

Quarter 1				
Unit 1: Challenges				
Key Learning: Readers attend to story elements and details to develop unique ideas about stories.				
Unit Essential Question: How do readers analyze story elements and important events to identify main ideas in stories?				
Unit	Benchmark	Benchmark Description	Skill Focus	
1 Theme: Challenges (30 days)	LA.5.1.4.1	Phonics/ Word Analysis	Understand spelling patterns.	<ul style="list-style-type: none"> • Short and long vowel patterns • Controlled Vowels
	LA.5.1.4.2		Recognize structural analysis.	
	LA.5.1.5.2	Fluency	Adjust reading rate based on purpose, text difficulty, form, and style.	<ul style="list-style-type: none"> • Accuracy • Tone of voice • Pitch • Pausing
	LA.5.1.6.1	Vocabulary	Use new vocabulary that is introduced and taught directly.	<ul style="list-style-type: none"> • Context clues • Synonyms • Compound Words • Homographs • Suffixes
	LA.5.1.6.3		Use context clues to determine meanings of unfamiliar words.	
	LA.5.1.6.7		Use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.	
	LA.5.1.7.3	Comprehension	Determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.	<ul style="list-style-type: none"> • Plot Development • Compare and Contrast • Main Ideas and Details • Cause and Effect
	LA.5.1.7.4		Identify cause and effect relationships in text.	
	LA.5.1.7.5		Identify the text structure and author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text.	
	LA.5.1.7.6		Identify themes or topics across a variety of fiction and non-fiction selections.	
	LA.5.1.7.8		Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-taking, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.	

Unit	Benchmark	Benchmark Description	Skill Focus
1	LA.5.2.1.1	Write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis and resolution.	<ul style="list-style-type: none"> Literary Elements: theme, setting, character, plot structure Analyzing story elements Book recommendation
	LA.5.2.1.2	Locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of selections.	
	LA.5.2.1.9	Use interest and recommendations of others to select a balance of age and ability appropriate fiction materials to read (e.g. novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of society.	
Unit Assessment	Compass Learning, FCAT Explorer-Florida Achievers, FCAT Format Weekly Assessment, Selection Test Florida Achieves Benchmark Assessments		
Core Resources	<i>Miss Alaineus, Davy Crockett Saves the World, Forests of the World, Ultimate Field Trip 5, Pipiolo and the Roof Dogs</i>		

Additional Resources**Websites and Places to See On-Line:**

- http://www.harlan.k12.ia.us/Fourth%20Grade%20Reading%20-%20main_idea_activities.htm
- http://www.ehow.com/list_5787843_main-activities-middle-schoolstudents.html
- <http://edhelper.com/MainIdea.htm>
- <http://www2.scholastic.com/browse/lessonplan.jsp?id=196>
- http://www.education.com/activity/article/Sequence_Sandwich_middle/
- http://www.internet4classrooms.com/skills_5th_lang.htm
- <http://www.manatee.k12.fl.us/sites/elementary/samoset/rcmi1.htm>
- <http://www.teachervision.fen.com/reading/graphicorganizers/4311.html>
- <http://www.brainpopjr.com/reading/comprehension/mainidea/grownups.weml>
- <http://mrsdell.org/causeandeffect/>
- http://www.education.com/activity/article/Cause_Effect_Card_middle/
- <http://www.literacymatters.org/content/text/cause.htm>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/exploringcause-effect-using-925.html>

Thinking Maps©:

- Tree Map
- Multi-Flow Map
- Double Bubble

Additional Resources

Jean Fritz books: Can't you Make Them Behave King George? And Then What Paul Revere? Sh! We're Writing the Constitution, What's the Big Idea Ben Franklin?

If You books: If You Lived When There Was Slavery in America by Ann Kamma, If You Traveled on the Underground Railroad by Ellen Levine, ...Lived When There Was Slavery in America by Anna Kamma There are videos on Discovery.

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Unit 2: Discoveries					
Key Learning: Readers compare and contrast within and across texts to deepen understanding when reading various narrative forms.					
Unit Essential Question: How do readers use compare and contrast within and across stories to deepen understandings?					
Unit	Benchmark	Benchmark Description	Skill Focus		
2 Theme: Discoveries (30 days)	LA.5.1.4.1	Phonics/ Word Analysis	Understand spelling patterns.	<ul style="list-style-type: none"> Compound Words Plural Endings Inflected Endings VCCV Pattern 	
	LA.5.1.4.2		Recognize structural analysis.		
	LA.5.1.5.1	Fluency	Demonstrate the ability to read grade level text.	<ul style="list-style-type: none"> Characterization and dialogue Phrasing 	
	LA.5.1.5.2		Adjust reading rate based on purpose, text difficulty, form, and style.		
	LA.5.1.6.4	Vocabulary	Categorize key vocabulary and identify salient features.	<ul style="list-style-type: none"> Idioms Context Clues Inflectional Endings Suffixes Antonyms 	
	LA.5.1.6.5		Relate new vocabulary to familiar words.		
	LA.5.1.6.7		Use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.		
	LA.5.1.6.8		Use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.		
	(Continues into 2 nd quarter)	LA.5.1.7.1	Comprehension	Explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, and maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading.	<ul style="list-style-type: none"> Plot Development Inferences Main Ideas and Details
		LA.5.1.7.2		Identify author's purpose (e.g., to persuade, inform, entertain, explain) and how an author's perspective influences text.	
LA.5.1.7.7		Compare and contrast elements in multiple texts (e.g., setting characters, problems).			
LA.5.1.7.8		Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-taking, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.			

Unit	Benchmark	Benchmark Description	Skill Focus
2	LA.5.2.1.1	Demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes.	<ul style="list-style-type: none"> • Genre • Descriptive language • Provide evidence from text to support thinking
	LA.5.2.1.3	The student will demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem.	
	LA.5.2.1.6	Identify an author’s theme, and use details from the text to explain how the author developed that theme.	
	LA.5.2.1.7	Identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.	
	LA.5.6.2.2	Read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.	
Unit Assessment	Compass Learning, FCAT Explorer-Florida Achievers, FCAT Format Weekly Assessment, Selection Test Florida Achieves Benchmark Assessments http://focus.florida-achieves.com/		
Core Resources	<i>Shiloh, Rattlers!, Maya Linn: Architect of Memory</i>		

Additional Resources**Websites and Places to See On-Line:**

- <http://fcit.usf.edu/FCAT/strategies/ap/default.htm>
- http://www.fcrr.org/FAIR_Search_tool/PDFs/4-5C_005.pdf
- http://www.fcrr.org/FAIR_Search_Tool/PDFs/4-5C_017.pdf
- http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm
- <http://www.readwritethink.org/classroomresources/lesson-plans/plot-structure-literaryelements-904.html>
- <http://www.learner.org/interactives/literature/read/plot2.html>

Thinking Maps©:

- Bubble Map
- Tree Map
- Bridge Map
- Circle Map

Florida Center for Reading Research Student Center Activities- Fourth-Fifth Grade
<http://www.fcrr.org/curriculum/studentCenterActivities45.shtm>

Additional Resources

Jean Fritz books: Can't you Make Them Behave King George? And Then What Paul Revere? Sh! We're Writing the Constitution, What's the Big Idea Ben Franklin?

If You books: If You Lived When There Was Slavery in America by Ann Kamma, If You Traveled on the Underground Railroad by Ellen Levine, ...Lived When There Was Slavery in America by Anna Kamma There are videos on Discovery.

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Quarter 2				
Unit 3: Turning Points				
Key Learning: Readers identify relevant details and draw conclusions to deepen understanding when reading nonfiction texts.				
Unit Essential Question: How do readers apply reading strategies in nonfiction texts to draw conclusions?				
Unit	Benchmark	Benchmark Description	Skill Focus	
3 Theme: Turning Points (30 days)	LA.5.1.4.1	Phonics/ Word Analysis	Understand spelling patterns.	<ul style="list-style-type: none"> • V/CV and VC/V Patterns • V/V Patterns • VCCCV Patterns • Accented Syllables
	LA.5.1.4.3		Use language structure to read multi-syllabic words in text.	
	LA.5.1.5.1	Fluency	Demonstrate the ability to read grade level text.	<ul style="list-style-type: none"> • Rate • Tempo • Intonation
	LA.5.1.5.2		Adjust reading rate based on purpose, text difficulty, form, and style.	
	LA.5.1.6.6	Vocabulary	Identify “shades of meaning” in related words (e.g., blaring, loud).	<ul style="list-style-type: none"> • Word Families • Dictionary: Pronunciation Key • Word Parts: Prefixes • Thesaurus: Denotation and Connotation • Analogies: Synonyms
	LA.5.1.6.8		Use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.	
	LA.5.1.6.9		Determine the correct meaning of words with multiple meanings in context.	
	LA.5.1.6.1.1		Use meanings of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.	
	LA.5.1.7.1	Comprehension	Explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, and maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading.	<ul style="list-style-type: none"> • Plot Development: Draw Conclusions • Relevant Facts and Details • Author’s Purpose • Compare, Characters, Settings, and Events
	LA.5.1.7.3		Determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.	
	LA.5.1.7.6		Identify themes or topics across a variety of fiction and non-fiction selections.	
	LA.5.1.7.8		Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.	

Unit	Benchmark	Benchmark Description	Skill Focus
3	LA.5.2.1.5	Demonstrate an understanding of literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media.	<ul style="list-style-type: none"> • Provide evidence from text to support reader response • Synthesize • Text features
	LA.5.2.2.1	Locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations).	
	LA.5.2.2.2	Use information from the text to answer questions related to explicitly stated main ideas or relevant details.	
	LA.5.6.2.2	Read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.	
Unit Assessment	Compass Learning, FCAT Explorer-Florida Achievers, FCAT Format Weekly Assessment, Selection Test Florida Achieves Benchmark Assessments		
Core Resources	<i>Sleds on Boston Commons, when Esther Morris Headed West, Beyond the Horizon, My Great-Grandmother's Gourd, Zathura a Space Adventure</i>		

Additional Resources**Websites and Places to See On-Line:**

- <http://fcit.usf.edu/FCAT/strategies/ap/default.htm>
- <http://www.studyzone.org/testprep/ela4/j/authorpurposep.cfm>
- <http://www.studyzone.org/testprep/ela4/a/authorspurpose1.cfm>
- http://www.associatedcontent.com/article/2757889/authors_purpose_for_writing_worksheet.html
- <http://www.havefunteaching.com/songs-for-kids/reading/authors-purpose-song>
- <http://teachers.net/lessons/posts/3360.html>
- http://www.fcrr.org/SCASearch/PDFs/4-5C_030.pdf
- http://www.fcrr.org/SCASearch?PDFs/4-5C_031.pdf

Thinking Maps®:

- Tree Map- branches are inform, explain, entertain, persuade
- Circle Map

Florida Center for Reading Research Student Center Activities- Fourth-Fifth Grade
<http://www.fcrr.org/curriculum/studentCenterActivities45.shtm>

Additional Resources

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Quarter 3				
Unit 4: Experiences				
Key Learning: Readers integrate reading strategies to interpret and respond to texts.				
Unit Essential Question: How do readers orchestrate reading strategies while interpreting and responding to texts?				
Unit	Benchmark	Benchmark Description	Skill Focus	
4 Theme: Experiences (30 days)	LA.5.1.4.1	Phonics/ Word Analysis	Understand spelling patterns.	<ul style="list-style-type: none"> • More Accented Words • Accented Syllables in Homographs
	LA.5.1.4.2		Recognize structural analysis.	
	LA.5.1.5.1	Fluency	Demonstrate the ability to read grade level text.	<ul style="list-style-type: none"> • Emotion • Punctuation clues • Reading rate
	LA.5.1.5.2		Adjust reading rate based on purpose, text difficulty, form, and style.	
	LA.5.1.6.2	Vocabulary	Listen to, read, and discuss familiar and conceptually challenging text.	<ul style="list-style-type: none"> • Homophones • Context Clues • Prefixes and Suffixes • Multiple Meaning Words • Analogies
	LA.5.1.6.6		Identify “shades of meaning” in related words (e.g., blaring, loud).	
	LA.5.1.6.9		Determine the correct meaning of words with multiple meanings in context.	
	LA.5.1.7.3	Comprehension	Determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.	<ul style="list-style-type: none"> • Plot Development • Author’s Purpose • Relevant Facts and Details • Recognize Organizational Patterns
	LA.5.1.7.5		Identify the text structure an author uses (e.g. comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text.	
	LA.5.1.7.8		Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-taking, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.	

Unit	Benchmark	Benchmark Description	Skill Focus
4	LA.5.2.1.1	Demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes.	<ul style="list-style-type: none"> • Literary response in written and oral forms • Genre characteristics • Text features • Use of language: description, idioms, similes, metaphors, symbolism • Literary response
	LA.5.2.1.7	Identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.	
	LA.5.2.2.1	Locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations).	
Unit Assessment	Compass Learning, FCAT Explorer-Florida Achievers, FCAT Format Weekly Assessment, Selection Test Florida Achieves Benchmark Assessments http://focus.florida-achieves.com/		
Core Resources	<i>Goin’ Somewhere Special, Carlos and the Skunk, Getting out the Vote, Hurricanes, The Catch of the Day</i>		

Additional Resources**Websites and Places to See On-Line:**

- <http://fcit.usf.edu/FCAT/strategies/ap/default.htm>http://www.fcrr.org/FAIR_Search_tool/PDFs/4-5C_005.pdf
- http://www.fcrr.org/FAIR_Search_Tool/PDFs/4-5C_017.pdf
- http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm
- <http://www.readwritethink.org/classroomresources/lesson-plans/plot-structure-literaryelements-904.html>
- <http://www.learner.org/interactives/literature/read/plot2.html>

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Unit 5: Achievements

Key Learning: Readers engage in book discussion to respond to, reinterpret, and expand their understandings about texts.

Unit Essential Questions: How do readers engage in book club discussions to construct alternative or deepened understandings about texts?

Unit	Benchmark	Benchmark Description	Skill Focus		
5 Theme: Achievements (30 days)	LA.5.1.4.1	Phonics/ Word Analysis	Understands spelling patterns.	<ul style="list-style-type: none"> • Soft g • Homophones • Prefixes- dis, in, mis, pre • Suffixes- less and ness • Adding -ion 	
	LA.5.1.4.2		Recognize structural analysis.		
	LA.5.1.5.1	Fluency	Demonstrate the ability to read grade level text.	<ul style="list-style-type: none"> • Volume • Intonation/phrasing • Reading rate 	
	LA.5.1.5.2		Adjust reading rate based on purpose, text difficulty, form, and style.		
	LA.5.1.6.2	Vocabulary	Listen to, read, and discuss familiar and conceptually challenging text.	<ul style="list-style-type: none"> • Word Parts: Base and Root Words • Dictionary: Word Origins • Thesaurus/Dictionary: Antonyms, Context Clues • Word Parts: Latin Roots 	
	LA.5.1.6.3		Use context clues to determine meanings of unfamiliar words.		
	LA.5.1.6.7		Use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.		
	LA.5.1.6.8		Use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.		
	(Continues into 4 th quarter)	LA.5.1.7.2	Comprehension	Identify the author’s purpose (e.g., to persuade, inform, entertain, explain) and how an author’s perspective influences text.	<ul style="list-style-type: none"> • Problem and Solution • Essential Message/Theme • Cause and Effect • Author’s Point of View • Plot Development
		LA.5.1.7.3		Determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and indentifying relevant details.	
LA.5.1.7.5		Identify the text structure an author uses (e.g., compare/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text.			
LA.5.1.7.6		Identify themes or topics across a variety of fiction and non-fiction selections.			

	LA.5.1.7.8		Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-taking, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.	
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Unit	Benchmark		Benchmark Description	Skill Focus
5	LA.5.2.1.4	Literary Analysis	Identify an author’s theme and use details from the text to explain how the author developed that theme.	<ul style="list-style-type: none"> • Plot • Theme • Use of language: description, idioms, similes, metaphors, symbolism • Explain and use text features
	LA.5.2.1.7		Identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism, and examine how it is used to describe people, feelings, and objects.	
Unit Assessment	Compass Learning, FCAT Explorer-Florida Achievers, FCAT Format Weekly Assessment, Selection Test Florida Achieves Benchmark Assessments http://focus.florida-achieves.com/			
Core Resources	<i>Spirit of Endurance, Weslandia, A Historic Journey, The Unbreakable Code, The Gri Gri Tree from The Color of My Words</i>			

Additional Resources**Websites and Places to See On-Line:**

- <http://learningtogive.org/lessons/unit106/lesson1.html>
- http://www.education.com/magazine/article/Tackling_Theme_Literature/
- http://www.internet4classrooms.com/grade_level_help/literature_stated_theme_language_arts_fifth_5th_grade.htm
- <http://homeworktips.about.com/od/writingabookreport/a/themelist.htm>
- <http://www.literacyrules.com/pdf/Theme%202.pdf>

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Quarter 4

Unit 6: Great Ideas

Key Learning: Researchers read critically and analytically to synthesize and communication information.

Unit Essential Question: How do readers read to research and effectively present their learnings?

Unit	Benchmark	Benchmark Description	Skill Focus	
6 Theme: Great Ideas (30 days)	LA.5.1.4.1	Phonics/ Word Analysis	Understand spelling patterns.	<ul style="list-style-type: none"> • Greek Roots • Latin Roots • Mythology • Number Prefixes • Suffixes- able, ible
	LA.5.1.4.2		Recognize structural analysis.	
	LA.5.1.4.3		Use language structure to read multi-syllabic words in text.	
	LA.5.1.5.1	Fluency	Demonstrate the ability to read grade level text.	<ul style="list-style-type: none"> • Characterization/dialogue • Rhythmic language • Punctuation clues
	LA.5.1.5.2		Adjust reading rate based on purpose, text difficulty, form, and style.	
	LA.5.1.6.2	Vocabulary	Listen to, read, and discuss familiar and conceptually challenging text.	<ul style="list-style-type: none"> • Homophones • Multiple Meaning Words • Context Clues • Greek and Latin Roots
	LA.5.1.6.3		Use context clues to determine meanings of unfamiliar words.	
	LA.5.1.6.7		Use of meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.	
	LA.5.1.6.10		Determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choice by using a dictionary, thesaurus, and digital tools.	
	LA.5.1.7.1	Comprehension	Explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, and maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading.	<ul style="list-style-type: none"> • Chronological Order • Plot Development • Techniques of Persuasion • Relevant Facts and Details
	LA.5.1.7.3		Determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.	
	LA.5.1.7.5		Identify the text structure and author uses (e.g., compare/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text.	
	LA.5.1.7.7		Compare and contrast elements in multiple texts (e.g., setting characters, problems).	

Unit	Benchmark	Benchmark Description	Skill Focus
6	LA.5.1.7.8	Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-taking, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.	
	LA.5.2.1.8	The student will explain changes in the vocabulary and language patterns of literary texts written across historical periods.	<ul style="list-style-type: none"> • Use information from text to answer questions • Organize information • Characteristics of practical/functional texts • Select a balance of non-fiction materials using interests and recommendations
	LA.5.2.2.2	Use information from the text to answer questions related to explicitly stated main ideas or relevant details.	
	LA.5.2.2.3	Organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, or summarizing).	
	LA.5.2.2.4	Identify the characteristics of a variety of types of text (e.g., reference, newspapers, practical/functional texts).	
	LA.5.2.2.5	Use interest and recommendations of others to select a balance of age and ability appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history) to continue building a core foundation of knowledge.	
	LA.5.6.2.2	Read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.	
Unit Assessment	Compass Learning, FCAT Format Weekly Assessment, Selection Test Florida Achieves Benchmark Assessments		
Core Resources	The Golden Mare, the Firebird, and the Magic Ring, Skunk Scout, A Dream Comes True, Up in the Air: The Story of the Balloon Flight, Hidden Words Looking Through A Scientist’s Microscope		

Additional Resources**Websites and Places to See On-Line:**

- <http://fcit.usf.edu/FCAT/strategies/ap/default.htm>http://www.fcrr.org/FAIR_Search_tool/PDFs/4-5C_005.pdf
- http://www.fcrr.org/FAIR_Search_Tool/PDFs/4-5C_017.pdf
- http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm
- <http://www.readwritethink.org/classroomresources/lesson-plans/plot-structure-literaryelements-904.html>
- <http://www.learner.org/interactives/literature/read/plot2.html>

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- Circle Map

Florida Center for Reading Research Student Center Activities- Fourth-Fifth Grade
<http://www.fcrr.org/curriculum/studentCenterActivities45.shtml>

Additional Resources

Jean Fritz books: Can't you Make Them Behave King George? And Then What Paul Revere? Sh! We're Writing the Constitution, What's the Big Idea Ben Franklin?

If You books: If You Lived When There Was Slavery in America by Ann Kamma, If You Traveled on the Underground Railroad by Ellen Levine, ...Lived When There Was Slavery in America by Anna Kamma There are videos on Discovery.

Kids Discover Magazine with the reading series

Kids Discover Magazines: Underground Railroad, American Revolution, Declaration of Independence, Slavery, and Civil War