CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE

School: Cumberland Co. Elementary	**Subject:** Reading/ English Language Arts	**Grade:** 5th
	Benchmark Assessment 1	
Instructional Timeline: August 6, 2015- October 2, 2015 - **1st Nine Weeks**		
Topic(s): Unit 1: The BIG Picture: Strategies for Success with Summaries		

KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
RL.5.01: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RI.5.01:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RI.5.02:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **RL.5.02:** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **RI.5.04:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. **SL.5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**RL.5.01:** • I can explain explicitness of text by quoting accurately from the text. This means I can quote from a literary text to explain what the text clearly says. • I can draw inferences (guess/draw conclusions) using information from literary text. **RI.5.01:** • I can explain explicitness of text by quoting accurately from the text. This means I can quote from an informational text to explain what the text clearly says. • I can draw inferences (guess/draw conclusions) using facts from informational text. **RI.5.02:** • I can summarize informational text. This means I can put the text in my own short description. • I can explain how multiple main ideas are supported by key details. This means I can use details to explain more than one main idea. **RL.5.02:** • I can determine the theme of a story, drama,	• Cite • Evidence • Summary • Quote • Inference • Explicit Information • Refer • Details • Demonstrate • Theme • Drama • Summarize • Topic • Character Traits • Moral • Figurative Language • Metaphors • Similes • Alliteration • Onomatopoeia

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or poem using details in the text.
- I can explain how characters in a story or drama respond to challenges (conflicts).
- I can explain how the speaker in a poem reflects upon (thinks about) a topic.
- I can summarize the key ideas and details of a story, drama, or poem including how characters respond to challenges (conflicts).

_RI.5.04__:_
- I can determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area. This means I can understand grade-level and content vocabulary.
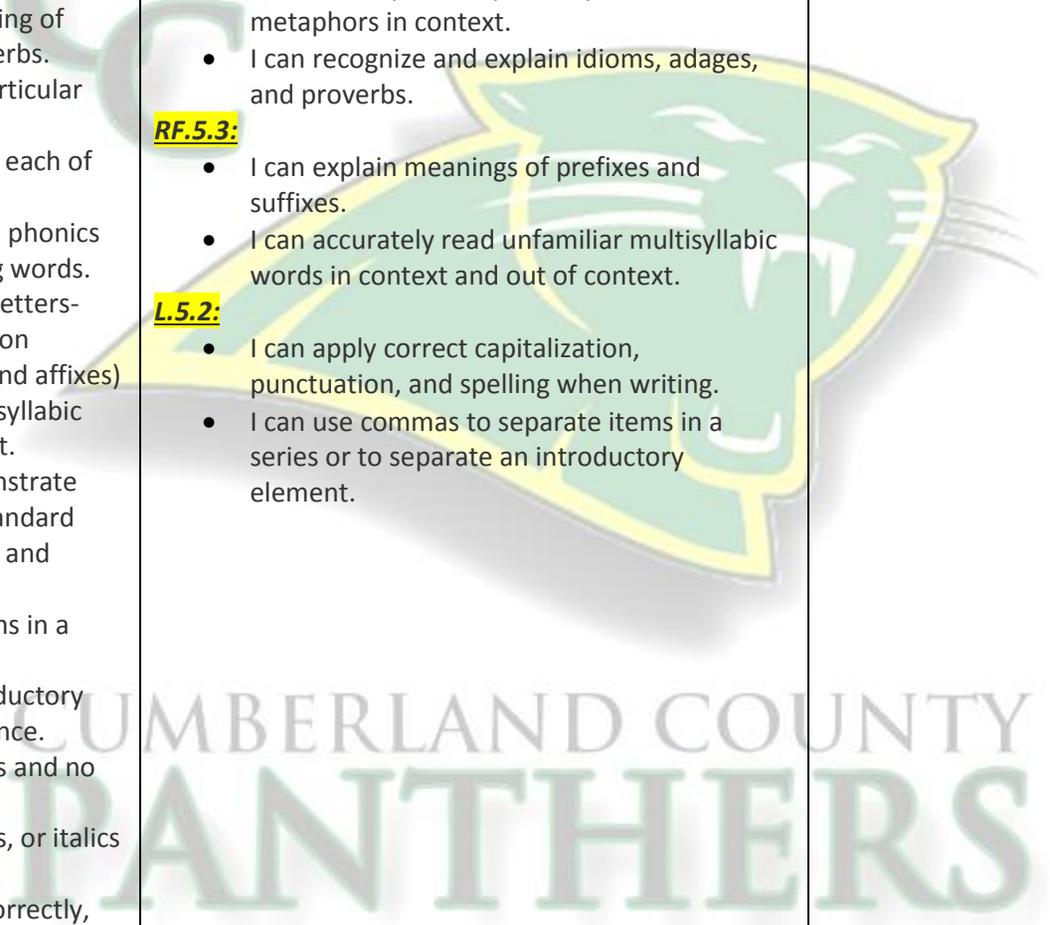
_SL.5.2__:_
- I can summarize a text presented in various ways (e.g. read aloud, visually, table, graphs, charts, etc.)

School: Cumberland Co. Elementary	**Subject:** Reading/ English Language Arts	**Grade**: 5th
Benchmark Assessment 2		
Instructional Timeline: October 12, 2015 – November 20, 2015 – **2nd Nine Weeks**		
Topic(s): Unit 2: A Strong Foundation- Structure of the Text & Words		
KCAS Standards	**Learning Target (I Can Statement)**	**Key Vocabulary**
RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **RI.5.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in two or more texts. **L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. A: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **L.5.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). **RL.5.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and	**RL.5.5:** • I can explain the overall structure of a story, drama, or poem. This means I can explain chapters, scenes, and stanzas. **RI.5.5:** • I can compare and contrast the overall structure of a text. This means I can explain the similarities and differences in the way information is presented in a text. **L.5.4:** • I can determine the meaning of unknown words using various strategies. This means I can use context, use affixes and roots, and can consult reference materials. **L.5.6:** • I can accurately use grade appropriate domain-specific words and phrases that signal contrast, addition, and other logical relationships. This means I can speak or write using content vocabulary. **RL.5.4:** • I can recognize examples of figurative language in text, such as similes and metaphors. • I can determine the figurative meaning of	• Stanza • Plot • Structure • Exposition • Rising Action • Climax • Falling Action • Conclusion • Chapter

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similes.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a: Interpret figurative language, including similes and metaphors, in context.

b: Recognize and explain the meaning of common idioms, adages, and proverbs.

c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

RF 5.3: Know and apply grade-level phonics and word analysis skills in decoding words.

A: Use combined knowledge of all letters-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.5.2: (ONGOING TARGET): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a: use punctuation to separate items in a series.

b. use comma to separate an introductory element form the rest of the sentence.

c. use a comma to set off words yes and no and to indicate address

d. use underlining, quotation marks, or italics to indicate titles of works

e. spell grade-appropriate words correctly, consulting references as needed.

words and phrases, including metaphors and similes, as used in a text.

L.5.5:

- I can identify synonyms, antonyms, and homographs.
- I can identify & interpret (explain) similes and metaphors in context.
- I can recognize and explain idioms, adages, and proverbs.

RF.5.3:

- I can explain meanings of prefixes and suffixes.
- I can accurately read unfamiliar multisyllabic words in context and out of context.

L.5.2:

- I can apply correct capitalization, punctuation, and spelling when writing.
- I can use commas to separate items in a series or to separate an introductory element.

School: Cumberland Co. Elementary	Subject: Reading/ English Language Arts	Grade: 5th
Benchmark Assessment 2		
Instructional Timeline: November 24, 2015- December 18, 2015 – **2nd Nine Weeks**		
Topic(s): Unit 3: Relationships & Interactions		
KCAS Standards	**Learning Target (I Can Statement)**	**Key Vocabulary**
RL.5.03: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **RI.5.03:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. **RL.5.09:** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **RI.5.09:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. **L.5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	**RL.5.03:** • I can compare and contrast two or more characters, settings, or events. **RI.5.03:** • I can use specific information from text to support the relationship identified between individuals, events, ideas, or concepts in multiple types of informational text. This means I can use details to explain how different texts connect with one another. **RL.5.09** • I can compare and contrast how two or more stories of the same genre approach a similar theme. **RI.5.09:** • I can integrate (connect) information from several texts on the same topic. **L.5.3:** • I can use knowledge of language when writing, speaking, reading, or listening. This means I can vary sentence length and dialects for meaning, interest, and style in stories, dramas, or poems.	• Story Elements • Character Traits • Setting • Genre • Theme • Topic • Mood • Plot

School: Cumberland Co. Elementary	**Subject:** Reading/ English Language Arts	**Grade:** 5th
Benchmark Assessment 3		
Instructional Timeline: January 4, 2016-February 12, 2016 – **3rd Nine Weeks**		
Topic(s): Unit 4: Points of view- Debate & Speeches		
KCAS Standards	**Learning Target (I Can Statement)**	**Key Vocabulary**
RL.5.06: Describe how a narrator's or speaker's point of view influences how events are described. **RI.5.06:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **RI.5.8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). **SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b: Follow agreed-upon rules for discussions and carry out assigned roles.	**RL.5.06:** - I can describe narrator's or speaker's point of view in literature. I can describe how the narrator's or speaker's point of view influences the description of the event in literature. **RI.5.06:** - I can describe narrator's or speaker's point of view in an informational text. - I can describe how a narrator's or speaker's point of view influences the description of the event in an informational text. **RI.5.8:** - I can explain how an author uses evidence and reasons to support particular points in a text. **SL.5.3:** - I can summarize the points (key details) a speaker makes. - I can explain how each of a speaker's points is supported by reasons and evidence. **SL.5.1:** I can participate in group discussions or debates. This means that I come to discussions prepared, follow discussion rules, ask and answer questions, and can determine the main points of the discussion.	- Narrator - First Person - Third Person - Point of View - Fact - Opinion - Main Purpose - Evidence

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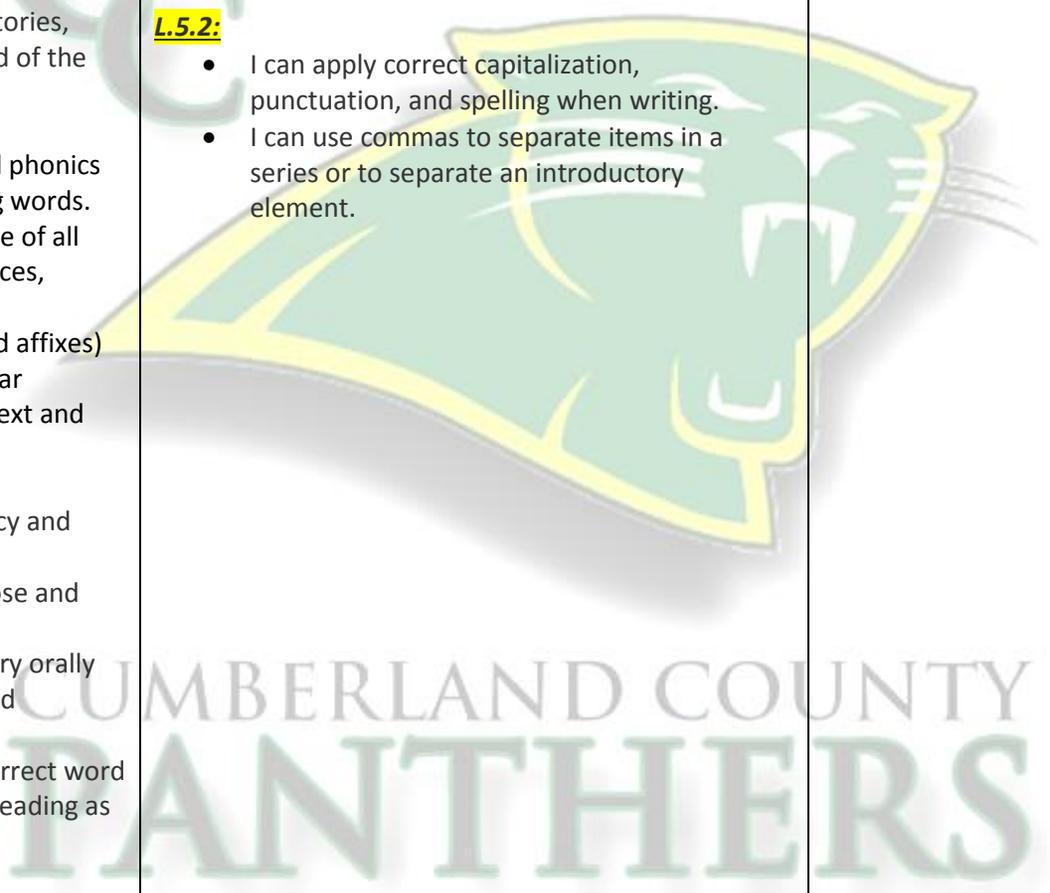|		
c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **SL.5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. **SL.5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**SL.5.6:** • I can distinguish between formal and informal speech and analyze when to use each. • I can speak appropriately for a variety of contexts and tasks, adapting speech as needed. **SL.5.4:** • I can speak clearly at an understandable pace (speed) while reporting on a topic or text or presenting an opinion. • I can sequence ideas logically, using appropriate facts and relevant, descriptive details that support main ideas or themes. This means my ideas are organized and supported with facts and details.	

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School: Cumberland Co. Elementary	**Subject:** Reading/ English Language Arts	**Grade**: 5th
Benchmark Assessment 3		
Instructional Timeline February 15, 2016 – April 5, 2016 – **3rd Nine Weeks**		
Topic(s): Unit 5: Digging in: Resources- Visual/ Multimedia		

KCAS Standards	**Learning Target (I Can Statement)**	**Key Vocabulary**
RI.5.07: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. **RL.5.07:** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). **SL.5.5**: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. **L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**RI.5.07:** • I can solve a problem by using information from multiple sources. **RL.5.07:** • I can analyze how multimedia elements contribute to meaning, tone, and beauty of a text. **RI.5.10:** • I can comprehend fifth grade informational text (non-fiction). **RL.5.10:** • I can comprehend fifth grade literature (fiction). **RF.5.3**: • I can explain meanings of prefixes and suffixes. • I can accurately read unfamiliar multisyllabic words in context and out of context. **RF.5.4:** • I can read on-level text fluently and accurately to support comprehension.	• Digital Sources • Tone • Multimedia • Sources

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RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. **RL.5.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. **RF.5.3:** Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension. a: Read grade-level text with purpose and understanding. b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **L.5.1**: Demonstrate command of the conventions of standard English grammar	**L.5.1**: • I can identify conjunctions, interjections and conjunctions. • I can determine when/how to correctly form and use perfect verb tense. • I can use correlative conjunctions. **L.5.2:** • I can apply correct capitalization, punctuation, and spelling when writing. • I can use commas to separate items in a series or to separate an introductory element.	

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and usage when writing or speaking.

a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

c. Use verb tense to convey various times, sequences, states, and conditions.

d. Recognize and correct inappropriate shifts in verb tense.

e. Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a: use punctuation to separate items in a series.

b. use a comma to separate an introductory element from the rest of the sentence.

c. use a comma to set off the words yes and no and to indicate direct address

d. use underlining, quotation marks, or italics to indicate titles of works

e. spell grade-appropriate words correctly, consulting references as needed.

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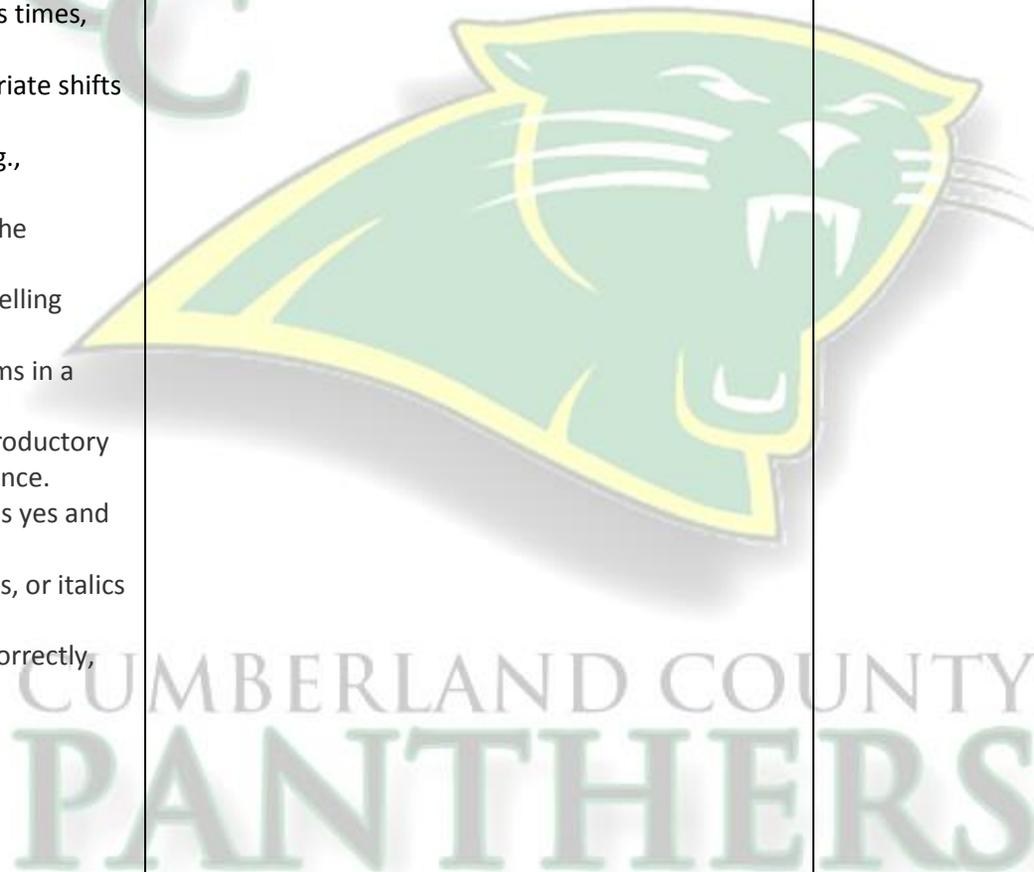
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School: Cumberland Co. Elementary	**Subject:** Reading/ English Language Arts	**Grade:** 5th
Benchmark Assessment 4		
Instructional Timeline: April 11, 2016- April 29, 2016 – **4th Nine Weeks**		
Topic(s): ELA, That's a WRAP!		

KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
RL.5.09: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. RI.5.09: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. *Cumulative review of all sections and units.*	RL.5.09 - I can compare and contrast how two or more stories of the same genre approach a similar theme. RI.5.09: - I can integrate (connect) information from several texts on the same topic. RI.5.10: - I can comprehend fifth grade informational text (non-fiction). RL.5.10: - I can comprehend fifth grade literature (fiction).	- Reading Strategy - Comprehension - Paraphrase - Categorize - Interpret notes