

Quarter 1	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">A</p> <p style="text-align: center;">August 22, 2012 through September 7, 2012 (12 days – Labor Day)</p>	Indicators which are addressed and assessed			
	<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>5.5.2 ab Interpret text using careful reading and understanding; Locate evidence supporting one's interpretation.</p>	<p>RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>5.1.1 e. Interpret context clues and apply phonological knowledge to decode new words when reading fiction and non-fiction text.</p> <p>5.1.1 f. Distinguish how the features of fiction and non-fiction text inform the reader about the natural flow of the text from beginning to end.</p>	<p>RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>5.1.2 a. Describe the meaning of a word or phrase using details from a text.</p>	
	Resources and Websites			
	<p>Websites: brainpop.com discoveryeducation.com superteacherworksheets.com worksheetworks.com tumblebooks.com writingfix.com compass.lakeridge.k12.in.us/clologin.aspx</p>			
<p style="text-align: center;">Instructional Strategies/Suggestions</p>	Indicators which are addressed (not necessarily assessed)			
	<p>5.5.1 b Develop a well organized narrative text with a beginning, middle, and end.</p> <p>5.5.2 a. Interpret text using careful reading and understanding.</p> <p>5.5.1 a. Choose a clear narrative setting, conflict, plot and point of view.</p>	<p>5.3.3 a. Describe in detail the characters from the text, including how the author describes their appearance, and their behaviors and interactions with other characters.</p>		
<p style="text-align: center;">Upcoming Topics Assessed</p>	<p style="text-align: center;">Making Meaning, Writers Workshop, Words their Way, Treasures Series, and Guided Reading</p>			

Quarter 1	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">B</p> <p style="text-align: center;">September 10, 2012 through September 28, 2012 (15 days)</p>	Indicators which are addressed and assessed			
		<p>NO COMMON CORE 5.2.1 ab Interpret how the format of a text aids the reader in finding and comprehending information; Interpret graphics, diagrams, illustrations, charts, maps to answer specific questions.</p> <p>RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.2.3 a. Locate specific words or passages from the text to support the main idea.</p>	<p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. 5.1.3 a. Determine and explain the varied meaning of synonyms.</p> <p>5.1.3 b. Explain the relationship between antonyms. Ex: If a light isn't on, it's off.</p> <p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing 5.6.5 a. Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions</p>	
	Resources and Websites			
	Websites: brainpop.com discoveryeducation.com superteacherworksheets.com worksheetworks.com tumblebooks.com writingfix.com compass.lakeridge.k12.in.us/clologin.aspx			
	Indicators which are addressed (not necessarily assessed)			
	<p>5.4.1 a-c. Use various brainstorming methods to develop ideas for writing, develop and organize ideas, use a graphic organizer to</p>			

	plan writing. . 5.4.9 b. Provide reasonable corrections for specific, identified errors.			
Instructional Strategies/Suggestions	Making Meaning, Writers Workshop, Words their Way, Treasures Series, and Guided Reading			
Upcoming Topics Assessed				

Quarter 1	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">C</p> <p style="text-align: center;">October 1, 2012 through October 19, 2012 (15 days)</p>	Indicators which are addressed and assessed			
	<p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>5.W.8 Recall relevant information from experiences or gather information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide list of sources</p> <p>5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.5.7 a. Identify the main idea and the supporting details of a text to compose a summary.</p>			
	Resources and Websites			
	<p>Websites: brainpop.com discoveryeducation.com superteacherworksheets.com worksheetworks.com tumblebooks.com writingfix.com compass.lakeridge.k12.in.us/clologin.aspx</p>			
	Indicators which are addressed (not necessarily assessed)			
		<p>5.3.2 b. Summarize the events that led to a solution in the story.</p>		

Instructional Strategies/Suggestions	Making Meaning, Writers Workshop, Words their Way, Treasures Series, and Guided Reading
Upcoming Topics Assessed	

Quarter 2	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">A</p> <p style="text-align: center;">October 22, 2012 through November 9, 2012 (13 days – Fall Break)</p>	Indicators which are addressed and assessed			
	<p>L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships</p> <p>5.5.5 a. Locate common, less descriptive, or repetitive words that can be replaced with more vivid words.</p> <p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>5.5.2 a. Interpret text using careful reading and understanding.</p>	<p>RL.2 Determine a theme of a story, drama, or poem from 5.3.4 a. Choose a theme or central idea of a text and explain the evidence that supports that choice.</p> <p>5.3.4 b. Identify if a theme is clearly stated and its location in the text. **5.3.4 ab same assessment</p> <p>RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>5.2.3 a. Locate specific words or passages from the text to support the main idea.</p>	<p>L.4 Determine or clarify the meaning of unknown and multiple-meaning 5.1.4 a. Identify and define less common Greek and Latin roots.</p>	
	Resources and Websites			
	<p>Websites: brainpop.com discoveryeducation.com superteacherworksheets.com worksheetworks.com tumblebooks.com writingfix.com compass.lakeridge.k12.in.us/clologin.aspx</p>			
Indicators which are addressed (not necessarily assessed)				
<p>5.4.3 a. Write informational pieces that include a clear introduction, body and conclusion.</p> <p>5.5.6 a. Consider different purposes for writing to choose appropriate tone and style for writing.</p> <p>5.4.11 c Compose writing which states a hypothesis and supports it with data.</p> <p>5.5.4 a. Choose and develop</p>	<p>5.3.6 a. Identify patterns and symbols in chosen myths and traditional literature.</p> <p>5.3.5 a. Define and identify symbolism in literary text. Ex: The use of an object to represent an idea.</p> <p>5.3.5 b. Recognize that literary devices are called imagery which includes the use of symbolism, similes, metaphors, personification</p>	<p>5.6.8 a Use a variety of simple and compound sentences in writing.</p> <p>5.6.2 b Compose writing that includes the appropriate use of transitions and conjunctions to connect words, phrases, sentences and paragraphs.</p> <p>5.6.4 c Use appropriate modifiers to clearly describe nouns and verbs in writing.</p>		

	<p>a clear position for the composition of a persuasive letter or essay.</p> <p>5.5.6 c Compose writing, taking into account purpose and audience.</p> <p>5.5.2 c Compose a response to literary text using evidence. (note: Indicator 5.7.11 is a speaking application for this writing standard.)</p>	<p>5.1.1 e. Interpret context clues and apply phonological knowledge to decode new words when reading fiction and non-fiction text.</p> <p>5.1.1 f. Distinguish how the features of fiction and non-fiction text inform the reader about the natural flow of the text from beginning to end.</p> <p>5.2.3 a. Locate specific words or passages from the text to support the main idea.</p> <p>5.3.4 a. Choose a theme or central idea of a text and explain the evidence that supports that choice.</p> <p>5.3.1 c. Defend the appropriateness of the author's choice of literary form to inform, entertain, or persuade the reader.</p> <p>5.2.4 a. Use specific details from the text along with prior knowledge to make conclusions that allow you to draw reasonable inferences.</p>		
<p>Instructional Strategies/Suggestions</p>	<p>Making Meaning, Writers Workshop, Words their Way, Treasures Series, and Guided Reading</p>			
<p>Upcoming Topics Assessed</p>				

Quarter 2	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">B</p> <p style="text-align: center;">November 12, 2012 through November 30, 2012 (13 days – Thanksgiving Break)</p>	Indicators which are addressed and assessed			
	<p>RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.5.7 a. Identify the main idea and the supporting details of a text to compose a summary.</p>	<p>RI.5 Compare and contrast the overall structure 5.2.2 b. Apply knowledge of sequential and chronological order to answer questions about the text.</p> <p>RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem 5.3.1 a. Compare and contrast the different characteristics of poetry, drama, fiction and non fiction text.</p> <p>RI.1 Quote accurately from a text when explaining what they text says explicitly and when drawing inferences from the text 5.2.4 a. Use specific details from the text along with prior knowledge to make conclusions that allow you to draw reasonable inferences.</p>	<p>NO COMMON CORE 5.6.4 b Replace common and proper nouns with correct subject and object pronouns in writing.</p>	
	Resources and Websites			
	<p>Websites: brainpop.com discoveryeducation.com superteacherworksheets.com worksheetworks.com tumblebooks.com writingfix.com compass.lakeridge.k12.in.us/elologin.aspx</p>			
	Indicators which are addressed (not necessarily assessed)			
<p>5.4.3 a. Write informational pieces that include a clear introduction, body and conclusion.</p> <p>5.5.6 a. Consider different purposes for writing to choose</p>	<p>5.3.6 a. Identify patterns and symbols in chosen myths and traditional literature.</p> <p>5.3.1 c. Defend the appropriateness of the author's choice of literary form</p>	<p>5.6.8 a Use a variety of simple and compound sentences in writing.</p> <p>5.6.2 b Compose writing that includes the appropriate use of transitions and conjunctions</p>		

	<p>appropriate tone and style for writing.</p> <p>5.4.11 c Compose writing which states a hypothesis and supports it with data.</p> <p>5.5.3 a. Describe the research process and apply the process to compose a well-developed research report.</p>	<p>to inform, entertain, or persuade the reader.</p> <p>5.1.1 f. Distinguish how the features of fiction and non-fiction text inform the reader about the natural flow of the text from beginning to end.</p>	<p>to connect words, phrases, sentences and paragraphs.</p> <p>5.6.4 c Use appropriate modifiers to clearly describe nouns and verbs in writing.</p>	
<p>Instructional Strategies/Suggestions</p>	<p>Making Meaning, Writers Workshop, Words their Way, Treasures Series, and Guided Reading</p>			
<p>Upcoming Topics Assessed</p>				

Quarter 2	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">C</p> <p style="text-align: center;">December 3, 2012 through December 21, 2012 (15 days – Christmas Break)</p>	Indicators which are addressed and assessed			
	<p>RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.5.7 a. Identify the main idea and the supporting details of a text to compose a summary.</p>		<p>RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text 5.1.6 c. Identify and evaluate paragraph clues that help determine word meaning.</p> <p>NO COMMON CORE 5.6.4 c Use appropriate modifiers to clearly describe nouns and verbs in writing.</p> <p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 5.6.3 a-c. Define present and past participle for all verbs; Identify and correct commonly misused verb tenses; Choose an appropriate verb tense and apply it consistently throughout a piece of writing.</p>	
	Resources			
	<p>Websites: brainpop.com discoveryeducation.com superteacherworksheets.com worksheetworks.com tumblebooks.com writingfix.com compass.lakeridge.k12.in.us/clologin.aspx</p>			
	Indicators which are addressed (not necessarily assessed)			
<p>5.4.3 a. Write informational pieces that include a clear introduction, body and conclusion. 5.5.2 a. Interpret text using careful reading and understanding. 5.5.6 a. Consider different</p>	<p>5.3.6 a. Identify patterns and symbols in chosen myths and traditional literature. 5.1.1 d. Read with appropriate inflection to enhance the understanding of nonfiction text. Using background knowledge, make an</p>	<p>5.6.8 a Use a variety of simple and compound sentences in writing. 5.6.2 b Compose writing that includes the appropriate use of transitions and conjunctions to connect words, phrases, sentences and paragraphs.</p>		

	<p>purposes for writing to choose appropriate tone and style for writing.</p> <p>5.5.4 a. Choose and develop a clear position for the composition of a persuasive letter or essay.</p> <p>5.4.9 b. Provide reasonable corrections for specific, identified errors.</p> <p>5.5.3 a. Describe the research process and apply the process to compose a well-developed research report.</p> <p>5.5.2 c Compose a response to literary text using evidence. (note: Indicator 5.7.11 is a speaking application for this writing standard.)</p>	<p>emotional connection with the topic to determine appropriate tone. Ex: A newspaper article about the Titanic before it set sail for the journey west versus a newspaper article after the Titanic's demise.</p> <p>5.3.1 c. Defend the appropriateness of the author's choice of literary form to inform, entertain, or persuade the reader.</p> <p>5.2.3 a. Locate specific words or passages from the text to support the main idea.</p> <p>5.3.4 a. Choose a theme or central idea of a text and explain the evidence that supports that choice.</p> <p>5.3.1 c. Defend the appropriateness of the author's choice of literary form to inform, entertain, or persuade the reader.</p>	<p>5.1.2 e. Recognize and identify that words or parts of words may originate from a foreign language. Ex: Bravo-Italian words that means; very good or excellent.</p> <p>5.6.4 c Use appropriate modifiers to clearly describe nouns and verbs in writing.</p>	
<p>Instructional Strategies/Suggestions</p>	<p>Making Meaning, Writers Workshop, Words their Way, Treasures Series, and Guided Reading</p>			
<p>Upcoming Topics Assessed</p>				

Quarter 3	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">A</p> <p style="text-align: center;">January 7, 2012 through January 25, 2012 (13 days – Conferences and MLK)</p>	Indicators which are addressed and assessed			
	<p>W.1 Write opinion pieces on topics or text 5.5.2 a. Interpret text using careful reading and understanding.</p>	<p>RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem 5.3.1 a. Compare and contrast the different characteristics of poetry, drama, fiction and non fiction text.</p> <p>NO COMMON CORE 5.2.1 b. Interpret graphics, diagrams, illustrations, charts, maps to answer specific questions.</p>		
	Resources and Websites			
	<p>Websites: brainpop.com discoveryeducation.com superteacherworksheets.com worksheetworks.com tumblebooks.com writingfix.com compass.lakeridge.k12.in.us/clologin.aspx</p>			
	Indicators which are addressed (not necessarily assessed)			
<p>5.4.6 b. Employ computer programs using login and password information.</p> <p>5.4.6 c. Navigate computer programs by using organizational features such as pull down menus and search fields.</p>	<p>5.3.4 b. Identify if a theme is clearly stated and its location in the text.</p> <p>5.2.1 a. Interpret how the format of a text aids the reader in finding and comprehending information. Ex: Use titles and sub-titles to find specific facts or answer questions.</p> <p>5.3.4 c. Recognize that there might be a theme that is not clearly stated (implied) in the text.</p> <p>5.2.3 a. Locate specific words or passages from the text to</p>			

		<p>support the main idea.</p> <p>5.2.4 a. Use specific details from the text along with prior knowledge to make conclusions that allow you to draw reasonable inferences.</p> <p>5.3.1 b. Determine the author's purpose for writing a text. Ex: Was the text written to inform, entertain, or persuade.</p>		
<p>Instructional Strategies/Suggestions</p>	<p>Making Meaning, Writers Workshop, Words their Way, Treasures Series, and Guided Reading</p>			
<p>Upcoming Topics Assessed</p>				

Quarter 3	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">B</p> <p style="text-align: center;">January 28, 2013 through February 15, 2013 (14 days – President’s Weekend)</p>	Indicators which are addressed and assessed			
	<p>W.5 Develop and strengthen writing as needed by planning 5.4.9 b. Provide reasonable corrections for specific, identified errors.</p> <p>W.5 Develop and strengthen writing as needed by planning 5.4.10 ab. Locate and replace text by adding, deleting, combining, or rearranging words and/or sentences to improve meaning.</p> <p>W.5 Develop and strengthen writing as needed by planning 5.4.8 a. Reread and review writing to locate needs for revision. Ex: Find missing words, incomplete or run on sentences, etc.</p>		<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 5.6.3 a-c. Define present and past participle for all verbs; Identify and correct commonly misused verb tenses; Choose an appropriate verb tense and apply it consistently throughout a piece of writing.</p>	
	Resources and Websites			
	<p>Websites: brainpop.com discoveryeducation.com superteacherworksheets.com worksheetworks.com tumblebooks.com writingfix.com compass.lakeridge.k12.in.us/clologin.aspx</p>			
	Indicators which are addressed (not necessarily assessed)			
	<p>5.2.1 a. Interpret how the format of a text aids the reader in finding and comprehending information. Ex: Use titles and sub-titles to find specific facts or answer questions.</p> <p>5.3.1 b. Determine the author’s purpose for writing a text. Ex: Was the text written</p>			

		<p>to inform, entertain, or persuade.</p> <p>5.3.4 c. Recognize that there might be a theme that is not clearly stated (implied) in the text.</p> <p>5.2.3 a. Locate specific words or passages from the text to support the main idea.</p> <p>5.2.4 a. Use specific details from the text along with prior knowledge to make conclusions that allow you to draw reasonable inferences.</p>		
Instructional Strategies/Suggestions	Making Meaning, Writers Workshop, Words their Way, Treasures Series, and Guided Reading			
Upcoming Topics Assessed				

Quarter 3	Writing	Reading	Language	Listening/Speaking
<p>C</p> <p>February 19, 2013 through March 15, 2013 (19 days – ISTEP)</p>	Indicators which are addressed and assessed			
		<p>NO COMMON CORE</p> <p>5.3.2 b. Summarize the events that led to a solution in the story.</p>	<p>NO COMMON CORE</p> <p>5.6.8 a Use a variety of simple and compound sentences in writing.</p> <p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning</p>	

			<p>5.1.5 a. Distinguish the difference between figurative and literal language.</p> <p>5.1.5 b. Identify similes and metaphors in text.</p>	
Resources and Websites				
<p>Websites: brainpop.com discoveryeducation.com superteacherworksheets.com worksheetworks.com tumblebooks.com writingfix.com compass.lakeridge.k12.in.us/clologin.aspx</p>				
Indicators which are addressed (not necessarily assessed)				
	<p>5.4.6 b. Employ computer programs using login and password information.</p> <p>5.4.6 c. Navigate computer programs by using organizational features such as pull down menus and search fields.</p>	<p>5.3.4 b. Identify if a theme is clearly stated and its location in the text.</p> <p>5.2.1 a. Interpret how the format of a text aids the reader in finding and comprehending information.</p> <p>5.3.1 b. Determine the author's purpose for writing a text. Ex: Was the text written to inform, entertain, or persuade.</p> <p>5.3.4 c. Recognize that there might be a theme that is not clearly stated (implied) in the text.</p> <p>5.2.3 a. Locate specific words from text to support main idea.</p> <p>5.2.4 a. Use specific details from the text along with prior knowledge to make conclusions that allow you to draw reasonable inferences.</p>	<p>5.1.4 a. Identify and define less common Greek and Latin roots. Ex: graph in the word autograph-means writing.</p> <p>5.1.4 b. Deduce the meaning of more complex words using the knowledge of Greek and Latin roots. Ex: If graph in autograph means writing, paragraph means writing in parts.</p>	
Instructional Strategies/Suggestions	<p>Making Meaning, Writers Workshop, Words their Way, Treasures Series, and Guided Reading</p>			
Upcoming Topics Assessed				

Quarter 4	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">A</p> <p style="text-align: center;">March 18, 2013 through April 12, 2013 (14 days – Spring Break)</p>	Indicators which are addressed and assessed			
		<p>RL.2 Determine a theme of a story, drama, or poem from details; summarize a text</p> <p>5.3.4 d Identify an implied theme and the evidence that supports it from the text.</p> <p>5.2.5 a-c Identify when an author is making an inference vs. when an author is stating a fact or opinion; Identify evidence an author uses to support the inference; Explain how to identify the differences between the facts/evidence, inferences, and opinions an author has used in the text. *</p>	<p>L4 Determine or clarify the meaning of unknown words and multiple-meaning words and phrases</p> <p>5.1.6 a. Identify and evaluate word clues that help determine word meaning.</p>	
	Resources and Websites			
	<p>Websites: brainpop.com discoveryeducation.com superteacherworksheets.com worksheetworks.com tumblebooks.com writingfix.com compass.lakeridge.k12.in.us/clologin.aspx</p>			
	Indicators which are addressed (not necessarily assessed)			
	<p>5.4.8 b. Revise the identified text to improve meaning and clarity.</p> <p>5.5.5 a. Locate common, less descriptive, or repetitive words that can be replaced with more vivid words.</p>	<p>5.3.1 c. Defend the appropriateness of the author's choice of literary form to inform, entertain, or persuade the reader.</p> <p>5.3.4 a. Choose a theme or central idea of a text and explain the evidence that supports that choice.</p>	<p>5.1.6 c. Interpret the author's use of the figurative language and how it creates imagery for the reader.</p> <p>5.1.6 b. Identify and evaluate sentence clues that help determine word meaning.</p> <p>5.1.6 c. Identify and evaluate paragraph clues that help determine word meaning</p>	
<p>Instructional Strategies/Suggestions</p>	<p>Making Meaning, Writers Workshop, Words their Way, Treasures Series, and Guided Reading</p>			
<p>Upcoming Topics Assessed</p>				

Quarter 4	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">B</p> <p style="text-align: center;">April 15, 2013 through May 10, 2013 (20 days – ISTEP)</p>	Indicators which are addressed and assessed			
	<p>5.W.1 Write opinion pieces on topics or text, supporting a point of view with reasons and information.</p>	<p>5.RL.10 Read and comprehend literature, including stories, dramas, and poetry at the high end of grades 4-5 complexity band text independently and proficiently</p> <p>5.RI.1 and 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>		
	Resources and Websites			
	<p>Websites: brainpop.com discoveryeducation.com superteacherworksheets.com worksheetworks.com tumblebooks.com writingfix.com compass.lakeridge.k12.in.us/clologin.aspx</p>			
	Indicators which are addressed (not necessarily assessed)			
<p>5.4.8 b. Revise the identified text to improve meaning and clarity.</p> <p>5.5.5 a. Locate common, less descriptive, or repetitive words that can be replaced with more vivid words.</p>	<p>5.3.1 c. Defend the appropriateness of the author's choice of literary form to inform, entertain, or persuade the reader.</p> <p>5.3.4 a. Choose a theme or central idea of a text and explain the evidence that supports that choice.</p>			
<p>Instructional Strategies/Suggestions</p>	<p>Making Meaning, Writers Workshop, Words their Way, Treasures Series, and Guided Reading</p>			
<p>Upcoming Topics Assessed</p>				

Quarter 4	Writing	Reading	Language	Listening/Speaking
<p style="text-align: center;">C</p> <p style="text-align: center;">May 13, 2013 through May 31, 2013 (14 days)</p>	Indicators which are addressed and assessed			
	2013 Transition to common core standards	2013 Transition to common core standards	2013 Transition to common core standards	2013 Transition to common core standards
	Resources and Websites			
	Indicators which are addressed (not necessarily assessed)			
	<p>5.4.8 b. Revise the identified text to improve meaning and clarity.</p> <p>5.5.5 a. Locate common, less descriptive, or repetitive words that can be replaced with more vivid words.</p>	<p>5.3.1 c. Defend the appropriateness of the author's choice of literary form to inform, entertain, or persuade the reader.</p>	<p>5.1.6 c. Interpret the author's use of the figurative language and how it creates imagery for the reader.</p> <p>5.1.6 c. Identify and evaluate paragraph clues that help determine word meaning. Ex: meaning of surrounding words/sentences, paragraph topic, etc.</p>	
Instructional Strategies/Suggestions	Making Meaning, Writers Workshop, Words their Way, Treasures Series, and Guided Reading			
Upcoming Topics Assessed				