

FAME Public Charter School

Scope and Sequence: Grade Fifth

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| Subject/Unit Title: ELA Heritage | | | | |
| Estimated Time Frame (#of Days): 30 | | | | |
| Unit :1 | | | | |
| Lesson 1-5 | Part 1: Preparing to Read | Part 2: Reading and Responding | Part 3: Language Arts | Assessments |
| Week 1 | 1. Word Analysis <ul style="list-style-type: none"> • Regular Plurals • Compound Words • Antonyms • Words with Latin Roots | 1. Selection Vocabulary: 2. Comprehension Strategies: <ul style="list-style-type: none"> • Making Connections • Visualizing • Predicting • Summarizing • Author’s Purpose • Author’s Point of View 3. Fluency: Leveled Reader 4. Inquiry | 1. Writing: Responding to Literature 2. Spelling: Compound Words and Words with Latin Roots 3. Grammar, Usage, and Mechanics: Common and Proper Nouns; Verbs and Verb Phases; Direct and Indirect Objects 4. Study Skills: Paragraph Structure 5. Listening/Speaking/Viewing: Listening and Speaking: Listening and Responding | Lesson and Unit Assessment Book 1 |
| Week 2 | 1. Word Analysis <ul style="list-style-type: none"> • Suffix –or • Prefix dis- • Words with Greek Roots • Words with Latin Roots | 1. Selection Vocabulary: 2. Comprehension Strategies: <ul style="list-style-type: none"> • Clarifying • Asking Questions • Predicting • Compare and Contrast • Author’s Point of View 3. Fluency: Leveled Reader 4. Inquiry | 1. Writing: Responding to Literature 2. Spelling: Words with Greek Roots and Prefix dis- 3. Grammar, Usage, and Mechanics: Subjects and Predicate; Simple Sentences; Types of Sentences 4. Study Skills: Story Map 5. Listening/Speaking/Viewing: Speaking : Academic Language | Lesson and Unit Assessment Book 1 |
| Week 3 | 1. Word Analysis <ul style="list-style-type: none"> • Synonyms | 1. Selection Vocabulary: 2. Comprehension Strategies: <ul style="list-style-type: none"> • Making Connections • Visualizing • Clarifying | 1. Writing: Magazine Article 2. Spelling: Prefix un- and en- 3. Grammar, Usage, and Mechanics: Adjectives; Adverbs; Sentence Types 4. Study Skills: Inference Charts | Lesson and Unit Assessment Book 1 |

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| | <ul style="list-style-type: none"> Prefix un- Prefix en- Multiple Meaning Words | <ul style="list-style-type: none"> Author’s Point of View Making Inferences <p>3. Fluency: Leveled Reader 4. Inquiry</p> | <p>5. Listening/Speaking/Viewing: Speaking: Clear Communication</p> | |
| Week 4 | <p>1. Word Analysis</p> <ul style="list-style-type: none"> Shades of Meaning Suffix –y Suffix –ity Suffix -ant | <p>1. Selection Vocabulary: 2. Comprehension Strategies:</p> <ul style="list-style-type: none"> Adjusting Reading Speed Visualizing Summarizing Sequence Drawing Conclusions <p>3. Fluency: Leveled Reader 4. Inquiry</p> | <p>1. Writing: Magazine Article 2. Spelling: Suffixes –y, -ity, and -ant 3. Grammar, Usage, and Mechanics: Commas; Commas in Dialogue; Capitalization 4. Study Skills: Venn Diagram 5. Listening/Speaking/Viewing: Speaking : Descriptive Words and Sensory Details</p> | Lesson and Unit Assessment Book 1 |
| Week 5 | <p>1. Word Analysis</p> <ul style="list-style-type: none"> Inflectional Endings –ing Suffix –ly Suffix –ence Homographs | <p>1. Selection Vocabulary: 2. Comprehension Strategies:</p> <ul style="list-style-type: none"> Asking Questions Clarifying Summarizing Making Connections Main Idea and Details Compare and Contrast <p>3. Fluency: Leveled Reader 4. Inquiry</p> | <p>1. Writing: Comparing and Contrasting 2. Spelling: Suffixes –y and –ence 3.. Grammar, Usage, and Mechanics: Nouns and Adjectives; Action Words, Helping Verbs, Linking Verbs, Verb Phrases, and Adverbs 4. Study Skills: Note Taking 5. Listening/Speaking/Viewing: Speaking: Organizing Oral Presentations</p> | Lesson and Unit Assessment Book 1 |
| Week 6 | <p>1. Word Analysis</p> | <p>1. Selection Vocabulary: 2. Comprehension Strategies 3. Fluency: 4. Test Taking Strategies: 5. Inquiry</p> | <p>1. Writing: Comparing and Contrasting 2. Spelling 3. Grammar, Usage, and Mechanics 4. Study Skills 5. Listening/Speaking/Viewing:</p> | Lesson and Unit Assessment Book 1 Benchmark 2 |
| | | | 2.3 Discern main ideas and concepts | |

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| <p>CA ELA Content Standards:</p> | <p>1.3 Understand and explain frequently used synonyms, antonyms, and homographs.</p> <p>1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).</p> | <p>1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>1.3 Understand and explain frequently used synonyms, antonyms, and homographs.</p> <p>2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.</p> <p>2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p>3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose</p> <p>3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p> <p>3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.</p> <p>3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).</p> <p>3.6 Evaluate the meaning of</p> | <p>presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge</p> <p>3.2 Identify the main problem or conflict of the plot and explain how it is resolved.</p> <p>3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme</p> <p>1.2 Create multiple-paragraph expository compositions:</p> <ul style="list-style-type: none"> ● Establish a topic, important ideas, or events in sequence or chronological order. ● Provide details and transitional expressions that link one paragraph to another in a clear line of thought. ● Offer a concluding paragraph that summarizes important ideas and details. <p>1.5 Use a thesaurus to identify alternative word choices and meanings</p> <p>1.6 Edit and revise manuscripts to improve the meaning and focus of writing by</p> | |
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| | | <p>archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.</p> <p>3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.</p> | <p>adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p> <p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> a. Demonstrate an understanding of a literary work. b. Support judgments through references to the text and to prior knowledge. <p>1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.</p> <p>1.4 Use correct capitalization.</p> <p>1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p> <p>1.1 Ask questions that seek information not already discussed.</p> <p>1.4 Select a focus, organizational structure, and point of view for an oral presentation.</p> <p>1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.</p> | |
| <p>Subject/Unit Title: ELA Energy at Work</p> | | | | |
| <p>Estimated Time Frame (#of Days): 30</p> | | | | |

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| Unit :2 | | | | |
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| Lesson 1-5 | Part 1: Preparing to Read | Part 2: Reading and Responding | Part 3: Language Arts | Assessments |
| Week 1 | 1. Word Analysis <ul style="list-style-type: none"> • Regular Plurals • Compound Words • Shades of Meaning • Prefix in- | 1. Selection Vocabulary: 2. Comprehension Strategies: <ul style="list-style-type: none"> • Asking Questions • Adjusting Reading Speed • Summarizing • Visualizing • Cause and Effect 3. Fluency: Leveled Reader 4. Inquiry | 1. Writing: Persuasive Essay 2. Spelling: Compound Words; Prefix in- 3. Grammar, Usage, and Mechanics: Possessive Nouns; Action, Helping, and Linking Verbs; Regular and Irregular Plurals 4. Study Skills: Drawing Conclusions from Multiple Sources 5. Listening/Speaking/Viewing: Speaking: Engaging an Audience | Lesson and Unit Assessment Book 1 |
| Week 2 | 1. Word Analysis <ul style="list-style-type: none"> • Prefix dis- • Prefix ir- • Words with Latin Roots • Word Origins | 1. Selection Vocabulary: 2. Comprehension Strategies: <ul style="list-style-type: none"> • Adjusting Reading Speed • Clarifying • Visualizing • Author’s Purpose 3. Fluency: Leveled Reader 4. Inquiry | 1. Writing: Writing on Demand: Persuasive Essay 2. Spelling: Prefix ir-, dis-; Words with Latin Roots 3. Grammar, Usage, and Mechanics: Using Electronic Technology to Retrieve and Review Information 4. Study Skills: Paraphrasing 5. Listening/Speaking/Viewing: Speaking: Using Visuals and Multimedia | Lesson and Unit Assessment Book 1 |

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| <p>Week 3</p> | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Word Relationships • Synonyms • Prefix il- • Inflectional Endings -ed | <p>1. Selection Vocabulary: 2. Comprehension Strategies:</p> <ul style="list-style-type: none"> • Summarizing • Clarifying • Asking Questions • Author’s Purpose • Cause and Effect <p>3. Fluency: Leveled Reader 4. Inquiry</p> | <p>1. Writing: Research Report</p> <p>2. Spelling: Inflectional ending –ed; Prefix il-; Synonyms</p> <p>3. Grammar, Usage, and Mechanics: Pronouns; Subjects and Object Pronouns; Possessive Pronouns</p> <p>4. Study Skills: Outlines</p> <p>5. Listening/Speaking/Viewing: Listening and Speaking: Asking Questions</p> | <p>Lesson and Unit Assessment Book 1</p> |
| <p>Week 4</p> | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Prefix re- • Multiple- Meaning Words • Comparatives and Superlatives • Words with Greek Roots | <p>1. Selection Vocabulary: 2. Comprehension Strategies:</p> <ul style="list-style-type: none"> • Summarizing • Clarifying • Asking Questions • Cause and Effect <p>3. Fluency: Leveled Reader 4. Inquiry</p> | <p>1. Writing: Research Report</p> <p>2. Spelling: Prefix re-; Words with Greek Roots</p> <p>3. Grammar, Usage, and Mechanics: Irregular Plurals; Regular Plurals; Compound Sentences</p> <p>4. Study Skills: Pie Chart</p> <p>5. Listening/Speaking/Viewing: Speaking: Informative Presentation</p> | <p>Lesson and Unit Assessment Book 1</p> |
| <p>Week 5</p> | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Suffix -ous • Prefix non- • Words with Latin Roots | <p>1. Selection Vocabulary: 2. Comprehension Strategies:</p> <ul style="list-style-type: none"> • Asking Questions • Clarifying • Summarizing • Classify and Categorize | <p>1. Writing: Explaining a Scientific Process</p> <p>2. Spelling: Prefix non-; Words with Latin Roots</p> | <p>Lesson and Unit Assessment Book 1</p> |

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| | <ul style="list-style-type: none"> Words with Greek Roots | <p>3. Fluency: Leveled Reader 4. Inquiry</p> | <p>3. Grammar, Usage, and Mechanics: Possessive Nouns; Pronouns, Subject and Object Pronouns and Possessive Pronouns; Compound Sentences and Conjunctions</p> <p>4. Study Skills: Chains and Webs</p> <p>5. Listening/Speaking/Viewing: Listening and Speaking: Small-Group Discussions</p> | |
| Week 6 | 1. Word Analysis | <p>1. Selection Vocabulary: 2. Comprehension Strategies: 3. Fluency: 4. Test Taking Strategies 5. Inquiry</p> | <p>1. Writing: Explaining a Scientific Process 2. Spelling: 3. Grammar, Usage, and Mechanics: 4. Study Skills: 5. Listening/Speaking/Viewing</p> | Lesson and Unit Assessment Book 1 Benchmark 3 |
| CA ELA Content Standards: | <p>1.3 Understand and explain frequently used synonyms, antonyms, and homographs.</p> <p>1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).</p> | <p>1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression</p> <p>1.3 Understand and explain frequently used synonyms, antonyms, and homographs.</p> <p>2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.</p> <p>2.2 Analyze text that is organized in sequential or chronological order.</p> <p>2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>2.4 Draw inferences, conclusions,</p> | <p>1.2 Create multiple-paragraph expository compositions:</p> <ul style="list-style-type: none"> a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. c. Offer a concluding paragraph that summarizes important ideas and details. <p>1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic</p> | |

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| | | <p>or generalizations about text and support them with textual evidence and prior knowledge.</p> <p>2.5 Distinguish facts, supported inferences, and opinions in text.</p> <p>3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.</p> <p>3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p> <p>3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).</p> | <p>references) to locate relevant information</p> <p>1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).</p> <p>1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p> <p>2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.</p> <p>2.3 Write research reports about important ideas, issues, or events by using the following guidelines:</p> <ul style="list-style-type: none"> a. Frame questions that direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations. <p>2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p>1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.</p> | |
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| | | | <p>1.5 Use a thesaurus to identify alternative word choices and meanings.</p> <p>1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p> <p>2.4 Write persuasive letters or compositions:</p> <ul style="list-style-type: none"> a. State a clear position in support of a proposal. b. Support a position with relevant evidence. c. Follow a simple organizational pattern. d. Address reader concerns. <p>1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.</p> <p>1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/ lay, sit/ set, rise/ raise</i>), modifiers, and pronouns.</p> <p>1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p> <p>1.1 Ask questions that seek information not already discussed</p> | |
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| | | | <p>2.2 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <ul style="list-style-type: none"> a. Frame questions to direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations. | |
| Subject/Unit Title: ELA Making a New Nation | | | | |
| Estimated Time Frame (#of Days): 30 | | | | |
| Unit :3 | | | | |
| Lesson 1-5 | Part 1: Preparing to Read | Part 2: Reading and Responding | Part 3: Language Arts | Assessments |
| Week 1 | <p>1. Word Analysis</p> <p style="padding-left: 40px;">Inflectional Ending –ed</p> <p style="padding-left: 40px;">Comparative and Superlatives</p> <p style="padding-left: 40px;">Prefix mid-</p> <p style="padding-left: 40px;">Words with Greek Roots</p> | <p>1. Selection Vocabulary:</p> <p>2. Comprehension Strategies</p> <ul style="list-style-type: none"> • Asking Questions • Clarifying • Summarizing • Cause and Effect • Classify and Categorize <p>3. Fluency:</p> <p>4. Inquiry</p> | <p>1. Writing: Summary</p> <p>2. Spelling: Inflectional Ending –ed; Prefix mid-</p> <p>3. Grammar, Usage, and Mechanics: Adverbs; Adjectives</p> <p>4. Study Skills: Time Lines</p> <p>5. Listening/Speaking/Viewing: Listening: Drawing Conclusions and Making Inferences</p> | Lesson and Unit Assessment Book 1 |

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| <p>Week 2</p> | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Suffix –less • Compound Words • Homophones • Irregular Plurals | <p>1. Selection Vocabulary: 2. Comprehension Strategies</p> <ul style="list-style-type: none"> • Adjusting Reading Speed • Clarifying • Summarizing • Visualizing • Author’s Point of View • Compare and Contrast <p>3. Fluency: 4. Inquiry</p> | <p>1. Writing: Writing on Demand: Expository</p> <p>2. Spelling: Irregular Plurals; Compound Words; Suffix -less</p> <p>3. Grammar, Usage, and Mechanics: Prepositions; Prepositional Phrases</p> <p>4. Study Skills: Conducting an Interview</p> <p>5. Listening/Speaking/Viewing: Listening: Interpreting Messages, Purpose, and Perspectives</p> | <p>Lesson and Unit Assessment Book 1</p> |
| <p>Week 3</p> | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Suffix –ment • Suffix –able • Suffix –ful • Words with the Same Base | <p>1. Selection Vocabulary: 2. Comprehension Strategies</p> <ul style="list-style-type: none"> • Predicting • Making Connections • Summarizing • Drawing Conclusions • Making Inferences <p>3. Fluency: 4. Inquiry</p> | <p>1. Writing: Research Report</p> <p>2. Spelling: Suffix –able; Suffix –ful; Suffix -ment</p> <p>3. Grammar, Usage, and Mechanics: Using Electronic Technology; Using Electronic Technology to Create Text; Using Electronic Technology to Revise Text</p> <p>4. Study Skills: Drawing Conclusions</p> <p>5. Listening/Speaking/Viewing: Listening: Evaluating Content</p> | <p>Lesson and Unit Assessment Book 1</p> |
| <p>Week 4</p> | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Regular Plurals • Synonyms • Inflectional Endings –ing | <p>1. Selection Vocabulary: 2. Comprehension Strategies</p> <ul style="list-style-type: none"> • Clarifying • Summarizing • Making Connections | <p>1. Writing: Research Report</p> <p>2. Spelling: Inflectional Ending –ing; Prefix con-</p> | <p>Lesson and Unit Assessment Book 1</p> |

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| | <ul style="list-style-type: none"> Prefix con- | <ul style="list-style-type: none"> Fact and Opinion Author’s Purpose <p>3. Fluency: 4. Inquiry</p> | <p>3. Grammar, Usage, and Mechanics: Capitalization</p> <p>4. Study Skills: Making Inferences</p> <p>5. Listening/Speaking/Viewing: Viewing: Analyze the Purpose of Media</p> | |
| Week 5 | <p>1. Word Analysis</p> <ul style="list-style-type: none"> Words with the Same Base Synonyms Comparatives and Superlatives Words with Latin Roots | <p>1. Selection Vocabulary: 2. Comprehension Strategies</p> <ul style="list-style-type: none"> Clarifying Summarizing Visualizing Main Ideas and Details <p>3. Fluency: 4. Inquiry</p> | <p>1. Writing: Research Report</p> <p>2. Spelling: Comparatives and Superlatives</p> <p>3. Grammar, Usage, and Mechanics: Adverbs and Adjectives; Prepositions and Prepositional Phrases; Using Electronic Technology to Create Text and Revise Documents</p> <p>4. Study Skills: Cause and Effect Charts</p> <p>5. Listening/Speaking/Viewing: Viewing: Analyze Media as Information</p> | Lesson and Unit Assessment Book 1 |
| Week 6 | <p>1. Word Analysis</p> | <p>1. Selection Vocabulary: 2. Comprehension Strategies 3. Fluency: 4. Test Taking Strategies: 5. Inquiry</p> | <p>1. Writing: Quick Write 2. Spelling: 3. Grammar, Usage, and Mechanics: 4. Study Skills: 5. Listening / Speaking/Viewing</p> | Lesson and Unit Assessment Book 1 Benchmark 4 |
| CA ELA Content Standards: | <p>1.2 Use word origins to determine the meaning of unknown words.</p> <p>1.3 Understand and explain frequently used synonyms, antonyms, and homographs.</p> <p>1.4 Know abstract, derived roots</p> | <p>1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>2.1 Understand how text features (e.g., format, graphics, sequence,</p> | <p>1.3 Understand and explain frequently used synonyms, antonyms, and homographs.</p> <p>1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).</p> | |

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| | <p>and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).</p> | <p>diagrams, illustrations, charts, maps) make information accessible and usable.</p> <p>2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p>2.5 Distinguish facts, supported inferences, and opinions in text.</p> <p>3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.</p> <p>3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).</p> <p>3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.</p> | <p>2.2 Analyze text that is organized in sequential or chronological order.</p> <p>2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p>2.5 Distinguish facts, supported inferences, and opinions in text.</p> <p>1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.</p> <p>1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>), modifiers, and pronouns.</p> <p>1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly</p> <p>1.2 Create multiple-paragraph expository compositions:</p> <ol style="list-style-type: none"> a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line | |
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| | | | <p style="text-align: right;">of thought.</p> <p>1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.</p> <p>1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks</p> <p>2.3 Write research reports about important ideas, issues, or events by using the following guidelines:</p> <ul style="list-style-type: none"> a. Frame questions that direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations. <p>1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.</p> <p>1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/ lay, sit/ set, rise/ raise</i>), modifiers, and pronouns.</p> <p>1.4 Use correct capitalization.</p> <p>1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p> | |
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| | | | <p>1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p> <p>1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.</p> <p>1.3 Make inferences or draw conclusions based on an oral report.</p> | |
| Subject/Unit Title: ELA Our Corner of the Universe | | | | |
| Estimated Time Frame (#of Days): 30 | | | | |
| Unit :4 | | | | |
| Lesson 1-5 | Part 1: Preparing to Read | Part 2: Reading and Responding | Part 3: Language Arts | Assessments |
| Week 1 | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Prefix en- • Irregular Plurals • Words with the Same Base • Words with Greek Roots | <p>1. Selection Vocabulary:</p> <ul style="list-style-type: none"> • Making Connections • Clarifying • Visualizing • Main Idea and Details • Classify and Categorize <p>3. Fluency: Leveled Readers</p> <p>4. Inquiry</p> | <p>1. Writing: Business Letter</p> <p>2. Spelling: Irregular plurals; Words with Greek Roots</p> <p>3. Grammar, Usage, and Mechanics: Demonstrative Pronouns; Hyphens</p> <p>4. Study Skills: Diagrams</p> <p>5. Listening/Speaking/Viewing: Language: Persuasive Techniques</p> | Lesson and Unit Assessment Book 2 |
| Week 2 | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Prefix in- • Comparatives and Superlatives | <p>1. Selection Vocabulary:</p> <ul style="list-style-type: none"> • Asking Questions • Clarifying • Summarizing | <p>1. Writing: Persuasive Letter</p> <p>2. Spelling: Suffix –tion/ -ion</p> <p>3. Grammar, Usage, and Mechanics:</p> | Lesson and Unit Assessment Book 2 |

FAME Public Charter School

Scope and Sequence: Grade Fifth

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| | <ul style="list-style-type: none"> • Suffix –tion/ -ion • Multiple Meaning Words | <ul style="list-style-type: none"> • Fact and Opinion • Compare and Contrast <p>3. Fluency: Leveled Readers 4. Inquiry</p> | <p>Introduction to Formatting; Formatting Margins and Headers; Formatting the Actual Content</p> <p>4. Study Skills: Expository Structure</p> <p>5. Listening/Speaking/Viewing: Speaking: Persuasive Presentation</p> | |
| Week 3 | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Prefix inter- • Suffixes –ly and –sion • Word Origins • Shades of Meaning | <p>1. Selection Vocabulary:</p> <p>2. Comprehension Strategies</p> <ul style="list-style-type: none"> • Asking Questions • Adjusting Reading Speed • Clarifying • Summarizing • Fact and Opinion • Main Idea and Details <p>3. Fluency: Leveled Readers 4. Inquiry</p> | <p>1. Writing: Science Fiction</p> <p>2. Spelling: Prefix inter-; Suffix –ly; Suffix -sion</p> <p>3. Grammar, Usage, and Mechanics: Independent Clauses; Dependent Clause; Complex Sentences</p> <p>4. Study Skills: Evaluating Content</p> <p>5. Listening/Speaking/Viewing: Listening: Identifying Logical Fallacies</p> | Lesson and Unit Assessment Book 2 |
| Week 4 | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Antonyms • Synonyms • Shades of Meaning • Words with Latin Roots | <p>1. Selection Vocabulary:</p> <p>2. Comprehension Strategies</p> <ul style="list-style-type: none"> • Adjusting Reading Speed • Clarifying • Visualizing • Drawing Conclusion • Author’s Point of View <p>3. Fluency: Leveled Readers 4. Inquiry</p> | <p>1. Writing: Science Fiction</p> <p>2. Spelling: Antonyms and Synonyms</p> <p>3. Grammar, Usage, and Mechanics: Run-on Sentences and Fragments; Subject-Verb Agreement; Quotation Marks and Apostrophes</p> <p>4. Study Skills: Photographs</p> <p>5. Listening/Speaking/Viewing:</p> | Lesson and Unit Assessment Book 2 |

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Scope and Sequence: Grade Fifth

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| | | | Viewing: Fact and Opinion in the Media | |
| Week 5 | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Irregular Plurals • Homographs • Words with Greek Roots | <p>1. Selection Vocabulary:</p> <p>2. Comprehension Strategies</p> <ul style="list-style-type: none"> • Clarifying • Visualizing • Predicting • Making Inferences • Sequence <p>3. Fluency: Leveled Readers</p> <p>4. Inquiry</p> | <p>1. Writing: : Biography</p> <p>2. Spelling: Words with Greek Roots</p> <p>3. Grammar, Usage, and Mechanics: Quotations, and Apostrophes; Demonstrative Pronouns; Fragments, Run-on, and Subject-Verb Agreements</p> <p>4. Study Skills: Prediction Chart</p> <p>5. Listening/Speaking/Viewing: Viewing: Media as Persuasion</p> | Lesson and Unit Assessment Book 2 |
| Week 6 | <p>1. Word Analysis</p> | <p>1. Selection Vocabulary:</p> <p>2. Comprehension Strategies</p> <p>3. Fluency:</p> <p>4. Test Taking Strategies</p> <p>5. Inquiry</p> | <p>1. Writing: Biography</p> <p>2. Spelling:</p> <p>3. Grammar, Usage, and Mechanics:</p> <p>4. Study Skills:</p> <p>5. Listening/Speaking/Viewing:</p> | Lesson and Unit Assessment Book 2 Benchmark 5 |
| CA ELA Content Standards: | <p>1.2 Use word origins to determine the meaning of unknown words.</p> <p>1.3 Understand and explain frequently used synonyms, antonyms, and homographs.</p> <p>1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).</p> | <p>1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.</p> <p>2.2 Analyze text that is organized in sequential or chronological order.</p> <p>2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>2.4 Draw inferences, conclusions,</p> | <p>1.3 Understand and explain frequently used synonyms, antonyms, and homographs</p> <p>2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable</p> <p>2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas</p> <p>3.2 Identify the main problem or conflict</p> | |

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| | | <p>or generalizations about text and support them with textual evidence and prior knowledge.</p> <p>2.5 Distinguish facts, supported inferences, and opinions in text.</p> <p>3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.</p> | <p>of the plot and explain how it is resolved</p> <p>1.1 Create multiple-paragraph narrative compositions:</p> <ul style="list-style-type: none"> a. Establish and develop a situation or plot. <p>1.2 Create multiple-paragraph expository compositions:</p> <ul style="list-style-type: none"> a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. <p>1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.</p> <p>1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks).</p> <p>1.5 Use a thesaurus to identify alternative word choices and meanings.</p> <p>1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and</p> | |
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| | | | <p>rearranging words and sentences.</p> <p>2.1 Write narratives:</p> <ul style="list-style-type: none"> a. Establish a plot, point of view, setting, and conflict. b. Show, rather than tell, the events of the story. <p>2.4 Write persuasive letters or compositions:</p> <ul style="list-style-type: none"> a. State a clear position in support of a proposal. b. Support a position with relevant evidence. c. Follow a simple organizational pattern. d. Address reader concerns. <p>1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.</p> <p>1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/ lay, sit/ set, rise/ raise</i>), modifiers, and pronouns.</p> <p>1.3 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 poems, songs, short stories, and so forth.</p> <p>1.4 Use correct capitalization</p> | |
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FAME Public Charter School

Scope and Sequence: Grade Fifth

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| | | | <p>1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p> <p>1.1 Ask questions that seek information not already discussed.</p> <p>1.3 Make inferences or draw conclusions based on an oral report.</p> <p>1.4 Select a focus, organizational structure, and point of view for an oral presentation.</p> <p>1.5 Clarify and support spoken ideas with evidence and examples.</p> <p>1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures</p> <p>1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages</p> <p>1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p> | |
| Subject/Unit Title: ELA Going West | | | | |
| Estimated Time Frame (#of Days): 30 | | | | |
| Unit :5 | | | | |
| Lesson 1-5 | Part 1: Preparing to Read | Part 2: Reading and Responding | Part 3: Language Arts | Assessments |

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Scope and Sequence: Grade Fifth

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| <p>Week 1</p> | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Suffix –tion/-ion • Irregular Plurals • Words with Latin Roots • Homophones | <p>1. Selection Vocabulary: 2. Comprehension Strategies</p> <ul style="list-style-type: none"> • Asking Questions • Adjusting Reading Speed • Clarifying • Summarizing • Main Idea and Details • Compare and Contrast <p>3. Fluency: Leveled Readers 4. Inquiry</p> | <p>1. Writing: Describing an Event 2. Spelling: Homophones and Words with Latin Roots 3. Grammar, Usage, and Mechanics: Appositives; Verb Tense; Sentence Tense 4. Study Skills: Cluster Charts 5. Listening/Speaking/Viewing: Language: Figurative Language</p> | <p>Lesson and Unit Assessment Book 2</p> |
| <p>Week 2</p> | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Suffix –ant • Suffix –ent • Words with Latin Roots • Multiple Meaning Words | <p>1. Selection Vocabulary: 2. Comprehension Strategies</p> <ul style="list-style-type: none"> • Clarifying • Making Connections • Predicting • Author’s Purpose • Sequence <p>3. Fluency: Leveled Readers 4. Inquiry</p> | <p>1. Writing: Responding to Literature 2. Spelling: Suffixes –ant and -ent 3. Grammar, Usage, and Mechanics: Sentence Types; Misused Verbs; Misused Pronouns and Modifiers 4. Study Skills: Chain of Events Charts 5. Listening/Speaking/Viewing: Speaking: Oral Responses to Literature</p> | <p>Lesson and Unit Assessment Book 2</p> |
| <p>Week 3</p> | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Word Relationships • Compound Words • Homographs • Words with Greek Roots | <p>1. Selection Vocabulary: 2. Comprehension Strategies</p> <ul style="list-style-type: none"> • Predicting • Visualizing • Summarizing • Fact and Opinion • Making Inferences | <p>1. Writing: Writing on Demand: Responding to Literature 2. Spelling: Compound Words and Homographs 3. Grammar, Usage, and Mechanics:</p> | <p>Lesson and Unit Assessment Book 2</p> |

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Scope and Sequence: Grade Fifth

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| | | <p>3. Fluency: Leveled Readers 4. Inquiry</p> | <p>Capitalization; Commas; Colons and Semicolons</p> <p>4. Study Skills: Illustrations</p> <p>5. Listening/Speaking/Viewing: Viewing: Evaluating Media Content</p> | |
| Week 4 | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Synonyms • Shades of Meaning • Antonyms • Words with the Same Base | <p>1. Selection Vocabulary: 2. Comprehension Strategies</p> <ul style="list-style-type: none"> • Making Connections • Summarizing • Visualizing • Cause and Effect • Drawing Conclusions <p>3. Fluency: Leveled Readers 4. Inquiry</p> | <p>1. Writing: Research Report</p> <p>2. Spelling: Synonyms and Words with the Same Base</p> <p>3. Grammar, Usage, and Mechanics: Transition Words; Participial Phrases</p> <p>4. Study Skills: Making Connections</p> <p>5. Listening/Speaking/Viewing: Viewing: Media as Transmission of Culture</p> | <p>Lesson and Unit Assessment Book 2</p> |
| Week 5 | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Words with Greek Roots • Suffix –ic • Words with the Same Base • Word Origins | <p>1. Selection Vocabulary: 2. Comprehension Strategies</p> <ul style="list-style-type: none"> • Adjusting Reading Speed • Visualizing • Summarizing • Making Connections • Cause and Effect • Drawing Conclusions <p>3. Fluency: Leveled Readers 4. Inquiry</p> | <p>1. Writing: Research Report</p> <p>2. Spelling: Suffix –ic and Changing y to i</p> <p>3. Grammar, Usage, and Mechanics: Verb Tense; Misused Modifiers, Verbs, and Pronouns; Appositives, Transition Words, Participial Phrases, Colons and Semicolons, Capitalization</p> <p>4. Study Skills: Summarizing</p> | <p>Lesson and Unit Assessment Book 2</p> |

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| | | | 5. Listening/Speaking/Viewing: Viewing: Exaggerating in the Media | |
| Week 6 | 1. Word Analysis | 1. Selection Vocabulary: 2. Comprehension Strategies 3. Fluency: Leveled Readers 4. Test Taking Strategies 5. Inquiry | 1. Writing: Research Report 2. Spelling: 3. Grammar, Usage, and Mechanics: 4. Study Skills: 5. Listening/Speaking/Viewing: | Lesson and Unit Assessment Book 2 Benchmark 6 |
| CA ELA Content Standards: | 1.2 Use word origins to determine the meaning of unknown words. 1.3 Understand and explain frequently used synonyms, antonyms, and homographs. 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>). | 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. 2.2 Analyze text that is organized in sequential or chronological order. 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. 2.5 Distinguish facts, supported inferences, and opinions in text. 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. 3.5 Describe the function and effect of common literary devices (e.g., | 1.3 Understand and explain frequently used synonyms, antonyms, and homographs 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism). 1.2 Create multiple-paragraph expository compositions: <ul style="list-style-type: none"> • Establish a topic, important ideas, or events in sequence or chronological order. • Provide details and transitional expressions that link one paragraph to another in a clear line of thought. 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, | |

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| | | <p>imagery, metaphor, symbolism).</p> <p>3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.</p> | <p>consolidating, clarifying, and rearranging words and sentences.</p> <p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of a literary work. • Support judgments through references to the text and to prior knowledge. • Develop interpretations that exhibit careful reading and understanding. <p>2.3 Write research reports about important ideas, issues, or events by using the following guidelines:</p> <ul style="list-style-type: none"> • Frame questions that direct the investigation. • Establish a controlling idea or topic. • Develop the topic with simple facts, details, examples, and explanations. <p>1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.</p> <p>1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/ lay, sit/ set, rise/ raise</i>), modifiers, and pronouns.</p> <p>1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly</p> | |
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| | | | <p>1.4 Select a focus, organizational structure, and point of view for an oral presentation.</p> <p>1.5 Clarify and support spoken ideas with evidence and examples.</p> <p>1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.</p> <p>1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p> <p>2.3 Deliver oral responses to literature:</p> <ul style="list-style-type: none"> Summarize significant events and details. Articulate an understanding of several ideas or images communicated by the literary work. Use examples or textual evidence from the work to support conclusions. | |
| Subject/Unit Title: ELA Call to Duty | | | | |
| Estimated Time Frame (#of Days): 30 | | | | |
| Unit :6 | | | | |
| Lesson 1-5 | Part 1: Preparing to Read | Part 2: Reading and Responding | Part 3: Language Arts | Assessments |

FAME Public Charter School

Scope and Sequence: Grade Fifth

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| <p>Week 1</p> | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Synonyms • Suffix –sion • Words with Greek Roots • Prefix im- | <p>1. Selection Vocabulary: 2. Comprehension Strategies</p> <ul style="list-style-type: none"> • Clarifying • Adjusting Reading Speed • Predicting • Asking Questions • Author’s Purpose • Sequence <p>3. Fluency: Leveled Readers 4. Inquiry</p> | <p>1. Writing: Problem and Solution 2. Spelling: Words with Greek Words; Prefix im- 3. Grammar, Usage, and Mechanics: Common and Proper Nouns, Adjectives and Adverbs; Action Verbs, Helping Verbs, and Verb Phrases; Simple Sentences, Subjects, Predicates, Objects 4. Study Skills: Using Visual Aid 5. Listening/Speaking/Viewing: Viewing: Media as Interpretation of Events</p> | <p>Lesson and Unit Assessment Book 2</p> |
| <p>Week 2</p> | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Prefix un- • Shades of Meaning • Words with Greek Roots • Words with the Same Base | <p>1. Selection Vocabulary: 2. Comprehension Strategies</p> <ul style="list-style-type: none"> • Clarifying • Predicting • Asking Questions • Cause and Effect <p>3. Fluency: Leveled Readers 4. Inquiry</p> | <p>1. Writing: Responding to Literature 2. Spelling: Words with Greek Roots; Prefix un- 3. Grammar, Usage, and Mechanics: Objects: Possessive Nouns, Regular and Irregular Plurals; Subject and Object Pronouns, Possessive Pronouns, and Compound Sentences; Using Electronic Resources to Review and Retrieve Information 4. Study Skills: Using Captions 5. Listening/Speaking/Viewing: Listening and Speaking: Asking Questions</p> | <p>Lesson and Unit Assessment Book 2</p> |
| <p>Week 3</p> | <p>1. Word Analysis</p> <ul style="list-style-type: none"> • Suffix –ness • Words with the Same | <p>1. Selection Vocabulary: 2. Comprehension Strategies</p> <ul style="list-style-type: none"> • Making Connections • Predicating | <p>1. Writing: Fictional Narrative 2. Spelling: Suffix –ness; Words with the Same Base 3. Grammar, Usage, and Mechanics:</p> | <p>Lesson and Unit Assessment Book 2</p> |

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| | <ul style="list-style-type: none"> Base • Irregular Plurals • Shade of Meaning | <ul style="list-style-type: none"> • Visualizing • Making Inferences 3. Fluency: Leveled Readers 4. Inquiry | Prepositional Phrases, Comparative and Superlative Adjectives; Using Electronic Sources to Create and Revise Documents; Capitalization and Using Apostrophes 4. Study Skills: Making Inferences 5. Listening/Speaking/Viewing: Speaking: Using Appropriate Language | |
| Week 4 | 1. Word Analysis <ul style="list-style-type: none"> • Multiple Meaning Words • Prefix pre- • Suffix -able • Prefix im- | 1. Selection Vocabulary: 2. Comprehension Strategies <ul style="list-style-type: none"> • Predicting • Adjusting Reading Speed • Summarizing • Drawing Conclusions • Sequence 3. Fluency: Leveled Readers 4. Inquiry | 1. Writing: Fictional Narrative 2. Spelling: Prefix pre-; Multiple Meaning Words 3. Grammar, Usage, and Mechanics: Complex Sentences and Clause; Subject-Verb Agreement; Quotation Marks 4. Study Skills: Plot line Diagrams 5. Listening/Speaking/Viewing: Speaking: Narrative Presentations | Lesson and Unit Assessment Book 2 |
| Week 5 | 1. Word Analysis <ul style="list-style-type: none"> • Word Relationships • Words with the Same Base • Words with Latin Roots • Homophones | 1. Selection Vocabulary: 2. Comprehension Strategies <ul style="list-style-type: none"> • Asking Questions • Clarifying • Summarizing • Making Inferences 3. Fluency: Leveled Readers 4. Inquiry | 1. Writing: Writing on Demand: Narrative 2. Spelling: Words with Latin Roots 3. Grammar, Usage, and Mechanics: Appositives and Verb Tense; Misused Words; Colons and Semicolons 4. Study Skills: Character Analysis 5. Listening/Speaking/Viewing: Viewing: Media as Entertainment | Lesson and Unit Assessment Book 2 |
| Week 6 | 1. Word Analysis | 1. Selection Vocabulary: 2. Comprehension Strategies 3. Fluency: 4. Test Taking Strategies 5. Inquiry | 1. Writing: Quick Write 2. Spelling: 3. Grammar, Usage, and Mechanics: 4. Study Skills: 5. Listening/Speaking/Viewing: | Lesson and Unit Assessment Book 2 Benchmark 7 |

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Scope and Sequence: Grade Fifth

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| <p>CA ELA Content Standards:</p> | <p>1.2 Use word origins to determine the meaning of unknown words.</p> <p>1.3 Understand and explain frequently used synonyms, antonyms, and homographs.</p> <p>1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).</p> | <p>1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression</p> <p>1.3 Understand and explain frequently used synonyms, antonyms, and homographs.</p> <p>1.5 Understand and explain the figurative and metaphorical use of words in context.</p> <p>2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.</p> <p>2.2 Analyze text that is organized in sequential or chronological order.</p> <p>2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge</p> <p>3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific</p> | <p>2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.</p> <p>2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p>3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.</p> <p>3.2 Identify the main problem or conflict of the plot and explain how it is resolved.</p> <p>3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme</p> <p>1.1 Create multiple-paragraph narrative compositions:</p> <ul style="list-style-type: none"> • Establish and develop a situation or plot. • Describe the setting. • Present an ending. <p>1.2 Create multiple-paragraph</p> | |
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| | | <p>purpose</p> <p>3.2 Identify the main problem or conflict of the plot and explain how it is resolved.</p> <p>3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme</p> <p>3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works</p> <p>3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).</p> <p>3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures</p> <p>2.2 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <ul style="list-style-type: none"> • Frame questions to direct the investigation. • Develop the topic with simple facts, details, examples, and | <p>expository compositions:</p> <ul style="list-style-type: none"> • Establish a topic, important ideas, or events in sequence or chronological order. • Provide details and transitional expressions that link one paragraph to another in a clear line of thought. • Offer a concluding paragraph that summarizes important ideas and details <p>1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p> <p>2.1 Write narratives:</p> <ul style="list-style-type: none"> • Establish a plot, point of view, setting, and conflict. • Show, rather than tell, the events of the story <p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of a literary work. • Support judgments through references to the text and to prior knowledge. • Develop interpretations that exhibit careful reading and understanding <p>1.1 Identify and correctly use</p> | |
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| | | <p>explanations</p> | <p>prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.</p> <p>1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/ lay, sit/ set, rise/ raise</i>), modifiers, and pronouns.</p> <p>1.3 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 poems, songs, short stories, and so forth</p> <p>1.4 Use correct capitalization</p> <p>1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly</p> <p>1.1 Ask questions that seek information not already discussed. perspectives.</p> <p>1.3 Make inferences or draw conclusions based on an oral report.</p> <p>1.4 Select a focus, organizational structure, and point of view for an oral presentation.</p> <p>1.5 Clarify and support spoken ideas with evidence and examples.</p> <p>1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures. 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture</p> <p>2.1 Deliver narrative presentations:</p> | |
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FAME Public Charter School

Scope and Sequence: Grade Fifth

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| | | | <ul style="list-style-type: none">• Establish a situation, plot, point of view, and setting with descriptive words and phrases.• Show, rather than tell, the listener what happens. <p>2.3 Deliver oral responses to literature:</p> <ul style="list-style-type: none">• Summarize significant events and details.• Articulate an understanding of several ideas or images communicated by the literary work.• Use examples or textual evidence from the work to support conclusions. | |
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