –Lesson Week 3 (Qtr.1-Week7) What a Story	Module 3 –Lesson Week 1 (Qtr.1-Week.8) Natural Disasters	Week 8– REVIEW WEEK (Qtr.1-Week.9)
Social-Emotional Learning Activities	Inventor’s Secret: <i>What Thomas Edison Told Henry Ford</i> Narrative Nonfiction	Wheelchair Sports: <i>Hang Glider to Wheeler-Dealer</i> Informational Text	Captain Arsenio: <i>Adventures and (Mis)Adventures in Flight</i> Science Fiction/Fantasy	Airborn Fantasy/Adventure	The Miracle of Spring Play/Dramatics	The Poem That Will Not End Poetry	Eruption! <i>Volcanoes and the Science of Saving Lives</i> Narrative Nonfiction	Adjustment / Skill Review Week
Teaching of Procedures, Foundations, and Routines. Setting the Tone and Pace for Language Arts in 2021-2022	5.5.a Summarize plot events using details from text. 5.6.c Identify the main idea. 5.5.d Identify the theme. Grammar complete sentences Writing: Expository Essay	5.6.e Identify organizational patterns, i.e., cause and effect, sequence in informational texts. 5.6.d Identify main idea and supporting evidence. 5.6.k Use reading strategies to monitor comprehension and clarify understanding. Grammar Kinds of sentences Writing: Expository Essay	5.5.j Draw conclusions and make inferences using text evidence to support understanding. 5.5.e Explain the resolution of conflicts. 5.5.i Explain how author’s choice of words contributes to the author’s style. Grammar Compound Sentences Writing: Expository Essay	5.4.d Identify an author’s use of figurative language. 5.5.c Describe character development by how the author uses words to describe the character. 5.5.m Use reading strategies to monitor comprehension and clarify understanding. Grammar Common and Proper Nouns Writing: Narrative Story	5.4.d Identify an author’s use of figurative language 5.5.m Use reading strategies to monitor comprehension and clarify understanding Grammar Singular and Plural Nouns Writing: Narrative Story	5.5.d Identify theme 5.5.h Differentiate between free verse and rhymed poetry 5.5.m Use reading strategies to monitor comprehension and clarify understanding Grammar Verbs Writing: Narrative Story	5.6.a Use text features such as type, headings, and graphics, to predict and categorize information. 5.6.e Identify organizational patterns, i.e., cause and effect, sequence in informational texts 5.6.k Use reading strategies to monitor comprehension and clarify understanding Grammar Identifying and using direct and indirect objects. Writing: Persuasive Essay	Review Skills: 5.5.a 5.6.c 5.5.d 5.6.e 5.6.d 5.5.j 5.4.d Grammar Review: sentences subjects and predicates. Complete writing assignments and place in student

								folder.
Incorporate Daily: *30 minutes SEL Activities / Class Meetings, (After the second week of school) 5.4.a Use context to identify the meaning of unknown words and phrases. 5.4.b Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. 5.4.c Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. 5.5.m / 5.6.k From the beginning of the year, and consistently throughout the year, model and monitor student use of, the strategies that good readers use. First Nine Weeks – WRITING: 5.7 TSW write in a variety of forms to include narrative, descriptive, expository, and persuasive. 5.7 a ^ Engage in Writing as a process. 5.7 b ^ Select audience and purpose. 5.7 c ^ Use a variety of prewriting strategies. 5.7 d ^ Introduce and develop a topic, incorporating evidence and supporting details.				First Nine Weeks: COMMUNICATION & MULTIMODAL LITERACIES 5.1 TSW use effective oral communication skills in a variety of settings. 5.1 a ^ Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. 5.1 b ^ Participate in and contribute to discussions across content areas. 5.1 c ^ Summarize information gathered in group activities. 5.1 h ^ Work respectfully with others and show value for individual contributions. 5.2 TSW create multimodal presentations that effectively communicate ideas. 5.2 b ^ Maintain eye contact with listeners. 5.2 e ^ Ask and answer questions to gather or clarify information presented orally. 5.3 TSW learn how media messages are constructed and for what purposes. 5.3 a ^ Identify the purpose and audience of auditory, visual, and written media messages. (Use a current weather or news event to model differences as the objective is introduced.) RESEARCH 5.9 TSW find, evaluate, and select appropriate resources to create a research product. Teacher models and students engage in guided practice: 5.9 a ^ Construct questions about a topic. 5.9 b ^ Collect and organize information from multiple resource				

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Reading - Second Nine Weeks

Module 3 -Week 2 (Qtr.2-Week 1)	Module 3 -Week 3 (Qtr.2-Week 2)	Module 4 -Week 1 (Qtr.2-Week 3)	Module 4 -Week 2 (Qtr.2-Week 4)	Module 4 -Week 3 (Qtr.2-Week5)	Module 5 - Week 1 (Qtr.2-Week 6)	Module 5 -Week 2 (Qtr.2-Week 7)	Module 5 –Week 3 (Qtr.2-Week 8)	2 nd Quarter (Qtr.2 Week9)
Natural Disasters	Natural Disasters	Wild West	Wild West	Wild West	Project Earth	Project Earth	Project Earth	REVIEW WEEK
Quaking Earth: <i>Racing Waves</i>	Hurricanes: <i>The Science Behind Killer Storms</i>	Explore the Wild West!	Homesteading	A Pioneer Sampler: <i>The Daily Life of a Pioneer Family in 1840</i>	Potatoes on Rooftops: <i>Farming in the City</i>	The Good Garden	Parrots Over Puerto Rico	Adjustment / Skill Review Week
Informationa	Informational Text	Informational Text	Video		Persuasive Text	Realistic Fiction	Informational Text	

l Text								
5.6.a Identify text features and their purposes in informational text. 5.6.c Identify main idea. 5.6.k Use reading strategies to monitor comprehension and clarify understanding.	5.6.a Explain how text features such as insets, images, and sidebars, support understanding. 5.4.a Use context to clarify meaning of unfamiliar words and phrases. 5.4.b Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	5.6.c Identify main idea. 5.6.e Identify the organizational pattern of problem/solution. 5.6.k Use reading strategies to monitor comprehension and clarify understanding.	5.6.e Identify the organizational pattern of cause and effect. 5.3.b Identify the characteristics and effectiveness of a variety of media messages.	5.5.c Describe character development. 5.5.g Differentiate between first and third-person point of view. 5.5.b Explain the impact of setting on plot development 5.5.m Use reading strategies to monitor comprehension and clarify understanding.	5.6.c Identify main idea. 5.6.d. Summarize the supporting details. 5.6.k Use reading strategies to monitor comprehension and clarify understanding.	5.4.d Identify an author's use of figurative language. 5.5.a Summarize plot events using details from the text. 5.5.e Explain the resolution of conflicts and how conflicts are related to cause and effect.	5.6.h Describe cause and effect relationships with and without signal words. 5.6.e Describe the organizational text structure pattern of problem/solution. 5.6.a Describe how text and graphic features such as type, headings, and graphics, enhances the reader's understanding.	Review Skills: 5.6.a 5.6.c and d 5.5.c and e 5.6.a, e, and g 5.5.j 5.4.a 5.4.d
Grammar Conjunctions Writing : Expository Essay	Grammar Complex sentences Writing: Expository Essay	Grammar Direct quotations & interjections Writing: Letter Writing	Grammar Subject & object pronouns Writing: Letter Writing	Grammar Verb tenses Writing: Letter Writing	Grammar Regular and irregular verbs Writing: Writing an Editorial	Grammar Commas and semi-colons Writing: Writing an Editorial	Grammar Transitions Writing: Writing an Editorial	Grammar: 1. Review Verbs 2. Review Pronouns 3. Review conjunctions & sentences 4. Review comma use

Incorporate Daily:
*30 minutes SEL Activities / Class Meetings, (After the second week of school)

5.4.a Use context to identify the meaning of unknown words and phrases.

5.4.b Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

5.4.c Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.

5.5.m / 5.6.k From the beginning of the year, and consistently throughout the year, model and monitor student use of, the strategies that good readers use.

Second Nine Weeks – WRITING:

Second Nine Weeks: COMMUNICATION & MULTIMODAL LITERACIES

5.1 TSW use effective oral communication skills in a variety of settings.

5.1 d ^ Orally express ideas clearly in pairs, diverse groups, and whole class settings.

5.1 a ☉ Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

5.1 b ☉ Participate in and contribute to discussions across content areas.

5.1 c ☉ Summarize information gathered in group activities.

5.1 h ☉ Work respectfully with others and show value for individual contributions.

5.2 TSW create multimodal presentations that effectively communicate ideas.

5.2 c ^ Organize content sequential around major ideas.

5.2 d ^ Use language and style appropriate to the audience, topic, and purpose.

5.2 b ☉ Maintain eye contact with listeners.

5.2 e ☉ Ask and answer questions to gather or clarify information presented orally.

<p>5.7 TSW write in a variety of forms to include narrative, descriptive, expository, and persuasive.</p> <p>5.7 e ^ Organize information to convey a central idea.</p> <p>5.7 f ^ Recognize different forms of Writing have different patterns of organization including story structure for narrative Writing.</p> <p>5.7 g ^ Write a clear topic sentence focusing on a central idea.</p> <p>5.7 a ☉ Engage in Writing as a process.</p> <p>5.7 b ☉ Select audience and purpose.</p> <p>5.7 c ☉ Use a variety of preWriting strategies.</p> <p>5.7 d ☉ Introduce and develop a topic, incorporating evidence and supporting details.</p> <p>5.8 TSW self-and peer-edit Writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English</p> <p>5.8 b ^ Use adjective and adverb comparisons.</p> <p>5.8 d ^ Use prepositional phrases</p> <p>5.8 f ^ Use commas to indicate interrupters, items in a series, and to indicate direct address.</p> <p>5.8 a ☉ Use plural possessives.</p> <p>5.8 h ☉ Edit for fragments and run-on sentences.</p> <p>5.8 j ☉ Use correct spelling of commonly used words.</p>	<p>5.3 TSW learn how media messages are constructed and for what purposes.</p> <p>5.3 a ® Identify the purpose and audience of auditory, visual, and written media messages.</p> <p>5.3 b ^ Identify the characteristics and effectiveness of a variety of media messages.</p> <p>RESEARCH</p> <p>5.9 TSW find, evaluate, and select appropriate resources to create a research product.</p> <p>5.9 c ^ Evaluate the relevance, reliability, ad credibility of information.</p> <p>5.9 d ^ Give credit to sources used in research.</p> <p>Practice across the quarter with various topics for guided and applied independent practice:</p> <p>5.9 a ☉ Construct questions about a topic.</p> <p>5.9 b ☉ Collect and organize information from multiple resources.</p>
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Reading - Third Nine Weeks			

Module 6 -Week 1 (Qtr.3-Wk.1) Art for Everyone	Module 6 -Week 2 (Qtr.3-Wk.2) Art for Everyone	Module 6 - Week 3 (Qtr.3-Wk.3) Art for Everyone	Module 7 -Week 1 (Qtr.3-Wk.4) Above, Below, & Beyond	Module 7-Week 2 (Qtr.3-Wk.5) Above, Below, & Beyond	Module 7 -Week 3 (Qtr.3-Wk.6) Above, Below, & Beyond	Module 8 - Week 1 (Qtr.3-Wk.7) A New Home	Module 8 - Week 2 (Qtr.3-Wk.8) A New Home	Module 8 - Week 3 (Qtr.3-Wk.9) A New Home
Christo and Jean Claude Informational Text	Play, Louis, Play! Fictionalized Biography	Phillis’s Big Test Biography	Into the Unknown: <i>Above and Below</i> Informational Text	SpaceShipOne Autobiography	The Mighty Mars Rover Narrative Nonfiction	A Movie in My Pillow Poetry	Elisa’s Diary Realistic Fiction	Inside Out and Back Again Poetry
5.6.c Identify main idea 5.6.d Summarize supporting details 5.6.g Locate information from the text to support opinions, inferences, and conclusions. 5.6.e Identify organizational patterns.	5.5.g Differentiate between first and third –person point of view. 5.5.c Describe character development 5.5.i Explain how an author’s choice of vocabulary contributes to the author’s style.	5.4.d Identify when an author uses figurative language. 5.5.b Discuss the impact of setting on plot development. 5.5.d Identify the theme and provide supporting evidence. 5.5.m Use reading strategies to monitor comprehension and clarify understanding.	5.6.c Identify the main idea. 5.6.d Summarize supporting details. 5.6.e Identify organizational patterns; in particular, cause and effect structures. 5.6.a Use text features such as type, headings, and graphics, to predict and categorize information.	5.6.c Identify the main idea. 5.6.d Summarize supporting details. 5.6.k Use reading strategies throughout the reading process to monitor comprehension.	5.6.e Identify organizational patterns (sequence of events). 5.6.h Identify cause and effect relationships with and without signal words. 5.6.k Use reading strategies to monitor comprehension and clarify understanding, (ask and answer questions about the text).	5.5.d Identify the theme of a text. 5.5.i Explain how an author’s choice of vocabulary contributes to the author’s style. 5.4.d Identify an author’s use of figurative language.	5.5.j Identify an author’s use of figurative language. 5.5.c Describe character development. 5.5.m Use reading strategies to monitor comprehension and clarify understanding.	5.5.j Identify an author’s use of figurative language. 5.5.d Identify the theme of a text. 5.5.m Use reading strategies throughout the reading process to monitor comprehension.
Grammer Adjectives Writing: Personal Narrative	Grammer Adverbs Writing: Personal Narrative	Grammer Prepositions & prepositional phrases Writing: Personal Narrative	Grammer Kinds of pronouns Writing: Research Report	Grammer Proper mechanics and Writing titles Writing: Research Report	Grammer The verbs <i>be</i> and <i>have</i> Writing: Research Report	Grammer Perfect tenses Writing: Lyric Poems	Grammer Easily confused verbs Writing: Lyric Poems	Grammer Making comparisons Writing: Lyric Poems
Incorporate Daily: *30 minutes SEL Activities / Class Meetings, (After the second week of school) 5.4.a Use context to identify the meaning of unknown words and phrases. 5.4.b Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. 5.4.c Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. 5.5.m / 5.6.k From the beginning of the year, and consistently throughout the year, model and monitor student use of, the strategies that good readers use. Third Nine Weeks – WRITING:					Third Nine Weeks: COMMUNICATION & MULTIMODAL LITERACIES 5.7 TSW write in a variety of forms to include narrative, descriptive, expository, and persuasive. 5.7 h ^ Clearly state a position including supporting reasons and evidence to persuade the intended audience. 5.7 i ^ Write multi-paragraph compositions. 5.7 e ☉ Organize information to convey a central idea. 5.7 f ☉ Recognize different forms of Writing have different patterns of organization including story structure for narrative Writing . 5.7 g ☉ Write a clear topic sentence focusing on a central idea. 5.7 a ☉ Engage in Writing as a process.			

<p>5.7 TSW write in a variety of forms to include narrative, descriptive, expository, and persuasive.</p> <p>5.7 h ^ Clearly state a position including supporting reasons and evidence to persuade the intended audience.</p> <p>5.7 i ^ Write multi-paragraph compositions.</p> <p>5.7 e ☉ Organize information to convey a central idea.</p> <p>5.7 f ☉ Recognize different forms of Writing have different patterns of organization including story structure for narrative Writing.</p> <p>5.7 g ☉ Write a clear topic sentence focusing on a central idea.</p> <p>5.7 a ☉ Engage in Writing as a process.</p> <p>5.7 b ☉ Select audience and purpose.5.7 c ☉ Use a variety of preWriting strategies.5.7 d ☉ Introduce and develop a topic, incorporating evidence and supporting details</p> <p>5.8 TSW self-and peer-edit Writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English</p> <p>5.8 c ^ Use interjections.</p> <p>5.8 e ^ Use quotation marks with dialogue.</p> <p>5.8 k ^ Use coordinating conjunctions.</p> <p>5.8 b ☉ Use adjective and adverb comparisons.</p> <p>5.8 d ☉ Use prepositional phrases</p> <p>5.8 f ☉ Use commas to indicate interrupters, items in a series, and to indicate direct address.</p> <p>5.8 a ☉ Use plural possessives.</p> <p>5.8 h ☉ Edit for fragments and run-on sentences.</p> <p>5.8 j ☉ Use correct spelling of commonly used words</p>	<p>RESEARCH</p> <p>5.9 TSW find, evaluate, and select appropriate resources to create a research product.</p> <p>5.9 e ^ Avoid plagiarism and use own words.</p> <p>5.9 f ^ Demonstrate ethical use of the Internet.</p> <p>Embedded practice on mini-research reports on various topics over the course of the 9 weeks:</p> <p>5.9 c ☉ Evaluate the relevance, reliability, ad credibility of information.</p> <p>5.9 d ☉ Give credit to sources used in research.</p> <p>5.9 a ☉ Construct questions about a topic.</p> <p>5.9 b ☉ Collect and organize information from multiple resources</p>
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Reading - Fourth Nine Weeks

Module 9 -Week 1 (Qtr.4-Week 1)	Module 9-Week 2 (Qtr.4-Week 2)	Module 9-Week 3 (Qtr.3-Week 3)	Module 10-Week 1 (Qtr.3-Week 4)	Module 10-Week 2 (Qtr.3-Week 5)	Module 10-Week 3 (Qtr.4-Week 6)	Module 11-Week 1	Module 11-Week 2 (Qtr.4-Week 8)	Module 11-Week 9 (Qtr.4-Week 9)
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Unexpected, Unexplained	Unexpected, Unexplained	Unexpected, Unexplained	The Lives of Animals	The Lives of Animals	The Lives of Animals	(Qtr.4-Week 7) GENRE STUDY: Informational Text	GENRE STUDY: Narrative Nonfiction	GENRE STUDY: Persuasive Text
Why People Love Mysteries Informational Text	Finding Bigfoot Informational Text	The Secret Keepers Mystery	Why We Watch Animals Informational Text	Can We Be Friends? Informational Text	Winter Bees: <i>And Other Poems in the Cold</i> Poetry/ Informational Text	REVIEW: Informational Text, (Teacher Guide-Volume 6)	REVIEW: Narrative Nonfiction, (Teacher Guide-Volume 6)	REVIEW: Persuasive Text, (Teacher Guide-Volume 6)
5.6.a Use text features such as type, headings, and graphics, to predict and categorize information. 5.6.c Identify the main idea. 5.6.k Use reading strategies to monitor comprehension and clarify understanding, (ask and answer questions about the text).	5.6.i Differentiate between fact and opinion. 5.6.a Use text features such as type, headings, and graphics, to predict and categorize information. 5.6.k Use reading strategies to monitor comprehension and clarify understanding, (ask and answer questions about the text).	5.5.a Summarize plot events using details from the story. 5.5.j Draw conclusions and make inferences with support from the text. 5.5.g Differentiate between first and third –person point of view. 5.4.d Identify author’s use of figurative language.	5.6.a Use text features such as type, headings, and graphics, to predict and categorize information. 5.6.k Use reading strategies to monitor comprehension and clarify understanding. 5.5.i Explain how an author’s choice of vocabulary contributes to the author’s style.	5.6.c Identify the main idea. 5.6.d Summarize supporting details. 5.6.a Use text features such as type, headings, and graphics, to predict and categorize information. 5.6.k Use reading strategies to monitor comprehension and clarify understanding.	5.5.d Identify theme 5.5.f Identify genres 5.5.i Explain how an author’s choice of vocabulary contributes to the author’s style. 5.5.m Use reading strategies to monitor comprehension and clarify understanding	On pages T5 and T6 of the Teacher Guide, Volume 6, there are instructions as to how to effectively review what has been studied during the year.	On pages T25 and T26 of the Teacher Guide, Volume 6, there are instructions as to how to effectively review what has been studied during the year.	On pages T45 and T46 of the Teacher Guide, Volume 6, there are instructions as to how to effectively review what has been studied
Grammar Contractions Writing: Imaginative Story	Grammar Possessive nouns Writing: Imaginative Story	Grammar Commas in sentences Writing: Imaginative Story	Grammar More uses of commas Writing: Letters to the Editor	Grammar Other punctuation Writing: Letters to the Editor	Grammar Commonly misspelled words Writing: Letters to the Editor	*See division requirements for Writing folders.	*See division requirements for Writing folders.	*See division requirements for Writing folders.
Incorporate Daily: *30 minutes SEL Activities / Class Meetings, (After the second week of school) 5.4.a Use context to identify the meaning of unknown words and phrases. 5.4.b Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. 5.4.c Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. 5.5.m / 5.6.k From the beginning of the year, and consistently throughout the year, model and monitor student use of, the strategies that good readers use. Fourth Nine Weeks – WRITING: 5.7 TSW write in a variety of forms to include narrative, descriptive, expository, and persuasive.					Fourth Nine Weeks: COMMUNICATION & MULTIMODAL LITERACIES 5.1 TSW use effective oral communication skills in a variety of settings. 5.1 g ^ Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work. For The Following Skills, Refer to ® & © : 5.1 a Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. 5.1 b Participate in and contribute to discussions across content areas. 5.1 c Summarize information gathered in group activities. 5.1 d Orally express ideas clearly in pairs, diverse groups, and whole class settings. 5.1 e ^ Use evidence to support opinions and conclusions			

<p> 5.7 j ^ Use precise and descriptive vocabulary. 5.7 k ^ Vary sentence structure by using transition words and prepositional phrases. 5.7 l ^ Revise Writing for clarity of content using specific vocabulary and information. For The Following Skills, Refer to ® & ☉ : 5.7 h Clearly state a position including supporting reasons and evidence to persuade the intended audience. 5.7 i Write multi-paragraph compositions. 5.7 e Organize information to convey a central idea. 5.7 f Recognize different forms of Writing have different patterns of organization including story structure for narrative Writing. 5.7 g Write a clear topic sentence focusing on a central idea. 5.7 a Engage in Writing as a process. 5.7 b Select audience and purpose. 5.7 c Use a variety of preWriting strategies. 5.7 d Introduce and develop a topic, incorporating evidence and supporting details. 5.8 TSW self-and peer-edit Writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English 5.8 g ^ Use a hyphen to divide words at the end of a line. 5.8 h ^ Edit for fragments and run-on sentences. 5.8 i ^ Eliminate double negatives. For The Following Skills, Refer to ® & ☉ : 5.8 c Use interjections. 5.8 e Use quotation marks with dialogue. 5.8 k Use coordinating conjunctions. 5.8 b Use adjective and adverb comparisons. 5.8 d Use prepositional phrases 5.8 f Use commas to indicate interrupters, items in a series, and to indicate direct address. 5.8 a Use plural possessive. 5.8 h Edit for fragments and run-on sentences. 5.8 j ☉ Use correct spelling of commonly used words </p>	<p> 5.1 f ^ Summarize the main points a speaker makes, and connect comments to the remarks of others. 5.1 h Work respectfully with others and show value for individual contributions. 5.2 TSW create multimodal presentations that effectively communicate ideas. For The Following Skills, Refer to ® & ☉ : 5.2 a Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual formal, and informal interactive presentations 5.2 b Maintain eye contact with listeners. 5.2 c Organize content sequential around major ideas. 5.2 d Use language and style appropriate to the audience, topic, and purpose. 5.2 e Ask and answer questions to gather or clarify information presented orally. 5.3 TSW learn how media messages are constructed and for what purposes. 5.3 a ☉ Identify the purpose and audience of auditory, visual, and written media messages. 5.3 b ☉ Identify the characteristics and effectiveness of a variety of media messages. RESEARCH 5.9 TSW find, evaluate, and select appropriate resources to create a research product. Apply to research topic of individual choice: 5.9 a Construct questions about a topic. 5.9 b -Collect and organize information from multiple resources. 5.9 c Evaluate the relevance, reliability, ad credibility of information. 5.9 d Give credit to sources used in research. 5.9 e Avoid plagiarism and use own words. 5.9 f Demonstrate ethical use of the Internet. </p>
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