

**First Nine Weeks**  
**Benchmark Passages: Rodeos, Oak Grove Elementary School, Fifth Grade Supply List, A Red Elephant**

<b>Grade: 5</b>	<b>Subject: CIP English</b>	<b>Year: 2017-2018</b>
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	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	<p><b><u>Fiction and Narrative</u></b></p> <p>The student will read and demonstrate comprehension of fictional texts and narrative nonfiction</p> <ul style="list-style-type: none"> <li>• Describe the relationship between text and previously read materials. <b>(5.5a) 1 day</b></li> <li>• Describe character development. <b>(5.5b) 4 days</b></li> <li>• Describe the development of plot and explain the resolution of conflict(s). <b>(5.5c) 4 days</b></li> <li>• Describe how an author's choice of vocabulary contributes to the author's style. <b>(5.5e) 1 day</b></li> <li>• Draw conclusions and make inferences from text. <b>(5.5i) 3 days</b></li> <li>• Identify cause and effect relationships. <b>(5.5j) 4 days</b></li> <li>• Make, confirm, or revise predictions. <b>(5.5k) 4 days</b></li> <li>• Use reading strategies throughout the reading process to monitor comprehension. <b>(5.5l) Ongoing</b></li> <li>• Read with fluency and accuracy. <b>(5.5m) Ongoing</b></li> </ul>				
	<p><b><u>Reading</u></b></p> <p><b>Vocabulary</b></p> <p>The student will expand vocabulary when reading.</p>				

	<ul style="list-style-type: none"> <li>• Use context to clarify meaning of unfamiliar words and phrases. <b>(5.4a) 5 days</b></li> <li>• Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. <b>(5.4b) 5 days</b></li> <li>• Develop vocabulary by listening to and reading a variety of texts. <b>(5.4f) 5 days</b></li> </ul>				
	<p><b><u>Nonfiction</u></b></p> <p>The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li>• Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts. <b>(5.6a) 3 days</b></li> <li>• Use prior knowledge and build additional background knowledge as context for new learning. <b>(5.6b) Ongoing</b></li> <li>• Skim materials to develop a general overview of content and to locate specific information. <b>(5.6c) 5 days</b></li> <li>• Identify the main idea of nonfiction texts. <b>(5.6d) 5 days</b></li> <li>• Summarize supporting details in nonfiction texts. <b>(5.6e) 5 days</b></li> </ul>				
	<p><b><u>Writing – Composing</u></b></p> <p><b><u>Descriptive</u></b></p> <ul style="list-style-type: none"> <li>• Identify intended audience. <b>(5.7a) 4 days</b></li> </ul>				

	<ul style="list-style-type: none"> <li>• Organize information to convey a central idea. <b>(5.7c) 4 days</b></li> <li>• Write a clear topic sentence focusing on the main idea. <b>(5.7d) 4 days</b></li> <li>• Include supporting details that elaborate the main idea. <b>(5.7i) 4 days</b></li> </ul>				
	<p><b><u>Writing – Editing</u></b></p> <ul style="list-style-type: none"> <li>• Use a hyphen to divide words at the end of a line. <b>(5.8g) 2 days</b></li> <li>• Edit for fragments and run-on sentences. <b>(5.8h) 4 days</b></li> <li>• Use correct spelling of commonly used words. <b>(5.8j) 4 days</b></li> <li>• Identify and use conjunctions. <b>(5.8k) 3 days</b></li> </ul>				
	<p>The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <ul style="list-style-type: none"> <li>• Maintain eye contact with listeners. <b>(5.2a) Ongoing</b></li> <li>• Use gestures to support, accentuate, and dramatize verbal message. <b>(5.2b) Ongoing</b></li> <li>• Use facial expressions to support and dramatize verbal message. <b>(5.2c) Ongoing</b></li> <li>• Use posture appropriate for communication setting. <b>(5.2d) Ongoing</b></li> <li>• Determine appropriate content for audience. <b>(5.2e) Ongoing</b></li> <li>• Organize content sequentially around major ideas. <b>(5.2f) Ongoing</b></li> <li>• Summarize main points as they relate to</li> </ul>				

	main idea or supporting details. (5.2g) <b>Ongoing</b> <ul style="list-style-type: none"> <li>Incorporate visual media to support the presentation. (5.2h) <b>Ongoing</b></li> <li>Use language and style appropriate to the audience, topic, and purpose. (5.2i) <b>Ongoing</b></li> </ul>				
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**Second Nine Weeks**

**Benchmark Passages: A Woodworker’s Son, Snakes, Journey to New Zealand**

<b>Grade: 5</b>		<b>Subject: CIP English</b>			<b>Year: 2017-2018</b>	
<b># of Days</b>	<b>SOL</b>					
	<u><b>Fiction and Narrative</b></u>  The student will read and demonstrate comprehension of fictional texts and narrative nonfiction <ul style="list-style-type: none"> <li>Identify and ask questions that clarify various points of view. (5.5f)</li> <li>Identify main idea. (5.5g)</li> <li>Summarize supporting details from text. (5.5h)</li> <li>Draw conclusions and make inferences from text. (5.5i)</li> <li>Identify cause and effect relationships. (5.5j)</li> <li>Make, confirm, or revise predictions. (5.5k)</li> </ul>					

	<p><b><u>Nonfiction</u></b></p> <p>The student will <b>read</b> and <b>demonstrate</b> comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li>• <b>Summarize</b> supporting details in nonfiction texts. <b>(5.6e)</b></li> <li>• <b>Identify</b> structural patterns found in nonfiction. <b>(5.6f)</b></li> <li>• <b>Locate</b> information to support opinions, predictions, and conclusions. <b>(5.6g)</b></li> <li>• <b>Identify</b> cause and effect relationships following transition words signaling the pattern. <b>(5.6h)</b></li> <li>• <b>Differentiate</b> between fact and opinion. <b>(5.6i)</b></li> <li>• <b>Identify, compare, and contrast</b> relationships. <b>(5.6j)</b></li> <li>• <b>Identify</b> new information gained from reading. <b>(5.6k)</b></li> <li>• <b>Read</b> with fluency and accuracy. <b>(5.6m)</b></li> </ul>				
	<p><b><u>Writing – Composing</u></b></p> <p><b><u>Descriptive</u></b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> a variety of prewriting strategies. <b>(5.7b)</b></li> <li>• <b>Organize</b> information to convey a central idea. <b>(5.7c)</b></li> <li>• <b>Include</b> supporting details that <b>elaborate</b> the main idea. <b>(5.7i)</b></li> <li>• <b>Use</b> precise and descriptive vocabulary to <b>create</b> tone and voice. <b>(5.7f)</b></li> <li>• Vary sentence structure by <b>using</b> transition words. <b>(5.7g)</b></li> </ul>				

	<b>Revise</b> for clarity of content using specific vocabulary and information. <b>(5.7h)</b>				
	<p><b><u>Writing- Editing</u></b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> adjective and adverb comparisons. <b>(5.8b)</b></li> <li>• <b>Use</b> quotation marks with dialogue. <b>(5.8e)</b></li> <li>• <b>Use</b> commas to <b>indicate</b> interrupters. <b>(5.8f)</b></li> <li>• <b>Eliminate</b> double negatives <b>(5.8i)</b></li> </ul>				

<b>Third Nine Weeks</b>					
<b>Benchmark Passages: The Mail's got to Go Thru! And the Hammer in His Hand</b>					
<b>Grade: 5</b>	<b>Subject: CIP English</b>			<b>Year: 2017-2018</b>	
	<b>SOL</b>	<b>Student Essential Knowledge and Skills</b>	<b>Resources</b>	<b>Vocabulary</b>	<b>Bloom's</b>
	<p><b><u>Reading</u></b></p> <p><b>Vocabulary</b></p> <p>The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>• Use context to clarify meaning of unfamiliar words and phrases <b>(5.4a)</b></li> <li>• Use knowledge of roots, affixes, synonyms, antonyms, and homophones. <b>(5.4c) 7 days</b></li> <li>• Identify an author's use of figurative language. <b>(5.4d) 7 days</b></li> <li>• Use dictionary, glossary, thesaurus, and other word-reference materials. <b>(5.4e)</b></li> </ul>				

	<p><b>7 days</b></p> <ul style="list-style-type: none"> <li>Study word meanings across content areas. <b>(5.4g) 7 days</b></li> </ul>				
	<p><b><u>Fiction and Narrative</u></b></p> <p>The student will read and demonstrate comprehension of fictional texts and narrative nonfiction</p> <ul style="list-style-type: none"> <li>Describe the development of plot and explain the resolution of conflict(s). <b>(5.5c)</b></li> <li>Describe how an author's choice of vocabulary contributes to the author's style. <b>(5.5e) 7 days</b></li> <li>Summarize supporting details from text. <b>(5.5h)</b></li> <li>Draw conclusions and make inferences from text. <b>(5.5i)</b></li> <li>Identify cause and effect relationships. <b>(5.5j)</b></li> </ul>				
	<p><b><u>Fiction Poetry</u></b></p> <ul style="list-style-type: none"> <li>Describe the characteristics of free verse, rhymed, and patterned poetry. <b>(5.5d) 7 days</b></li> </ul>				
	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>Use plural possessives. <b>(5.8a) 10 days</b></li> <li>Identify and use interjections <b>(5.8c) 5 days</b></li> <li>Use apostrophes in contractions and possessives. <b>(5.8d) 5 days</b></li> </ul>				

	<b><u>Writing Project</u></b>				
	Composing - Persuasive				

