


	110.6 Strand 1	110.6 Strand 2	110.6 Strand 3	110.6 Strand 4	110.6 Strand 5	110.6 Strand 6	110.6 Strand 7
Grade 5 Informational and Opinion Writing Deconstructing Text, Writing Essays, Reports, Response to Text	Developing and Sustaining Foundational Language Skills	Comprehension	Response	Multiple Genres	Author's Purpose and Craft	Composition	
Section 1: Literacy Launch	<i>(1)(D) can be incorporated into the guided practice of any lesson with any group work opportunity</i>						
Lesson 1: Introducing Graphic Organizers	(1)(A)	(6)(A)		(9)(A,Di,Eii,iii)	(10)(A,B)		
Lesson 2: Recognizing Genre	(1)(A);(4)(A)	(6)(A-I)	(7)(A,C,E-G)	(9)(A,Di,Ei)	(10)(A,B)		
Lesson 3: Informational and Narrative Book Covers and Summaries	(1)(A,D);(4)(A)	(6)(A-I)	(7)(B,E-G)	(8)(A-D);(9)(Di,F)	(10)(A,B)		(13)(C,H)
Lesson 4: Distinguishing Between Informational and Opinion Writing	(1)(A,C)	(6)(A,B,E,I)	(7)(B,F,G)		(10)(A,C,F)	(11)(Dix,x,xi)	
Lesson 5: Strategic Reading-Informed Writing	(1)(A,B);(3)(A,B);(4)(A)	(6)(A-I)	(7)(B-G)	(8)(A);(9)(Di,ii,F)	(10)(A-C,F)		
Lesson 6: Strategic Reading: Organization and Text Conventions	(1)(A,B,D);(3)(A,B);(4)(A)	(6)(A-I)	(7)(A-G)	(9)(Di-iii,F)	(10)(A-C)		
Lesson 7: Cut and Paste Activities	(1)(A-D);(3)(B);4(A)	(6)(A-I)	(7)(A-D,F,G)	(9)(Di,iii,Ei-iii)	(10)(A,B,F)		
Lesson 8: Distinguishing Between Three Genres of Writing	(1)(A,B);(4)(A)	(6)(A-I)	(7)(B-G);(8)(A-D)	(9)(A,Di,iii,Ei-iii)	(10)(A,B,F,G)		
Lesson 9: Introduction to Literary Analysis	(1)(A,B);(4)(A)	(6)(A,B,D,H,I)	(7)(B-D,G);(8)(B,C)	(9)(A)	(10)(A,B,E)	(11)(Bii,C,Dix,x,xi)	
Lesson 10: Analyzing Assignments for Givens and Variables	(1)(A)	(6)(A,B)	(7)(B,D)		(10)(A,B)	(11)(A)	


Lesson 11: Inferential and Evaluative Thinking	(1)(A,B);(4)(A)	(6)(A,D-F,I)	(7)(A-C,G);(8)(B)	(9)(A)	(10)(A)	(11)(Bii,Dix,x,xi)	
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Note: **(2)(C)** write legibly in cursive to complete assignments should be used at teacher discretion when completing assignments

(5)(A) self-select text and read independently for a sustained period of time is an opportunity to apply knowledge of skills learned as strategic readers

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Grade 5 Informational and Opinion Writing Deconstructing Text, Writing Essays, Reports, Response to Text	Developing and Sustaining Foundational Language Skills	Comprehension	Response	Multiple Genres	Author's Purpose and Craft	Composition	Inquiry and Research
<i>Section 2: Broad Yet Distinct Main Ideas/ Reasons</i>							
Lesson 1: Sort and Categorize	(1)(A,C)	(6)(A,D,E,G-I)	(7)(G)	(9)(Di)		(11)(Bii)	
Lesson 2: Compare these Pieces	(1)(A,C);(4)(A)	(6)(A-I)	(7)(C,E,G)	(9)(Di,iii)	(10)(A-C,F)		
Lesson 3: Pick, List, Choose	(1)(A-C)		(7)(A)			(11)(A)	
Lesson 4: Pick, List, Choose, Ask, Find to Generate Main Ideas/Reasons For Writing About Science and Social Studies	(1)(A-C)		(7)(A)	(9)(Di,iii)		(11)(A)	(13)(A,B)
Lesson 5: Main Ideas/ Reasons- Don't Overlap Them	(1)(A,C)	(6)(A,B,F-I)	(7)(B-D,G)	(9)(Di,iii,Eii)	(10)(A,B)		
Lesson 6: Main Ideas/ Reasons- Broad or Too Narrow?	(1)(A,C)	(6)(A,B,E,H,I)	(7)(A,B,G)	(9)(Di,iii)	(10)(B,F)	(11)(A,Di,ix,x,xi)	
Lesson 7: Recognizing Givens and Variables in Prompts and Assignments	(1)(A,C,D)	(6)(A-E,H,I)	(7)(A-C,E,G)	(9)(Di,iii)		(11)(A)	
Lesson 8: Naming Givens and Variables	(1)(A,C,D)	(6)(A-E,I)	(7)(A-C,E,G)	(9)(Di,iii)		(11)(A)	
Lesson 9: Generating Broad Yet Distinct Main Ideas/ Reasons	(1)(A,C,D)	(6)(A,B,D,E,H,I)	(7)(A,B,G)	(9)(Di,iii)		(11)(A,Di,ix,x,xi)	
Lesson 10: Alternatives to Boring, Redundant Main Idea/ Reason Sentences	(1)(A)		(7)(F)		(10)(F)		
Lesson 11: Revising Boring, Redundant Main Idea/ Reason Sentences	(1)(A)		(7)(F)		(10)(F)	(11)(C,Di,iv,ix,x,xi)	

Lesson 12: Main Idea Blurbs into Sentences	(1)(A)		(7)(F)	(9)(Di,iii)	(10)(B,F)	(11)(C,Di,iv,ix,x,xi)	
Lesson 13: Turning Questions into Responses	(1)(A,B)	(6)(A,BH,I)	(7)(B)		(10)(A)	(11)(Di,ix,x,xi)	
Lesson 14: The Missing Main Ideas and Reasons	(1)(A,B,D);(4)(A)	(6)(A-I)	(7)(B-E,G)	(9)(Di,iii,Eii)	(10)(A,B,F)	(11)(Di,ix,x,xi)	
Lesson 15: Word Referents	(1)(A,B,D);(3)(A)		(7)(A,B,F)		(10)(D,F)	(11)(C,Di,iii,iv,ix,x,xi)	(13)(A)
Lesson 16: Preparing to Write a Response to Text	(1)(A-B)	(6)(A,B,D,E,G-I)	(7)(B-G)	(9)(Di,iii)	(10)(A-C,F)	(11)(Di,ix,x,xi)	
Lesson 17: Preparing to Respond in Writing to Multiple Texts	(1)(A,B);(4)(A)	(6)(A,B,D,E,G-I)	(7)(B-G)	(8)(A);(9)(A,Di,iii)	(10)(A-C)	(11)(Di,ix,x,xi)	

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<i>Section 3: Elaboration - Detail Generating Questions</i>							
Lesson 1: Just Okay...or Much Better?	(1)(A,C)	(6)(A,B,D,E,I)	(7)(C,G)		(10)(D,F)	(11)(C)	
Lesson 2: What Does it Look Like? Why is it Important?: Grab Bag	(1)(A-D)					(11)(C,Di,ix,x,xi)	
Lesson 3: Sentence Matching	(1)(A,C)	(6)(A-I)	(7)(C,G)	(9)(Di)	(10)(D,F)		
Lesson 4: Writing Sentences Using Detail-Generating Sentences	(1)(A-D)	(6)(A,D,E,I)	(7)(B)		(10)(A,D,F)	(11)(C,Di,ix,x,xi)	
Lesson 5: Find the Overly General Words or Phrases	(1)(A-D);(4)(A)	(6)(A-E)	(7)(A,B,G)		(10)(A,D,F)	(11)(A,Bii,C,Di,ix,x,xi)	
Lesson 6: Break Up that Grocery List		(6)(A-F)	(7)(A,B)		(10)(A)	(11)(Bii,C,Di,ix,x,xi)	
Lesson 7: Using Detail-Generating Questions	(1)(A-D)	(6)(A,B,D,E)	(7)(A,B)			(11)(Bii,C,Di,ix,x,xi)	(13)(A,C,E,F)
Lesson 8: Flip the Sentence Subject!	(1)(A-D);(3)(D)					(11)(C,Di,ix,x,xi)	
Lesson 9: Reading and Summarizing Texts	(1)(A,B);(4)(A)	(6)(A-I)	(7)(A-G)	(9)(Di,iii)	(10)(A,B)		
Lesson 10: Comparing and Contrasting in Research Simulation Tasks	(1)(A,B);(3)(D);(4)(A)	(6)(A-I)	(7)(A-G)	(9)(Di,iii)		(11)(A-D);(12)(B)	(13)(B,D,F,H)
Lesson 11: Paraphrasing	(1)(A,D);(3)(D);(4)(A)	(6)(A,B,H)	(7)(B,C,D,F,G)			(11)(C,D)	(13)(F)
Lesson 12: Giving the Author Credit	(1)(A)					(11)(C,Di,ix,x,xi)	(13)(F)

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	Developing and Sustaining Foundational Language Skills	Comprehension	Response	Multiple Genres	Author's Purpose and Craft	Composition	Inquiry and Research
Grade 5 Informational and Opinion Writing Deconstructing Text, Writing Essays, Reports, Response to Text							
<i>Section 4: Research</i>							
Lesson 1: Reading Strategically and Finding Information Within Text	(1)(A,D);(3)(A)				(10)(C)		(13)(C)
Lesson 2: Research! Using Search Engines	(1)(A)						(13)(C)
Lesson 3: Using Images to Add Descriptive Details and Generate Research Questions	(1)(A)	(6)(E)	(7)(A)		(10)(C)		(13)(A)
Lesson 4: Researching a Topic of Interest	(1)(A,B,C);(4)(A)	(6)(A,B,D,E,H)	(7)(A-D,G)			(11)(Bii,D)	(13)(A,B,C,E)
Lesson 5: Gleaning Informations from Diagrams, Charts, Graphs, and Maps	(1)(A,D);(3)(B)	(6)(G)	(7)(C,E-G)	(9)(Dii,F)	(10)(C)	(11)(D)	(13)(C,E)
Lesson 6: Taking Notes	(1)(A);(3)(B);(4)(A)	(6)(A,B,G,I)	(7)(B,E,G)				(13)(C)
Lesson 7: Understanding and Using Notes	(1)(A)	(6)(B,H,I)	(7)(B-G)			(11)(Di,ix,x,xi)	(13)(C,E,F)
Lesson 8: Restating Information from Research	(1)(A,B);(3)(B);(4)(A)	(6)(A,B,G,H,I)	(7)(B-G)			(11)(Bii,D)	(13)(C,E,F,G)
Lesson 9: Introducing The Golden Bricks	(1)(A,D);(4)(A)	(6)(A,B,D-G,I)	(7)(C,E)	(9)(Di))	(10)(A,F,G)	(11)(Bii,C,D)	
Lesson 10: The Golden Bricks - Powerful Supporting Detail	(1)(A)	(6)(A)	(7)(A,B)		(10)(A)	(11)(Bii,C,D)	(13)(C,E,F)
Lesson 11: Transitional Words and Phrases	(1)(A)	(6)(A,B,F,G,I)	(7)(B-E,G)	(9)(Di)	(10)(A,F)	(11)(Bii,Di,ix,x,xi)	(13)(C,E,F)
Lesson 12: Revise this Paragraph	(1)(A,B,D);(4)(A)	(6)(A,B,E)	(7)(A,B,G)	(9)(Di,Eii)	(10)(A)	(11)(Bii,C,D)	(13)(C,E,F)

Lesson 13: Writing a Paragraph Using Supporting Details	(1)(A,B,D)	(6)(A,B)	(7)(A,B)	(9)(Di)		(11)(Bii,C,D)	(13)(C,E,F)
Lesson 14: Using Information to Create Well-Developed Paragraphs	(1)(A,B,D);(4)(A)	(6)(A,B,E,G,H)	(7)(A-D,F,G)	(9)(Di,ii,F)	(10)(C)	(11)(Bii,C,D)	(13)(C,E,F)

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<i>Section 5: Introductions and Conclusions</i>							
Lesson 1: Leads and Topic Sentences	(1)(A);(4)(A)	(6)(A,B,I)	(7)(D,E)	(9)(Di,Ei)	(10)(A,B,G)	(11)(A)	
Lesson 2: Writing an Attention- Grabbing Lead	(1)(A,D)	(6)(A,B)	(7)(A,B)		(10)(A,B)	(11)(Bi,D)	(13)(C,E,F)
Lesson 3: Effective Topic Sentences	(1)(A)	(6)(A,B)	(7)(A,B)	(9)(Di,Ei)	(10)(A,B)	(11)(Bi,D)	(13)(C,E,F)
Lesson 4: Writing Topic Sentences	(1)(A)		(7)(B)	(9)(Di,Ei)	(10)(A,B)	(11)(Bi,Di,ix,x,xi)	
Lesson 5: Writing the Introduction Paragraph	(1)(A,B,D)	(6)(A,B)	(7)(A,B)	(9)(Di,Ei)	(10)(A,B)	(11)(Bi,D)	(13)(C,E,F)
Lesson 6: Writing in Response to Text: Introduction Paragraph	(1)(A);(4)(A)	(6)(A,B,G,H,I)	(7)(B,D,G)	(9)(Di)	(10)(A,B)	(11)(Bi,D)	
Lesson 7: Revising Dull Conclusion Paragraphs	(1)(A);(4)(A)	(6)(A,B,C,I)	(7)(B,D,E,G)	(9)(Di,Ei)	(10)(A,B,F)		
Lesson 8: Revise This Conclusion Paragraph	(1)(A,B,D)	(6)(A,B)	(7)(B,D,G)	(9)(Di,Ei)	(10)(A,B)	(11)(Bi,C,D)	
Lesson 9: Definitive Words and Phrases and Informative Verbs	(1)(A,B,D);(4)(A)	(6)(A,B,C,I)	(7)(B,E,G)	(9)(Di)	(10)(A,B,F)	(11)(C,D)	
Lesson 10: The Hypothetical Anecdote	(1)(A)	(6)(E)	(7)(A)			(11)(Di,ix,x,xi)	
Lesson 11: Analyzing More Complex Conclusions	(1)(A,B);(4)(A)	(6)(A,B)	(7)(D,E,G)	(9)(Di,Ei)	(10)(A,B,F,G)		
Lesson 12: Crafting Powerful Conclusion Paragraphs	(1)(A,B,D)	(6)(A,B)	(7)(A,B)	(9)(Di,Ei)	(10)(A,B)	(11)(Bi,C,D)	

Lesson 13: Writing Response to Text: Conclusion Paragraphs	(1)(A,B,D);(3)(B);(4)(A)	(6)(A-I)	(7)(A-G)	(9)(Di,iii)	(10)(A,B,C,D,F)	(11)(Bi,C,D)	
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<i>Section 6: Authentic Writing Tasks</i>							
Lesson 1: Analyzing Writing Assignments for Givens and Variables	(1)(A)	(6)(A,B)	(7)(B,D)		(10)(A,B)	(11)(A)	
Lesson 2: 7-Day Process Writing Timeline	(1)(A-D)	(6)(A,B)	(7)(B,D)		(10)(A,B)	(11)(A-E);(12)(B,C)	(13)(A,B,C,E,F)
Lesson 3: Literary Themes: What do they Look Like? Why are they Important?	(1)(A,C,D)	(6)(A,B,D,E,F)	(7)(A,B,C,D,G)	(8)(A,B)	(10)(A)	(11)(Bii,D)	
Lesson 4: Read Like an Author	(1)(A,C);(3)(B);(4)(A)	(6)(A-G,I)	(7)(A-D,F,G)	(8)(A,B,C);(9)(A,B)	(10)(A,B,D,F)	(11)(Di,ix,x,xi)	
Lesson 5: Identify the Theme	(1)(A-D);(4)(A)	(6)(A-I)	(7)(A-G)	(8)(A,B);(9)(A,B) <i>Note: This lesson can also include identifying the theme in drama. (9)(C)</i>	(10)(A,B,D,F)	(11)(A-E);(12)(B)	
Lesson 6: Narrator's Point of View	(1)(A-D);(4)(A)	(6)(A-I)	(7)(A-G)	(8)(A,B);(9)(A,B)	(10)(A,B,D,E,F)	(11)(A-E);(12)(B)	