

5th Grade Language Arts Scope and Sequence

Week/Day	Topic	SPI #	State Performance Indicator	Informal Assessments
	Content	5.1.10	Identify sequence of events in fiction and nonfiction selections	B1-1,6,13 B2-21 U1-3,7,13,22
	Content	5.1.18	Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, and autobiographies)	B1-3 U1-6,12,14,18 U2-6,12,16,24
	Vocabulary	5.1.2	Select appropriate synonyms, antonyms, and homonyms within context	WWW, DML, U1-8,11,15,20 U2-5,11,15,21
	Writing Process	5.2.1	Complete a graphic organizer to group ideas for writing	WP
	Writing Process	5.2.6	Choose vivid and active words	WP, U2-6,12,16,24
	Content	5.1.21	Identify the author's purpose (i.e. to inform or entertain)	B1-2,17 B2-13 U1-1,2,4,5
	Content	5.1.5	Identify setting, character, and plot in a passage	B1-3,7,9 B2-9 U1-10,17,19,23 WRA
	Meaning	5.1.7	Select questions used to focus and clarify thinking before, during and after reading the text	B1-10,14,15,16 U1-10,17,19,23 GCQ, BBA, AG
	Writing Organization	5.2.5	Select details that support a topic sentence	WRT WP
	Writing Process	5.2.3	Identify the purpose for writing (i.e., entertain, inform, report)	B1-2,17 B2-13 U1-9,16,21,24
	Writing Process	5.2.4	Identify the audience for which a piece of text is written	B1-2,17 B2-13 U1 (Grammar) 1-6
	Writing Process	5.3.2	Select the best way to correct incomplete sentences within context	U1(Gram)1-6 U2(Gram)1-5
	Grammar Conventions	5.3.3	Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects), pronouns (i.e., agreement, subject, object), verbs (i.e., action/linking, regular/irregular, agreement, tenses), adjectives (i.e., common/proper, comparative forms, negatives) within context	U1(Gram)1-6 U2 1,2,7,13
	Meaning	5.1.12	Identify stated or implied cause and effect relationships within context	WRT B2-3,6,20 U1(SS)1-10 U2-8,9,17,22 (SS)1-10
	Technique and Skills	5.1.16	Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, and table of contents)	WRT B1-11 B2-1,10,17,18 U2-1,2,7,13
	Technique and Skills	5.1.25	Identify information to support opinions, predictions, and conclusions	B1-4,12,19,21,22,23,24 B2-2,8,12,14,24 U2(WA)25-30

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	Technique and Skills	5.3.7	Identify correctly (or incorrectly) spelled words in context	WWW, DML
	Vocabulary	5.1.3	Identify compound words, contractions, and common abbreviations within text	WST, DML, WWW
	Vocabulary	5.1.8	Determine the correct meaning/usage of multiple meaning words within context	WWW, DML, U1-8,11,15,20
	Vocabulary	5.1.9	Determine word meanings within context	WWW, DML, U1-8,11,15,20
	Vocabulary	5.1.26	Select a logical word choice to complete an analogy using synonyms, antonyms, categories, and subcategories	WWW, DML, U1-8,11,15,20 U1(Gram)1-6
	Writing Organization	5.2.2	Rearrange sentences to form a sequential, coherent paragraph	WP
	Writing Organization	5.2.12	Select the best title for a written selection	WRT
	Writing Process	5.2.22	Identify the sentence irrelevant to a paragraph's theme or flow	WP U2(Gram)1-5
	Grammar Conventions	5.3.5	Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, introductory words) within context	EUT1
	Grammar Conventions	5.3.8	Identify correct spelling of plurals and possessives	WST, DML
	Meaning	5.1.11	Select stated or implied main idea and supporting details within context	B1-10,14,15,16 U1-10,17,19,23 GCQ, BBA, AG
	Meaning	5.1.13	Distinguish between elements of fact/opinion and reality/fantasy	B1-3 U1-6,12,14,18 U2-6,12,16,24
	Techniques and Skills	5.1.23	Identify similes, metaphors, and personification and hyperbole in context	B1-5,18 B2-4,15 U1(SS)1-10
	Vocabulary	5.1.1	Recognize root words, prefixes, and syllabication as aids in determining meaning	WWW
	Vocabulary	5.1.6	Recognize and use grade appropriate vocabulary within context	WRT, U2(Gram)1-4
	Writing Organization	5.2.8	Rearrange paragraphs in a narrative writing selection in a sequential or chronological order	WP U1-3,7,14,22 U2-14,19,20,23
	Writing Organization	5.2.9	Select appropriate time order transitional words/phrases to enhance the flow of a writing sample	WP, B1-1,6 B2-5,7,16 U1(Gram)1-6
	Writing Process	5.2.11	Select the best way to combine sentences to provide syntactic variety within context	WP

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	Writing Process	5.2.13	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph	B1-10,14,15,16 U1-10,17,19,23 GCQ, BBA, AG
	Content	5.1.20	Recognize that a story is told from the first story point of view	U1-6,12,14,18
	Grammar Conventions	5.3.1	Recognize usage errors occurring in the writing process (e.g., double negatives, troublesome words:to, too, two; there, their, they're; lie, lay, sit, set)	U1-8,11,15,20
	Content	5.1.5	Identify setting, character, and plot in a passage	B3-1,5,6,9,10 B4-3,5,16,21 U3-7,11,21,22,8,9,20,23 U4-1,9,10,11
	Content	5.1.10	Identify sequence of events in fiction and nonfiction selections	B3-2,13 B4-4,15
	Content	5.1.15	Select the appropriate summary statement for a given passage	WRT
	Content	5.1.18	Distinguish among various literary genres (e.g., poetry, drama, letters, ads,	B3-16 U3-5,10,14,24 U4-6,12,18,24
	Content	5.1.19	Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved	B3-1,5 U3-8,9,20,23 U4-1,9,10,11
	Content	5.1.20	Recognize that a story is told from the first story point of view	WP
	Content	5.1.21	Identify the author's purpose (i.e. to inform or entertain)	GCQ
	Writing Process	5.2.22	Identify the sentence irrelevant to a paragraph's theme or flow	EUT
	Content	5.1.27	Identify, using a graphic organizer, placement of events in a given plot	U3-2,4,15,16, 8,9,20,23 U4-1,9,10,11
	Grammar Conventions	5.3.1	Recognize usage errors occurring in the writing process (e.g., double negatives, troublesome words:to, too, two; there, their, they're; lie, lay, sit, set)	WST
	Grammar Conventions	5.3.3	Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects), pronouns (i.e., agreement, subject, object), verbs (i.e., action/linking, regular/irregular, agreement, tenses), adjectives (i.e., common/proper, comparative forms, negatives) within context	U3(Gram)1-5 U4(Gram)1-6
	Grammar Conventions	5.3.8	Identify correct spelling of plurals and possessives	U3(WA)25-30
	Meaning	5.1.11	Select stated or implied main idea and supporting details within context	WRT

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Week/Day	Topic	SPI #	State Performance Indicator	Informal Assessments
	Meaning	5.1.12	Identify stated or implied cause and effect relationships within context	B3-4,19 B4-17
	Meaning	5.1.17	Recognize reasonable predictions of future events within a given context	B4-1,8,12,18 U4-2,7,13,19
	Techniques and Skills	5.2.10	Identify the most reliable sources of information for preparing a report or project	U3(SS)1-10 U4-(SS)1-10
	Vocabulary	5.1.1	Recognize root words, prefixes, and syllabication as aids in determining meaning	WWW, DML
	Vocabulary	5.1.26	Select a logical word choice to complete an analogy using synonyms, antonyms, categories, and subcategories	U4-3,15,20,21
	Writing Organization	5.2.14	Supply a missing piece of information in an outline	U3(SS)1-10
	Writing Process	5.3.9	Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses)	DML, WP
	Writing Process	5.3.12	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements) within context	DML, WP
	Grammar Conventions	5.3.4	Identify sentences with correct subject-verb agreement (person/number)	WET, EUT, WP, WAD
	Grammar Conventions	5.3.10	Choose the most appropriate interjection to complete a sentence	WET, EUT, WP, WAD
		5.3.11	Identify the correct use of colons (i.e. in business letters and preceding a list of terms.)	WET, EUT, WP, WAD
	Meaning	5.1.14	Determine inferences from selected passages.	WRT
	Meaning	5.1.22	Determine whether the theme s stated or implied within a passage.	WRT, GCQ
	Writing Process	5.1.24	Identify the effect of sound within context (e.g. onomatopoeia, alliteration, rhyme, and repetition)	WP
	Writing Organization	5.2.1	Arrange ideas by using graphic organizers (e.g. listing, clustering, story maps, and webs).	WP, WAD
	Writing Organization	5.2.15	Select and refine a topic.	WP, WAD
	Writing Process	5.2.9	Compose narratives (e.g. to entertain, to inform, to report)	WP, WAD

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Week/Day	Topic	SPI #	State Performance Indicator	Informal Assessments
	Grammar Conventions	5.3.6	Demonstrate the correct use of quotation marks in conversation, including their use with capitalization, end marks, and explanatory material.	WP, WAD, WET, EUT

The following SPIs are all related to writing. They must be taught starting at the beginning of the year in order to be prepared for the writing assessment usually given the first week of February.

	Writing Process	5.2.16	Write in response to a standard prompt and/or select a prompt from a varied group	WP, WAD
	Writing Process	5.2.25	Write a descriptive paragraph to create a visual image.	WP, WAD
	Writing Organization	5.2.7	Develop a paragraph with a topic sentence, supporting details, and a concluding sentence.	WP, WAD
	Writing Organization	5.2.21	Arrange multi-paragraph work in a logical and coherent order.	WP, WAD
	Writing Organization	5.2.24	Write using appropriate time order words or transitional words/phrases.	WP, WAD
	Writing Process	5.2.17	Revise to clarify thought, to refine ideas and to distinguish between important and unimportant information.	WP, WAD
	Writing Process	5.2.18	Edit for elements of language.	WP, WAD
	Writing Process	5.2.16	Write with well-developed organizational structure, sequence of events and details.	WP, WAD
	Writing Process	5.2.19	Explain and/or illustrate key ideas.	WP, WAD
	Writing Process	5.2.20	Demonstrate syntactic variety (i.e. vary sentence structure).	WP, WAD
	Writing Process	5.2.23	Select an appropriate concluding sentence for a well-developed paragraph.	WP, WAD
	Writing Process	5.2.36	Write an effective concluding paragraph for a well-developed essay.	WP, WAD

Abbreviation Key:

B1=Unit 1 Benchmark Test

DML=Daily Mountain Language

WET = Weekly English Test

B2=Unit 2 Benchmark Test

WRT=Weekly Reading Test

EUT = English Unit Test

B3=Unit 3 Benchmark Test

WRA=Weekly Retelling Activity

WAD = Write Away Day

B4=Unit 4 Benchmark Test

GCQ=Guided Comprehension ?s

WP = Writing Portfolio

U1=Unit 1 Skills Test

BBA=Building Background Act.

WST = Weekly Spelling Test

U2=Unit 2 Skills Test

AG=Anticipation Guides

WWW = Working With Words

U3=Unit 3 Skills Test

Gram=Grammar Section of test

WA = Word Analysis Section

Timeline of Benchmarks

1st Nine Weeks:

- Beginning of Year DIBELS
- Scott Foresman Reading Placement Test
- 1st Running Record
- Unit One Test in Scott Foresman
- Unit One English Test
- 1st Write Away Day

2nd Nine Weeks:

- 2nd Write Away Day
- Unit Two and Three Scott Foresman Tests
- Unit Two and Three English Tests

3rd Nine Weeks:

- Mid-Year DIBELS
- Unit 4 Scott Foresman Tests
- Unit 4 English Test
- Writing Assessment

4th Nine Weeks:

- Units Five and Six English Tests
- Units Five and Six Scott Foresman Tests
- End of Year DIBELS
- End of Year Running Record
- End of Year Scott Foresman Test
- 3rd Write Away Day