

Unit 1: Reading and Writing Process

		CHECKPOINT		
		1	2	3
Catholic Identity		Instructional Focus		
5.1	analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 5.1A share how literature contributes to strengthening moral character *		
Phonics and Word Study		Instructional Focus		
5.2A	use appropriate fluency when reading grade-level text	<input type="checkbox"/> 5.2A read at a rate to increase comprehension <input type="checkbox"/> 5.2A read with accuracy <input type="checkbox"/> 5.2A read with inflection and emphasis		
5.2B	demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> 5.2B.1 decode words using of syllable division patterns		
5.2C	use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> 5.2C.1 use context within and beyond a sentence to determine meaning		
Shared Reading		Instructional Focus		
5.3	use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> 5.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 5.3B generate questions about text before, during, and after reading <input type="checkbox"/> 5.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 5.3D create mental images to deepen understanding <input type="checkbox"/> 5.3E monitor comprehension and make adjustments while reading		
		Tools to Know: Comprehension <input type="checkbox"/> 5.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> 5.3G make inferences and use evidence to support understanding <input type="checkbox"/> 5.3H evaluate details read to determine key ideas <input type="checkbox"/> 5.3I synthesize information to create new understanding		
5.3J	use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	<input type="checkbox"/> Fiction		
		<input type="checkbox"/> Poetry		
		<input type="checkbox"/> Drama		
		<input type="checkbox"/> Informational		
		<input type="checkbox"/> Argumentative		
Independent Reading		Instructional Focus		
5.4	self-select text and read independently	<input type="checkbox"/> 5.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> 5.4B share beautifully told and well-crafted works *		
Responding to Text		Instructional Focus		
5.5	respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> 5.5A describe personal connections to texts <input type="checkbox"/> 5.5B write responses that demonstrate understanding of texts <input type="checkbox"/> 5.5C use text evidence to support an appropriate response <input type="checkbox"/> 5.5D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order <input type="checkbox"/> 5.5E respond using newly acquired vocabulary as appropriate		
5.6A	analyze the authors' choices and how they influence and communicate meaning			

Unit 1: Reading and Writing Process

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
5.7A plan first drafts	<input type="checkbox"/> 5.7A.1 select a genre for a particular topic <input type="checkbox"/> 5.7A.1 determine purpose and audience <input type="checkbox"/> 5.7A.1 use prewriting strategies such as brainstorming, freewriting, and mapping			
5.7B develop drafts	<input type="checkbox"/> 5.7B.1 organize drafts with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 5.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/> 5.7B.3 apply author's craft purposefully			
5.7C revise drafts	<input type="checkbox"/> 5.7C.1 improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
5.7D edit drafts	Edit for grammar, capitalization, punctuation, and spelling, including:			
	<input type="checkbox"/> 5.7D.1 complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments			
	<input type="checkbox"/> 5.7D.2 past tense of irregular verbs			
	<input type="checkbox"/> 5.7D.3 collective nouns			
	<input type="checkbox"/> 5.7D.9 capitalization of abbreviations, initials, acronyms, and organizations			
	<input type="checkbox"/> 5.7D.10 punctuation marks, including commas in compound and complex sentences			
	<input type="checkbox"/> 5.7D.11 correct spelling of words (multisyllabic words, prefixes, suffixes, orthographic patterns, high frequency words commonly found in students' writing and reading)			
5.7E publish written work	<input type="checkbox"/> 5.7E.1 publish written work for appropriate audiences			
5.7F use the writing process to compose literary texts	<input type="checkbox"/> 5.7F compose personal narratives using genre characteristics and craft			
5.7G use the writing process to compose informational texts				
5.7H use the writing process to argumentative texts				
Research	Instructional Focus			
5.8 use research skills to plan and present in written, oral, or multimodal formats				

Unit 2: Responding to Text/Writing Design

CHECKPOINT		
1	2	3

Catholic Identity	Instructional Focus			
5.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 5.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> 5.1C share how literature ignites the creative imagination *			

Phonics and Word Study	Instructional Focus			
5.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis)			
5.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> 5.2B.2 decode words using of prefixes and suffixes on base words			
5.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> 5.2C.2 identify the meaning of words with Greek and Latin roots <input type="checkbox"/> 5.2C.4 use print or digital resources to determine meaning			

Shared Reading	Instructional Focus			
5.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> 5.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 5.3B generate questions about text before, during, and after reading <input type="checkbox"/> 5.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 5.3D create mental images to deepen understanding <input type="checkbox"/> 5.3E monitor comprehension and make adjustments while reading			
	Tools to Know: Comprehension <input type="checkbox"/> 5.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> 5.3G make inferences and use evidence to support understanding <input type="checkbox"/> 5.3H evaluate details read to determine key ideas <input type="checkbox"/> 5.3I synthesize information to create new understanding			
5.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 5.3K.2 analyze the relationships of and conflicts among the characters and the causes underlying why people do the things they do * <input type="checkbox"/> 5.3K.3 analyze plot elements, including rising action, climax, falling action, and resolution			
	Poetry			
	Drama			
	Informational <input type="checkbox"/> 5.3N.1 recognize characteristics and structures of informational text			
	Argumentative			

Independent Reading	Instructional Focus			
5.4 self-select text and read independently	<input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *)			

Responding to Text	Instructional Focus			
5.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> 5.5A describe personal connections to texts <input type="checkbox"/> 5.5B write responses that demonstrate understanding of texts <input type="checkbox"/> 5.5C use text evidence to support an appropriate response <input type="checkbox"/> 5.5D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order <input type="checkbox"/> 5.5E respond using newly acquired vocabulary as appropriate			
5.6A analyze the authors' choices and how they influence and communicate meaning and applies author's craft purposefully	<input type="checkbox"/> 5.6A.2 analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 5.6A.3 analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 5.6A.6 examine how the author's use of language contributes to voice			

Unit 2: Responding to Text/Writing Design

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
5.7A plan first drafts	<input type="checkbox"/> 5.7A.1 select a genre for a particular topic <input type="checkbox"/> 5.7A.1 determine purpose and audience <input type="checkbox"/> 5.7A.1 use prewriting strategies such as brainstorming, freewriting, and mapping			
5.7B develop drafts	<input type="checkbox"/> 5.7B.1 organize drafts with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 5.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/> 5.7B.3 apply author's craft purposefully			
5.7C revise drafts	<input type="checkbox"/> 5.7C.1 improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
5.7D edit drafts	Edit for grammar, capitalization, punctuation, and spelling, including:			
	<input type="checkbox"/> 5.7D.4 adjectives, including their comparative and superlative forms <input type="checkbox"/> 5.7D.5 conjunctive adverbs <input type="checkbox"/> 5.7D.6 prepositions and prepositional phrases and their influence on subject-verb agreement			
	<input type="checkbox"/> maintain previously learned capitalization skills			
	<input type="checkbox"/> 5.7D.10 punctuation marks, including quotation marks in dialogue			
5.7E publish written work	<input type="checkbox"/> 5.7E.1 publish written work for appropriate audiences			
5.7F use the writing process to compose literary texts	<input type="checkbox"/> 5.7F compose personal narratives using genre characteristics and craft			
5.7G use the writing process to compose informational texts	<input type="checkbox"/> 5.7G compose informational texts using a clear central idea and genre characteristics and craft			
5.7H use the writing process to argumentative texts				
Research	Instructional Focus			
5.8 use research skills to plan and present in written, oral, or multimodal formats				

Unit 3: Exploring Literary Texts

CHECKPOINT		
1	2	3

Catholic Identity	Instructional Focus			
5.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 5.1C share how literature ignites the creative imagination * <input type="checkbox"/> 5.1D recognize and model the virtues possessed by literary characters *			

Phonics and Word Study	Instructional Focus			
5.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis)			
5.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> maintain previously learned skills (decode words using syllable division patterns and prefixes and suffixes on base words)			
5.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> 5.2C.3 identify, use, and explain the meaning of adages and puns			

Shared Reading	Instructional Focus			
5.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension)			
	Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
5.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 5.3K.1 infer multiple themes within a text using text evidence <input type="checkbox"/> 5.3K.2 analyze the relationships of and conflicts among the characters and the causes underlying why people do the things they do * <input type="checkbox"/> 5.3K.3 analyze plot elements, including rising action, climax, falling action, and resolution <input type="checkbox"/> 5.3K.4 identify examples of noble characteristics in stories of virtuous heroes and heroines * <input type="checkbox"/> 5.3K.5 analyze the influence of the setting on the plot <input type="checkbox"/> 5.3K.6 articulate how spiritual knowledge is communicated through myths, parables, and stories * <input type="checkbox"/> 5.3K.7 share how literature can contribute to strengthening one's moral character * <input type="checkbox"/> 5.3K.8 summarize how literature reflects the historical and sociological culture of the time period			
	Poetry <input type="checkbox"/> 5.3L.1 explain the use of sound devices and figurative language across a variety of poetic forms <input type="checkbox"/> 5.3L.2 share how the beauty and cadence of poetry impacts human sensibilities/forms the soul *			
	Drama <input type="checkbox"/> 5.3M.1 explain structure in drama such as character tags, acts, scenes, and stage directions <input type="checkbox"/> 5.3M.2 use imagination to create dialogue between the readers and the characters in a story *			
	Informational			
	Argumentative			

Independent Reading	Instructional Focus			
5.4 self-select text and read independently	<input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *)			

Responding to Text	Instructional Focus			
5.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
5.6A analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> maintain previously learned skills (use of text structures< use of print and graphic features, use of language, voice) <input type="checkbox"/> 5.6A.4 describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes <input type="checkbox"/> 5.6A.5 understand the use of literary devices, including first- or third- person point of view <input type="checkbox"/> 5.6A.6 recognize Christian and Western symbols and symbolism *			

Unit 3: Exploring Literary Texts

CHECKPOINT		
1	2	3

Writing	Instructional Focus			
5.7A plan first drafts	<input type="checkbox"/> 5.7A.1 select a genre for a particular topic <input type="checkbox"/> 5.7A.1 determine purpose and audience <input type="checkbox"/> 5.7A.1 use prewriting strategies such as brainstorming, freewriting, and mapping			
5.7B develop drafts	<input type="checkbox"/> 5.7B.1 organize drafts with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 5.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/> 5.7B.3 apply author's craft purposefully			
5.7C revise drafts	<input type="checkbox"/> 5.7C.1 improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
5.7D edit drafts	Edit for grammar, capitalization, punctuation, and spelling, including:			
	<input type="checkbox"/> 5.7D.7 pronouns, including indefinite			
	<input type="checkbox"/> 5.7D.8 subordinating conjunctions to form complex sentences			
	<input type="checkbox"/> maintain previously learned capitalization skills			
	<input type="checkbox"/> maintain previously learned punctuation skills			
	<input type="checkbox"/> 5.7D.11 correct spelling of words (multisyllabic words, prefixes, suffixes, orthographic patterns, high frequency words commonly found in students' writing and reading)			
5.7E publish written work	<input type="checkbox"/> 5.7E.1 publish written work for appropriate audiences			
5.7F use the writing process to compose literary texts	<input type="checkbox"/> 5.7F compose fiction using genre characteristics and craft <input type="checkbox"/> 5.7F compose poetry using genre characteristics and craft			
5.7G use the writing process to compose informational texts				

Research	Instructional Focus			
5.8 use research skills to plan and present in written, oral, or multimodal formats				

Unit 4: Exploring Informational Texts

CHECKPOINT		
1	2	3

Catholic Identity	Instructional Focus			
5.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 5.1B interpret and evaluate literature in a Christian spirit *			

Phonics and Word Study	Instructional Focus			
5.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis)			
5.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> maintain previously learned skills (decode words using syllable division patterns and prefixes and suffixes on base words)			
5.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> maintain previously learned skills			

Shared Reading	Instructional Focus			
5.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension)			
	Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
5.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction			
	Poetry			
	Drama			
	Informational <input type="checkbox"/> 5.3N.1 recognize characteristics and structures of informational text, including the central idea with supporting evidence, features such as insets, timelines, and sidebars, and organizational patterns			
	Argumentative <input type="checkbox"/> 5.3O.1 recognize characteristics and structures of argumentative text by identifying the claim, explaining how facts are used for or against an argument, identifying the intended audience			

Independent Reading	Instructional Focus			
5.4 self-select text and read independently	<input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *)			

Responding to Text	Instructional Focus			
5.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
5.6A analyze the authors' choices and how they influence and communicate meaning in writing and speaking	<input type="checkbox"/> 5.6A.2 analyze how the use of text structure contributes to the author's purpose			
	<input type="checkbox"/> 5.6A.3 analyze the author's use of print and graphic features to achieve specific purposes			
	<input type="checkbox"/> 5.6A.6 recognize Christian and Western symbols and symbolism *			
	<input type="checkbox"/> 5.6A.7 explain the purpose of hyperbole, stereotyping, and anecdote			

Unit 4: Exploring Informational Texts

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
5.7A plan first drafts	<input type="checkbox"/> 5.7A.1 select a genre for a particular topic <input type="checkbox"/> 5.7A.1 determine purpose and audience <input type="checkbox"/> 5.7A.1 use prewriting strategies such as brainstorming, freewriting, and mapping			
5.7B develop drafts	<input type="checkbox"/> 5.7B.1 organize drafts with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 5.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/> 5.7B.3 apply author's craft purposefully			
5.7C revise drafts	<input type="checkbox"/> 5.7C.1 improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
5.7D edit drafts	<input type="checkbox"/> maintain previously learned grammar and usage skills			
	<input type="checkbox"/> maintain previously learned capitalization skills			
	<input type="checkbox"/> 5.7D.11 correct spelling of words (multisyllabic words, prefixes, suffixes, orthographic patterns, high frequency words commonly found in students' writing and reading)			
5.7E publish written work	<input type="checkbox"/> 5.7E.1 publish written work for appropriate audiences			
5.7F use the writing process to compose literary texts				
5.7G use the writing process to compose informational texts	<input type="checkbox"/> 5.7G compose informational texts using a clear central idea, genre characteristics, and craft			
	<input type="checkbox"/> 5.7H compose argumentative texts using a clear central idea, genre characteristics, and craft			
Research	Instructional Focus			
5.8 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 5.8A.1 generate and clarify questions on a topic for formal and informal inquiry <input type="checkbox"/> 5.8A.2 develop and follow a research plan <input type="checkbox"/> 5.8A.3 identify and gather relevant information from a variety of sources <input type="checkbox"/> 5.8A.4 understand credibility of primary and secondary sources <input type="checkbox"/> 5.8A.5 demonstrate understanding of information gathered <input type="checkbox"/> 5.8A.6 differentiate between paraphrasing and plagiarism <input type="checkbox"/> 5.8A.7 develop a bibliography <input type="checkbox"/> 5.8A.8 use an appropriate mode of delivery, whether written, oral, or multimodal			

Reading and Writing – Grade 5 (all standards)

CHECKPOINT		
1	2	3

Catholic Identity	Instructional Focus			
5.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 5.1A share how literature contributes to strengthening moral character * <input type="checkbox"/> 5.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> 5.1C share how literature ignites the creative imagination * <input type="checkbox"/> 5.1D recognize and model the virtues possessed by literary characters *			

Phonics and Word Study	Instructional Focus			
5.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> 5.2A read at a rate to increase comprehension <input type="checkbox"/> 5.2A read with accuracy <input type="checkbox"/> 5.2A read with inflection and emphasis			
5.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> 5.2B.1 decode words using of syllable division patterns <input type="checkbox"/> 5.2B.2 decode words using of prefixes and suffixes on base words			
5.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> 5.2C.1 use context within and beyond a sentence to determine meaning <input type="checkbox"/> 5.2C.2 identify the meaning of words with Greek and Latin roots <input type="checkbox"/> 5.2C.3 identify, use, and explain the meaning of adages and puns <input type="checkbox"/> 5.2C.4 use print or digital resources to determine meaning			

Shared Reading	Instructional Focus			
5.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> 5.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 5.3B generate questions about text before, during, and after reading <input type="checkbox"/> 5.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 5.3D create mental images to deepen understanding <input type="checkbox"/> 5.3E monitor comprehension and make adjustments while reading Tools to Know: Comprehension <input type="checkbox"/> 5.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> 5.3G make inferences and use evidence to support understanding <input type="checkbox"/> 5.3H evaluate details read to determine key ideas <input type="checkbox"/> 5.3I synthesize information to create new understanding			
5.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 5.3K.1 infer multiple themes within a text using text evidence <input type="checkbox"/> 5.3K.2 analyze the relationships of and conflicts among the characters and the causes underlying why people do the things they do * <input type="checkbox"/> 5.3K.3 analyze plot elements, including rising action, climax, falling action, and resolution <input type="checkbox"/> 5.3K.4 identify examples of noble characteristics in stories of virtuous heroes and heroines * <input type="checkbox"/> 5.3K.5 analyze the influence of the setting on the plot <input type="checkbox"/> 5.3K.6 articulate how spiritual knowledge is communicated through myths, parables, and stories* <input type="checkbox"/> 5.3K.7 share how literature can contribute to strengthening one’s moral character * <input type="checkbox"/> 5.3K.8 summarize how literature reflects the historical and sociological culture of the time period * Poetry <input type="checkbox"/> 5.3L.1 explain the use of sound devices and figurative language across a variety of poetic forms <input type="checkbox"/> 5.3L.2 share how the beauty and cadence of poetry impacts human sensibilities and forms the soul * Drama <input type="checkbox"/> 5.3M.1 explain structure in drama such as character tags, acts, scenes, and stage directions <input type="checkbox"/> 5.3M.2 use imagination to create dialogue between the readers and the characters in a story * Informational <input type="checkbox"/> 5.3N.1 recognize characteristics and structures of informational text, including the central idea with supporting evidence, features such as insets, timelines, and sidebars, and organizational patterns Argumentative <input type="checkbox"/> 5.3O.1 recognize characteristics and structures of argumentative text by identifying the claim, explaining how facts are used for or against an argument, identifying the intended audience			

Independent Reading	Instructional Focus			
5.4 self-select text and read independently	<input type="checkbox"/> 5.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> 5.4B share beautifully told and well-crafted works *			

Reading and Writing – Grade 5 (all standards)

		CHECKPOINT		
		1	2	3
Responding to Text		Instructional Focus		
5.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> 5.5A describe personal connections to texts <input type="checkbox"/> 5.5B write responses that demonstrate understanding of texts <input type="checkbox"/> 5.5C use text evidence to support an appropriate response <input type="checkbox"/> 5.5D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order <input type="checkbox"/> 5.5E respond using newly acquired vocabulary as appropriate			
	5.6A analyze the authors' choices and how they influence and communicate meaning in writing and speaking	<input type="checkbox"/> 5.6A.2 analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 5.6A.3 analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 5.6A.4 describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes <input type="checkbox"/> 5.6A.5 understand the use of literary devices, including first- or third- person point of view <input type="checkbox"/> 5.6A.6 recognize Christian and Western symbols and symbolism * <input type="checkbox"/> 5.6A.6 examine how the author's use of language contributes to voice <input type="checkbox"/> 5.6A.7 explain the purpose of hyperbole, stereotyping, and anecdote		

Writing		Instructional Focus			
5.7A plan first drafts	<input type="checkbox"/> 5.7A.1 select a genre for a particular topic <input type="checkbox"/> 5.7A.1 determine purpose and audience <input type="checkbox"/> 5.7A.1 use prewriting strategies such as brainstorming, freewriting, and mapping				
5.7B develop drafts	<input type="checkbox"/> 5.7B.1 organize drafts with purposeful structure, including an introduction, transitions, and a conclusion <input type="checkbox"/> 5.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details <input type="checkbox"/> 5.7B.3 apply author's craft purposefully				
5.7C revise drafts	<input type="checkbox"/> 5.7C.1 improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity				
5.7D edit drafts	Edit for grammar, capitalization, punctuation, and spelling, including: <input type="checkbox"/> 5.7D.1 complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments <input type="checkbox"/> 5.7D.2 past tense of irregular verbs <input type="checkbox"/> 5.7D.3 collective nouns <input type="checkbox"/> 5.7D.4 adjectives, including their comparative and superlative forms <input type="checkbox"/> 5.7D.5 conjunctive adverbs <input type="checkbox"/> 5.7D.6 prepositions and prepositional phrases and their influence on subject- verb agreement <input type="checkbox"/> 5.7D.7 pronouns, including indefinite <input type="checkbox"/> 5.7D.8 subordinating conjunctions to form complex sentences <input type="checkbox"/> 5.7D.9 capitalization of abbreviations, initials, acronyms, and organizations				
	<input type="checkbox"/> 5.7D.10 punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis				
	<input type="checkbox"/> 5.7D.11 correct spelling of words (multisyllabic words, prefixes, suffixes, orthographic patterns, high frequency words commonly found in students' writing and reading)				
	5.7E publish written work	<input type="checkbox"/> 5.7E.1 publish written work for appropriate audiences			
	5.7F use the writing process to compose literary texts	<input type="checkbox"/> 5.7F compose personal narratives using genre characteristics and craft <input type="checkbox"/> 5.7F compose fiction using genre characteristics and craft <input type="checkbox"/> 5.7F compose poetry using genre characteristics and craft			
5.7G use the writing process to compose informational texts	<input type="checkbox"/> 5.7G compose informational texts using a clear central idea, genre characteristics, and craft				
5.7H use the writing process to compose argumentative texts	<input type="checkbox"/> 5.7H compose argumentative texts using a clear central idea, genre characteristics, and craft				

Research		Instructional Focus		
5.8 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 5.8A.1 generate and clarify questions on a topic for formal and informal inquiry <input type="checkbox"/> 5.8A.2 develop and follow a research plan <input type="checkbox"/> 5.8A.3 identify and gather relevant information from a variety of sources <input type="checkbox"/> 5.8A.4 understand credibility of primary and secondary sources <input type="checkbox"/> 5.8A.5 demonstrate understanding of information gathered <input type="checkbox"/> 5.8A.6 differentiate between paraphrasing and plagiarism <input type="checkbox"/> 5.8A.7 develop a bibliography <input type="checkbox"/> 5.8A.8 use an appropriate mode of delivery, whether written, oral, or multimodal			