

**GRADE 5**  
**Reading/Language Arts, K-5**

**4<sup>th</sup> Nine Weeks: Scope and Sequence**

<b>Content Standards</b>	<b>Dates Taught</b>	<b>% of Students scoring over 70%</b>	<b>Dates Re-taught (Optional)</b>	<b>Formative and Summative Assessments (Additional comments optional)</b>
<ul style="list-style-type: none"> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CC5RL)</li> </ul>				
<ul style="list-style-type: none"> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CC5L4.c)</li> </ul>				
<ul style="list-style-type: none"> <li>Form/Use comparative and superlative adjectives and adverbs, and choose between them depending upon what is to be modified. (CC3L1.g)</li> </ul>				
<ul style="list-style-type: none"> <li>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CC5RI2)</li> </ul>				
<ul style="list-style-type: none"> <li>Compare/Contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CC4RI5)</li> </ul>				
<ul style="list-style-type: none"> <li>Determine/Clarify the meaning of unknown and multiple – meaning words and phrases based on grade 5 reading and content, choosing flexibility from a range of strategies. (CC5L4)</li> </ul>				
<ul style="list-style-type: none"> <li>Explain the functions of conjunctions, prepositions, and</li> </ul>				

interjections in general and their function in particular sentences. <b>(CC5L1.a)</b>				
<ul style="list-style-type: none"> <li>• Use correlative conjunctions (e.g., either/or, neither/nor) <b>(CC5L1.e)</b></li> </ul>				
<ul style="list-style-type: none"> <li>• Compare/Contrast stories in the same genre (<i>e.g., mysteries and adventure stories</i>) on their approaches to similar themes and topics. <b>(CC5RL9)</b></li> </ul>				
<ul style="list-style-type: none"> <li>• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <b>(CC5RL1)</b></li> </ul>				
<ul style="list-style-type: none"> <li>• Determine/Clarify the meaning of unknown and multiple – meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies. <b>(CC5L4)</b></li> </ul>				
<ul style="list-style-type: none"> <li>• Use a comma to separate an introductory element from the rest of a sentence. <b>(CC5L2.b)</b></li> </ul>				
<ul style="list-style-type: none"> <li>• Use a comma to set off the words yes and no (<i>e.g., Yes, thank you</i>), to set off a tag question from the rest of the sentence (<i>e.g., It's true, isn't it?</i>), and to indicate direct address (<i>e.g., Is that you, Steve?</i>) <b>(CC5L2.c)</b></li> </ul>				
<ul style="list-style-type: none"> <li>• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <b>(CC5RI1)</b></li> </ul>				
<ul style="list-style-type: none"> <li>• Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. <b>(CC5RI8)</b></li> </ul>				
<ul style="list-style-type: none"> <li>• Use context (e.g., cause /effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. <b>(CC5L4.a)</b></li> </ul>				
<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. d. Use underlining, <i>quotation marks</i>, or italics to indicate titles of words. <b>(CC5L2)</b></li> </ul>				
<ul style="list-style-type: none"> <li>• Use commas and quotation marks in dialogue. <b>(CC3L2c)</b></li> </ul>				
<ul style="list-style-type: none"> <li>• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <b>(CC5RL1)</b></li> </ul>				

<ul style="list-style-type: none"> <li>• Describe how a narrator’s or speakers point of view influences how events are described. <b>(CC5RL6)</b></li> </ul>				
<ul style="list-style-type: none"> <li>• Use context (e.g., cause /effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. <b>(CC5L4.a)</b></li> </ul>				
<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.</li> <li>b. Use underlining, quotation marks, or italics to indicate titles of words. <b>(CC5L2)</b></li> </ul> </li> </ul>				