

Alignment of Common Core  
State Standards for  
English Language Arts and  
Fountas & Pinnell Classroom™

**GRADE 5**

This alignment document is a guide for administrators to see examples of how the standards are met throughout the *Fountas & Pinnell Classroom™* (FPC) system; it is not meant to be a comprehensive or exhaustive document that tags every possible standard that is met in each lesson.

*Fountas & Pinnell Classroom™* is a cohesive, multi-text approach to literacy instruction for all students in grades PreK–6. FPC is designed to support whole-group, small-group and independent learning opportunities including: interactive read-aloud; reading minilessons; shared reading; phonics, spelling, and word study; guided reading; book clubs; and independent reading collections. The FPC system is rich with authentic texts, lessons, conferring cards, minilessons and professional learning tools for a systematic and comprehensive approach to literacy instruction.

### *Lesson Citations:*

This document primarily focuses on examples where the standards are addressed during whole-group instruction with all students, which include the following FPC instructional contexts:

- Interactive Read-Aloud (IRA)
- Reading Minilessons (RML)
- Phonics, Spelling, and Word Study (PWS)

A few examples are provided from the small-group instructional contexts where standards can be reinforced or targeted in a small-group setting. In these contexts, texts are either chosen by students based on interest (Book Clubs) or by teachers based on the instructional level of the group (Guided Reading). It is important to note that due to the purpose of each small-group instructional context, every student in the class will not experience every text or lesson in a small group collection, and the teaching in these contexts is adjusted by the teacher to respond to the specific strengths and needs of the group.

- **Book Club citations:** The Book Club citations listed are examples where the thematically connected Interactive Read-Aloud lesson(s) are also cited as addressing a standard, and thus sets the stage for students to apply and expand upon what they have learned in the whole-group environment to their Book Club discussions.

The *Fountas & Pinnell Classroom™* Book Club Collections include titles organized into text sets by theme which are connected to the themes, genre, topic, author or illustrator of the text sets in the *FPC Interactive Read-Aloud Collections*. Book clubs provide enjoyable community experiences that deepen readers' appreciation for a common text, extend their thinking as they process and interpret the perspectives and opinions of their peers, expand their ability to express their ideas orally, and provide an authentic context for applying the norms for listening and speaking and for using academic language.

- **Guided Reading citations:** With nearly 200 leveled books and lessons at every grade level (K-6) this document narrowly focuses only on the end of year text level goals for each grade level as a representative sampling of the many citation examples within each grade level Guided Reading collection. As a comprehensive collection, the Guided Reading lessons extensively address the standards/skills/goals outlined in the CCSS. Small-group instruction in Guided Reading provides opportunities to work on literacy behaviors and skills based on student's individual needs. For more details, please review the text level expectations and the range of goals and behaviors for each text level on the F&P Text Level Gradient™ [see the Guided Reading section of *The Literacy Continuum*]. The citations listed in this document are examples of Guided Reading lessons that also meet the standard.

### *Fountas & Pinnell Classroom™ and The Fountas & Pinnell Literacy Continuum*

The grounding source of coherence in *Fountas & Pinnell Classroom™* is *The Fountas & Pinnell Literacy Continuum*, which serves as the instructional anchor for every lesson, goal, and book in the *FPC* system.

*The Literacy Continuum* describes progress in multiple areas of literacy. Because the behaviors and understandings found in *The Literacy Continuum* are consistent with expectations laid forth in *The Common Core State Standards*, it may be helpful to explore [\*The Alignment of Common Core State Standards for English Language Arts and The Fountas & Pinnell Literacy Continuum, Expanded Edition\*](#). This document is organized to show the close connection between each of the continua in *The Literacy Continuum* and the Common Core State Standards for English Language Arts & Literacy.

The goals of *The Literacy Continuum* have informed and been infused into every single lesson in *FPC* along with language for effective and efficient teaching.

*Fountas & Pinnell Classroom™* was designed to lift the expertise of teachers in becoming more:

- skillful observers of literacy behaviors.
- analytical about the teaching and learning opportunities texts can provide.
- responsive to the students in their classrooms.

Each whole-group and small-group instructional context in *FPC* includes a suggested teaching sequence. Teachers may choose to rely on this sequence as they get acquainted with the content of the lessons and with the text collections across instructional contexts. As teachers engage with the professional learning support embedded in each lesson, they will expand their ability to observe and respond to students so that they can sequence lessons and make moment-to-moment teaching decisions based on the strengths and needs of their students.

While a rigid scope and sequence might “cover the standards,” it does not ensure that all students will meet and exceed those expectations. The suggestions for teaching in *FPC* allow teachers to create an effective and efficient pathway to success that teachers can specifically tailor to the unique group of students that they serve. Moreover, teachers learn about teaching children responsively so that they meet and extend standards, rather than just teach the standards.

### *The Importance of Talk*

*Fountas & Pinnell Classroom™* is rich with robust opportunities for varied talk structures within each instructional context. When children talk, they communicate and refine their ideas, reveal their understandings and perspectives, and make meaning from texts. Reading is thinking grounded in text. Students' talk reflects their thinking. Several examples of direct, explicit teaching, speaking, listening, and oral language standards have been included in this alignment.

Teachers will find support for addressing these standards in every lesson in the *FPC* system, including support for working with English Learners.

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READING: LITERATURE	
STANDARD	ALIGNED FPC LESSONS
<p><b>KEY IDEAS AND DETAILS</b></p> <p><a href="#"><u>CCSS.ELA-LITERACY.RL.5.1</u></a></p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• The Crane Girl</li> <li>• My Man Blue</li> <li>• Mrs. Katz and Tush</li> <li>• Smoky Nights</li> <li>• Thirty Minutes over Oregon</li> <li>• Shooting Stars</li> <li>• The Village that Vanished</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U1.RML2 Mark places you want to talk about</li> <li>• LA.U2.RML4 Invite each other to provide evidence</li> <li>• LA.U2.RML6 Add on to the important ideas to extend the thinking of the group</li> <li>• LA.U3.RML2 Hypothesize the author's reasons for choosing a topic or idea</li> <li>• LA.U8.RML1 The author gives a message in fiction and nonfiction books</li> <li>• LA.U9.RML1 The theme of a fiction book is what the book is really about</li> <li>• LA.U9.RML3 Books often have themes that address human challenges and social issues</li> <li>• WAR.U4.RML3 Use a web to show how ideas are connected</li> <li>• WAR.U4.RML4 Use a Venn diagram to compare and contrast books</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Book Clubs:</b></p> <ul style="list-style-type: none"> <li>■ Text Set: Empathy             <ul style="list-style-type: none"> <li>• Amina's Voice</li> <li>• The Gift-Giver</li> <li>• A Handful of Stars</li> <li>• Save me a Seat</li> </ul> </li> </ul> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• A Much Better Billy- level U</li> <li>• Transformed- level U</li> <li>• The Shot- level V</li> <li>• Dance of the Green-Eyed Monster- level V</li> </ul>

<p><b>KEY IDEAS AND DETAILS</b></p>	<p><b><u>CCSS.ELA-LITERACY.RL.5.2</u></b></p> <p>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.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Silent Music: A Story of Baghdad</li> <li>• Let the Celebrations Begin!</li> <li>• Sami and the Time of the Troubles</li> <li>• Home to Medicine Mountain</li> <li>• Brian’s Winter</li> <li>• The Raft</li> <li>• The Treasure Box</li> <li>• Baseball Saved Us</li> <li>• The Butterfly</li> <li>• White Water</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U9.RML1 The theme of a fiction book is what the book is really about</li> <li>• LA.U9.RML3 Books often have themes that address human challenges and social issues</li> <li>• LA.U22.RML3 Fantasy stories often reveal a lesson or something true about the world</li> <li>• LA.U25.RML6 Historical fiction writers use the past to give a message that can be applied today</li> <li>• SAS.U5.RML1 Tell about the theme and plot in an organized way to summarize a fiction story</li> <li>• SAS.U5.RML2 Tell about the important events to summarize a biography or memoir</li> <li>• WAR.U5.RML3 A summary of the book gives important information</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Book Clubs:</b></p> <ul style="list-style-type: none"> <li>■ Text Set: Historical Fiction             <ul style="list-style-type: none"> <li>• The Bat Boy and His Violin</li> <li>• Jingu: The Hidden Princess</li> <li>• Salt: A Story of Friendship in a Time of War</li> <li>• Star of Fear, Star of Hope</li> </ul> </li> </ul> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Henry and the Climbing Boys- level W</li> <li>• Collateral Damage- level W</li> <li>• The Painting- level T</li> <li>• Wayne’s Cinquains- level T</li> </ul>
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<p><b>KEY IDEAS AND DETAILS</b></p>	<p><b><u>CCSS.ELA-LITERACY.RL.5.3</u></b></p> <p>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].</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Keeping the Night Watch</li> <li>• The Way a Door Closes</li> <li>• Sami and the Time of Troubles</li> <li>• The Treasure Box</li> <li>• Coraline</li> <li>• King of the Sky</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U3.RML4 Authors often revisit the same themes, topics, or settings across their books</li> <li>• LA.U5.RML3 Evaluate how characters are portrayed in books</li> <li>• LA.U26.RML2 Evaluate the significance of the setting in a story</li> <li>• LA.U26.RML3 Evaluate the believability of the setting in fantasy books</li> <li>• LA.U26.RML4 Evaluate the authenticity of the setting in historical and realistic fiction</li> <li>• LA.U28.RML2 Notice what the characters say and do to understand their relationships</li> <li>• WAR.U4.RML4 Use a Venn diagram to compare and contrast books</li> <li>• WAR.U4.RML5 Use a grid to organize, analyze, and compare information</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Book Clubs:</b></p> <ul style="list-style-type: none"> <li>■ Text Set: Family <ul style="list-style-type: none"> <li>• The Boy on the Porch</li> <li>• Clayton Byrd Goes Underground</li> <li>• Rain Reign</li> <li>• A Year Down Yonder</li> </ul> </li> </ul> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Not-So-Believable Stories: A Book of Urban Legends- level V</li> <li>• Aftershock!- level V</li> <li>• Matthew, The Printer's Apprentice- level U</li> <li>• Diary of My [Not-So-Relaxing] Tropical Vacation- level W</li> </ul>
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<p><b>CRAFT AND STRUCTURE</b></p>	<p><b>CCSS.ELA-LITERACY.RL.5.4</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Letters from Rifka</li> <li>• Firebird</li> <li>• Black Dog</li> <li>• Eliza’s Freedom Road</li> <li>• Hoops</li> <li>• The Secret Pool</li> <li>• Home to Medicine Mountain</li> <li>• The Way a Door Closes</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U10.RML1 Writers use poetic or descriptive language to appeal to the five senses</li> <li>• LA.U10.RML2 Writers use similes and metaphors to compare one thing to another</li> <li>• LA.U10.RML3 Writers use personification to give human qualities to something that is not human</li> <li>• LA.U10.RML4 Writers choose language to fit the setting</li> <li>• LA.U10.RML5 Writers use precise words to create a mood</li> <li>• LA.U10.RML6 Writers choose specific words to express their attitude or feelings toward a subject</li> <li>• SAS.U2.RML1 A writer defines a word within the text to help you understand it</li> <li>• SAS.U2.RML2 A writer uses a word in the sentence that is similar or opposite in meaning to the word you don’t know</li> <li>• SAS.U2.RML3 A writer gives an example to help you understand the meaning of a word</li> <li>• SAS.U2.RML4 Word parts help you understand what a word means</li> <li>• SAS.U2.RML5 Greek and Latin roots help you understand what a word means</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Book Clubs:</b></p> <ul style="list-style-type: none"> <li>■ Text Set: Writer’s Craft: Graphic Novels             <ul style="list-style-type: none"> <li>• Ghosts</li> <li>• Mighty Jack</li> <li>• Lowriders in Space</li> <li>• Real Friends</li> </ul> </li> </ul> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Dance of the Green-Eyed Monster- level V</li> <li>• Aftershock!-level V</li> <li>• The Shot: Owen’s Story- level V</li> <li>• The Shot: Rob’s Story- level V</li> <li>• Matthew, The Printer’s Apprentice- level U</li> </ul>
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<p><b>CRAFT AND STRUCTURE</b></p>	<p><b><u>CCSS.ELA-LITERACY.RL.5.5</u></b></p> <p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Brian’s Winter</li> <li>• Keeping the Night Watch</li> <li>• Dark Emperor and Other Poems of the Night</li> <li>• This is Just to Say: Poems of Apology and Forgiveness</li> <li>• The Poet’s Dog</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U7.RML1 A lyrical poem is a songlike poem that has rhythm and sometimes rhyme</li> <li>• LA.U7.RML2 A free verse poem doesn't have to rhyme or have rhythm</li> <li>• LA.U7.RML3 A limerick is a rhyming poem that is usually surprising, funny, and sometimes nonsensical</li> <li>• LA.U11.RML1 Poets use line breaks and white space to show you how to read the poem</li> <li>• LA.U21.RML3 Evaluate whether the plot and story outcome of a realistic fiction story are believable</li> <li>• LA.U22.RML1 Fantasy stories cannot happen but can be set in the real world or in a completely imagined world</li> <li>• LA.U27.RML1 The plot usually includes a beginning, a problem, a series of events, a high point, a solution, and an ending</li> <li>• LA.U27.RML2 Sometimes stories have more than one problem</li> <li>• LA.U27.RML3 Writers use flashbacks, flash-forwards, or a story-within-a-story</li> <li>• LA.U27.RML4 Notice a writer's use of plots and subplots</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Book Clubs:</b></p> <ul style="list-style-type: none"> <li>■ Text Set: Exploring Literary Language             <ul style="list-style-type: none"> <li>• The Crossover</li> <li>• Looking for Me... in This Great Big Family</li> <li>• Thirteen Moons on Turtle’s Back</li> </ul> </li> </ul> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• The Blacksmith’s Apprentice- level V</li> <li>• Deep Trouble- level V</li> <li>• Not-So-Believable Stories: A Book of Urban Legends- level- level V</li> <li>• Racing at the Dunes- level W</li> </ul>



<p><b>CRAFT AND STRUCTURE</b></p>	<p><b><u>CCSS.ELA-LITERACY.RL.5.6</u></b></p> <p>Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• King of the Sky</li> <li>• Brian's Winter</li> <li>• Sequoia</li> <li>• The Village that Vanished</li> <li>• Encounter</li> <li>• Eliza's Freedom Road: An Underground Railroad Diary</li> <li>• Sami and the Time of the Troubles</li> <li>• Sailing the Unknown: Around the World with Captain Cook</li> <li>• Desmond and the Very Mean Word</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U18.RML4 Notice and evaluate multiple points of view on the same topic</li> <li>• LA.U31.RML1 Writers choose the narrator and the point of view of the story.</li> <li>• LA.U31.RML2 Sometimes writers change the narrator and the perspective of the story</li> <li>• LA.U31.RML3 Sometimes writers show the perspective of more than one character</li> <li>• WAR.U7.RML1 Write a diary entry from the perspective of a character</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Book Clubs:</b></p> <ul style="list-style-type: none"> <li>■ Text Set: Facing the Unknown</li> <li>• Fortunately, the Milk</li> <li>• The Magician's Elephant</li> <li>• The Smoking Mirror</li> <li>• When You Reach Me</li> </ul> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• The Shot: Owen's Story- level V</li> <li>• The Shot: Rob's Story- level V</li> <li>• Tongue Tied- level T</li> <li>• On the Foul Line- level T</li> <li>• Intern to a Monster- level Z</li> </ul>
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<p><b>INTEGRATION OF KNOWLEDGE AND IDEAS</b></p>	<p><b><u>CCSS.ELA-LITERACY.RL.5.7</u></b></p> <p>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).</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Destiny’s Gift</li> <li>• White Water</li> <li>• Coming on Home Soon</li> <li>• The Emperor’s New Clothes: A Tale Set in China Told by Demi</li> <li>• The Princess and the Warrior: A Tale of Two Volcanoes</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U4.RML1 Study the illustrations closely to understand what is happening in the text</li> <li>• LA.U4.RML2 Notice the text features the author/illustrator uses to help you follow the action</li> <li>• LA.U4.RML3 Notice the text features the author/illustrator uses to create narration, sound, and dialogue</li> <li>• LA.U4.RML4 Notice how the author/illustrator uses color and lines to show setting, mood, and motion</li> <li>• LA.U12.RML1 Study illustrators to learn about their craft</li> <li>• LA.U12.RML2 Illustrators create art to add to the meaning of the text</li> <li>• LA.U12.RML3 Illustrators create art to show the mood</li> <li>• LA.U12.RML4 Illustrators use perspective in their art to communicate an idea or a feeling</li> <li>• LA.U12.RML5 Illustrators use symbols or color to reflect the theme of the book</li> <li>• LA.U12.RML6 Illustrators create art that reflects the author’s feelings or attitude (tone) toward the subject of the text</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Book Clubs:</b></p> <ul style="list-style-type: none"> <li>■ Text Set: Writer’s Craft: Graphic Novels             <ul style="list-style-type: none"> <li>• Ghosts</li> <li>• Mighty Jack</li> <li>• Lowriders in Space</li> <li>• Real Friends</li> </ul> </li> </ul> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Wayne’s Cinquains- level T</li> <li>• The Red Jacket- level R</li> <li>• Futurism and Our Past Predictions- level U</li> <li>• Matthew, The Printer’s Apprentice- level U</li> <li>• The Blacksmith’s Apprentice- level V</li> </ul>
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<p><b>INTEGRATION OF KNOWLEDGE AND IDEAS</b></p>	<p><b><u>CCSS.ELA-LITERACY.RL.5.8</u></b> <b>(RL.5.8 NOT APPLICABLE TO LITERATURE)</b></p>	<p><b>(not applicable to literature)</b></p>
<p><b>INTEGRATION OF KNOWLEDGE AND IDEAS</b></p>	<p><b><u>CCSS.ELA-LITERACY.RL.5.9</u></b></p> <p>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• White Water</li> <li>• Baseball Saved Us</li> <li>• The Bracelet</li> <li>• Coming on Home Soon</li> <li>• The Butterfly</li> <li>• Paul Bunyan</li> <li>• Dona Flor: A Tall Tale About a Giant Woman with a Big Heart</li> <li>• Wamp Angel</li> <li>• Big Jabe</li> <li>• Thunder Rose</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U22.RML3 Fantasy stories often reveal a lesson or something true about the world</li> <li>• LA.U22.RML4 Science fiction is a type of fantasy that involves technology and scientific advances</li> <li>• LA.U23.RML1 Legends are alike in many ways</li> <li>• LA.U23.RML8 The legend often shows what the culture values</li> <li>• LA.U24.RML1 Tall tales are alike in many ways</li> <li>• LA.U24.RML2 The definition of a tall tale is what is always true about it</li> <li>• LA.U24.RML3 Tall tales are a type of folktale</li> <li>• LA.U25.RML1 Historical fiction stories are alike in many ways</li> <li>• LA.U25.RML6 Historical fiction writers use the past to give a message that can be applied today</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Book Clubs:</b></p> <ul style="list-style-type: none"> <li>■ Text Set: Historical Fiction             <ul style="list-style-type: none"> <li>• The Bat Boy and His Violin</li> <li>• Jingu: The Hidden Princess</li> <li>• Salt: A Story of Friendship in a Time of War</li> <li>• Star of Fear, Star of Hope</li> </ul> </li> <li>■ Text Set: Traditional Tales             <ul style="list-style-type: none"> <li>• The Cow-Tail Switch: And Other West African Stories</li> <li>• Golem</li> <li>• The Magical Monkey King: Mischief in Heaven</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Mufaro’s Beautiful Daughters</li> </ul> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Matthew, The Printer’s Apprentice- level U</li> <li>• Henry and the Climbing Boys- level W</li> <li>• Trouble at the Hill- level- level W</li> <li>• Ooka and the Orphan Tax: A Japanese Folktale- level W</li> <li>• The Shah’s Rug- level W</li> </ul>
<p><b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b></p>	<p><u>CCSS.ELA-LITERACY.RL.5.10</u></p> <p>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.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• All Interactive Read Aloud lessons support this standard</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• All Reading Minilessons related to fiction texts support this standard and the practice of independent reading,</li> </ul>

READING: INFORMATIONAL TEXT	
STANDARD	ALIGNED FPC LESSONS
<p><b>KEY IDEAS AND DETAILS</b></p> <p><u><b>CCSS.ELA-LITERACY.RI.5.1</b></u></p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Mr. Ferris and His Wheel</li> <li>• Ticktock Banneker’s Clock</li> <li>• Tallchief: America’s Prima Ballerina</li> <li>• The Cod’s Tale</li> <li>• Giant Squid: Searching for a Sea Monster</li> <li>• Cycle of Rice, Cycle of Life: A Story of Sustainable Farming</li> <li>• Malala</li> <li>• One Well: The Story of Water on Earth</li> <li>• Can We Save the Tiger?</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U1.RML2 Mark places you want to talk about</li> <li>• LA.U2.RML4 Invite each other to provide evidence</li> <li>• LA.U2.RML6 Add on to the important ideas to extend the thinking of the group</li> <li>• LA.U8.RML1 The author gives a message in fiction and nonfiction books</li> <li>• LA.U9.RML2 The theme of a nonfiction book is more than the topic of the book</li> <li>• LA.U14.RML5 Evaluate the accuracy and quality of expository texts</li> <li>• LA.U15.RML3 Notice the difference between fact and opinion</li> <li>• LA.U18.RML1 Read multiple sources of information about a topic</li> <li>• SAS.U5.RML2 Tell about the important events to summarize a biography or memoir</li> <li>• WAR.U3.RML1 Share your thinking about your reading in a letter</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Book Clubs:</b></p> <ul style="list-style-type: none"> <li>■ Text Set: Caring for Our World           <ul style="list-style-type: none"> <li>• Coral Reefs</li> <li>• Kakapo Rescue: Saving the World’s Strangest Parrot</li> <li>• Only the Mountains Do Not Move</li> <li>• Redwoods</li> </ul> </li> </ul> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Auroras: Mysterious Lights- level V</li> <li>• Strange World: Unlocking the Mysteries of Pluto- level V</li> <li>• Lewis Hine and the Power of Pictures- level W</li> </ul>

		<ul style="list-style-type: none"> <li>• Wriggling, Squirring, and Starving: A Farm of Flies- level W</li> <li>• Fairies in the Garden- level U</li> <li>• Swim, Bike, Run: A Day in the Life of a Triathlete- level U</li> <li>• Hurricane Hunters- level U</li> </ul>
<p><b>KEY IDEAS AND DETAILS</b></p>	<p><b><u>CCSS.ELA-LITERACY.RI.5.2</u></b></p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• One Well: The Story of Water on Earth</li> <li>• Can We Save the Tiger?</li> <li>• Circle of Rice, Circle of Life</li> <li>• Birds</li> <li>• Malala</li> <li>• The Story of Salt</li> <li>• Long-Armed Ludy</li> <li>• The Legendary Miss Lena Home</li> <li>• The Cod's Tale</li> <li>• Giant Squid</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U9.RML2 The theme of a nonfiction book is more than the topic of the book</li> <li>• LA.U14.RML3 Works of expository nonfiction have at least one main topic with information to support it</li> <li>• LA.U15.RML2 Authors use evidence to support an argument</li> <li>• LA.U16.RML5 Biographers include details about the society and culture of the time in which the subject lived</li> <li>• LA.U16.RML9 Think about how the subject's accomplishments have influenced life today</li> <li>• LA.U17.RML2 Nonfiction authors organize information into categories and subcategories</li> <li>• SAS.U5.RML2 Tell about the important events to summarize a biography or memoir</li> <li>• SAS.U5.RML3 Tell the big idea and how the most important information is organized to summarize an informational text</li> <li>• WAR.U4.RML2 Use an outline to show the main topic of a book and its subtopics</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Book Clubs:</b></p> <ul style="list-style-type: none"> <li>■ Text Set: Caring for Our World             <ul style="list-style-type: none"> <li>• Coral Reefs</li> <li>• Redwoods</li> <li>• Kakapo Rescue: Saving the World's Strangest Parrot</li> <li>• Only the Mountains Do Not Move</li> </ul> </li> </ul>

<p><b>KEY IDEAS AND DETAILS</b></p>	<p><b>CCSS.ELA-LITERACY.RI.5.3</b></p> <p>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.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Birds: Nature's Magnificent Flying Machines</li> <li>• Giant Squid: Searching for a Sea Monster</li> <li>• The Cod's Tale</li> <li>• The Story of Salt</li> <li>• The Legendary Miss Lena Home</li> <li>• Strange Mr. Satie</li> <li>• Skateboards</li> <li>• Titanic: Disaster at Sea</li> <li>• One Well: The Story of Water on Earth</li> <li>• Balloons over Broadway: The True Story of the Puppeteer of Macy's Parade</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U14.RML1 Expository nonfiction books are alike in many ways</li> <li>• LA.U14.RML2 The definition of expository nonfiction is what is always true about it</li> <li>• LA.U14.RML3 Works of expository nonfiction have at least one main topic with information to support it</li> <li>• LA.U15.RML1 Authors write to persuade you to believe or do something</li> <li>• LA.U16.RML4 Biographers decide when to start and stop telling the story of the subject's life</li> <li>• LA.U16.RML5 Biographers include details about the society and culture of the time in which the subject lived</li> <li>• LA.U17.RML1 Nonfiction authors tell information in chronological order or temporal order</li> <li>• LA.U17.RML2 Nonfiction authors organize information into categories and subcategories</li> <li>• LA.U17.RML3 Nonfiction authors organize information by comparing and contrasting two things</li> <li>• LA.U17.RML4 Nonfiction authors organize information using cause and effect</li> <li>• LA.U18.RML1 Read multiple sources of information about a topic</li> <li>• LA.U18.RML2 Use multiple sources to answer a bigger question</li> <li>• LA.U18.RML3 Read primary and secondary sources for information on a topic</li> <li>• LA.U18.RML4 Notice and evaluate multiple points of view on the same topic</li> </ul>

		<p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Book Clubs:</b></p> <ul style="list-style-type: none"> <li>■ Text Set: Biography             <ul style="list-style-type: none"> <li>• Finding Wonders: Three Girls Who Changed Science</li> <li>• Honda: The Boy Who Dreamed of Cars</li> <li>• The Secret World of Walter Anderson</li> <li>• Wangari’s Trees of Peace</li> </ul> </li> </ul> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• The Amazing Water Bear- level V</li> <li>• Building Inspired by Nature- level U</li> </ul>
<p><b>CRAFT AND STRUCTURE</b></p>	<p><u><b>CCSS.ELA-LITERACY.RI.5.4</b></u></p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Malala</li> <li>• I and I: Bob Marley</li> <li>• Elephant Quest</li> <li>• Mr. Ferris and His Wheel</li> <li>• Giant Squid</li> <li>• Birds</li> <li>• Gorilla Walk</li> <li>• If You’re Not from the Prairie</li> <li>• The Secret Pool</li> <li>• Hoops</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U10.RML4 Writers choose language to fit the setting</li> <li>• LA.U10.RML6 Writers choose specific words to express their attitude or feelings toward a subject</li> <li>• LA.U10.RML8 Writers use specific fonts to communicate ideas</li> <li>• LA.U14.RML4 Authors include different tools to help you find out and gain information</li> <li>• SAS.U2.RML1 A writer defines a word within the text to help you understand it</li> <li>• SAS.U2.RML2 A writer uses a word in the sentence that is similar or opposite in meaning to the word you don’t know</li> <li>• SAS.U2.RML3 A writer gives an example to help you understand the meaning of a word</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Total Recall: Remembering Everything- level V</li> <li>• Strange World: Unlocking the Mysteries of Pluto- level V</li> </ul>



		<ul style="list-style-type: none"> <li>• Avalanche!- level V</li> <li>• Fearless Felix- level V</li> </ul>
<p><b>CRAFT AND STRUCTURE</b></p>	<p><b><u>CCSS.ELA-LITERACY.RI.5.5</u></b></p> <p>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</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Birds: Nature's Magnificent Flying Machines</li> <li>• Giant Squid: Searching for a Sea Monster</li> <li>• The Cod's Tale</li> <li>• Skateboards</li> <li>• Titanic: Disaster at Sea</li> <li>• Can We Save the Tiger?</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U17.RML1 Nonfiction authors tell information in chronological order or temporal order</li> <li>• LA.U17.RML2 Nonfiction authors organize information into categories and subcategories</li> <li>• LA.U17.RML3 Nonfiction authors organize information by comparing and contrasting two things</li> <li>• LA.U17.RML4 Nonfiction authors organize information using cause and effect</li> <li>• LA.U17.RML5 Nonfiction authors organize information by explaining the problem and solution</li> <li>• LA.U17.RML6 Nonfiction authors organize information in several ways within the same book</li> <li>• SAS.U3.RML2 Writers use connecting words to show the passage of time or to sequence something</li> <li>• SAS.U3.RML3 Writers use connecting words to show cause and effect</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Fearless Felix- level V</li> <li>• A Garden at Your Feet- level W</li> <li>• Pedal Power: The Bamboo Bikes Initiative- level W</li> <li>• Concussions: Hitting the Brain Hard- level W</li> <li>• Queen Bees: Pioneering Pilots- level U</li> <li>• Leeches, Maggots, and Skulls- level U</li> </ul>

<p><b>CRAFT AND STRUCTURE</b></p>	<p><b><u>CCSS.ELA-LITERACY.RI.5.6</u></b></p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Boycott Blues: How Rosa Parks Inspired a Nation</li> <li>• Duke Ellington: The Piano Prince and His Orchestra</li> <li>• Martin and Mahalia: His Words Her Song</li> <li>• Sit-In: How Four Friends Stood Up by Sitting Down</li> <li>• Rosa</li> <li>• Malala</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U2.RML5 Value and encourage diverse perspectives</li> <li>• LA.U18.RML1 Read multiple sources of information about a topic</li> <li>• LA.U18.RML2 Use multiple sources to answer a bigger question</li> <li>• LA.U18.RML4 Notice and evaluate multiple points of view on the same topic</li> <li>• SAS.U3.RML4 Writers use connecting words to show a different or opposite point of view</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Book Clubs:</b></p> <ul style="list-style-type: none"> <li>■ Text Set: Kadir Nelson             <ul style="list-style-type: none"> <li>• Coretta Scott</li> <li>• Heart and Soul: The Story of America and African Americans</li> <li>• A Nation’s Hope: The Story of Boxing Legend Joe Louis</li> <li>• A Strong Right Arm: The Story of Mamie “Peanut” Johnson</li> </ul> </li> </ul> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Malala the Brave- level Y</li> </ul>
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<p><b>INTEGRATION OF KNOWLEDGE AND IDEAS</b></p>	<p><u><b>CCSS.ELA-LITERACY.RI.5.7</b></u></p> <p>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.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Mr. Ferris and His Wheel</li> <li>• Titanic: Disaster at Sea</li> <li>• Giant Squid: Searching for a Sea Monster</li> <li>• The Story of Salt</li> <li>• One Well: the Story of Water on Earth</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U18.RML2 Use multiple sources to answer a bigger question</li> <li>• LA.U20.RML1 Authors use headings and subheadings to help you understand the category of information</li> <li>• LA.U20.RML2 Authors and illustrators use sidebars to emphasize or give additional information</li> <li>• LA.U20.RML3 Authors include a table of contents and an index to help you find information</li> <li>• LA.U20.RML4 Authors include a bibliography to show the resources used to find information for the book</li> <li>• SAS.U7.RML1 Search efficiently and effectively for information on the internet</li> <li>• SAS.U7.RML3 Stay focused while reading on the internet</li> <li>• SAS.U7.RML4 Evaluate the credibility of the source of the information you read on the internet</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Look Who’s Talking: The Art of Ventriloquism- level W</li> <li>• Clay Mazing and the Emergency Circus- level W</li> <li>• Fearless Felix- level V</li> <li>• Finding His Quiet Place: T Cumming, the World’s Youngest Master Diver- level V</li> </ul>
<p><b>INTEGRATION OF KNOWLEDGE AND IDEAS</b></p>	<p><u><b>CCSS.ELA-LITERACY.RI.5.8</b></u></p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Top to Bottom Down Under</li> <li>• Horse Song: The Naadam of Mangolia</li> <li>• Elephant Quest</li> <li>• Balarama: A Royal Elephant</li> <li>• Gorilla Walk</li> <li>• Can We Save Tiger?</li> <li>• One Well</li> <li>• I and I: Bob Marley</li> </ul>

		<ul style="list-style-type: none"> <li>• Razia’s Ray of Hope: One Girl’s Dream of an Education</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U3.RML1 Study authors to learn their craft</li> <li>• LA.U8.RML1 The author gives a message in fiction and nonfiction books</li> <li>• LA.U14.RML4 Authors include different tools to help you find and gain information</li> <li>• LA.U14.RML5 Authors include different types of graphics and illustrations to provide information in a clear way</li> <li>• LA.U15.RML1 Authors write to persuade you to believe or do something</li> <li>• LA.U15.RML2 Authors use evidence to support an argument</li> <li>• LA.U15.RML4 Notice the techniques the author uses to persuade you</li> <li>• LA.U15.RML5 Consider an author’s qualifications and sources when you read a persuasive text</li> <li>• LA.U16.RML3 Biographers choose their subjects for a variety of reasons</li> <li>• LA.U16.RML4 Biographers decide when to start and stop telling the story of the subject’s life</li> <li>• LA.U16.RML7 Biographers choose to include facts that reveal something important about the subject’s personality traits and motivations</li> <li>• LA.U17.RML5 Nonfiction authors organize information by explaining the problem and solution</li> <li>• WAR.U6.RML3 Make a persuasive poster based on an opinion you developed from reading</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Book Clubs:</b></p> <ul style="list-style-type: none"> <li>■ Text Set: Kadir Nelson             <ul style="list-style-type: none"> <li>• Coretta Scott</li> <li>• Heart and Soul: The Story of America and African Americans</li> <li>• A Nation’s Hope: The Story of Boxing Legend Joe Louis</li> <li>• A Strong Right Arm: The Story of Mamie “Peanut” Johnson</li> </ul> </li> </ul> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Auroras: Mysterious Lights- level V</li> <li>• Strange World: Unlocking the Mysteries of Pluto- level V</li> <li>• The Tiniest Show on Earth: The Truth Behind Flea Circuses- level W</li> </ul>
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<p><b>INTEGRATION OF KNOWLEDGE AND IDEAS</b></p>	<p><b><u>CCSS.ELA-LITERACY.RI.5.9</u></b></p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Silent Star: The Story of Deaf Major Leaguer William Hoy</li> <li>• Long-Armed Ludy and the First Women's Olympics</li> <li>• Surfer of the Century</li> <li>• Sixteen Years in Sixteen Seconds: The Sammy Lee Story</li> <li>• Tallchief: America's Prima Ballerina</li> <li>• Rachel Carson and Her Book That Changed the World</li> <li>• Malala: A Brave girl from Pakistan/Iqbal: A Brave By from Pakistan</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U3.RML4 Authors often revisit the same themes, topics, or settings across their books</li> <li>• LA.U8.RML1 The author gives a message in fiction and nonfiction books</li> <li>• LA.U18.RML1 Read multiple sources of information about a topic</li> <li>• LA.U18.RML2 Use multiple sources to answer a bigger question</li> <li>• LA.U18.RML3 Read primary and secondary sources for information on a topic</li> <li>• SAS.U6.RML4 Read short sections and stop to think about what the author is saying</li> <li>• WAR.U4.RML3 Use a web to show how ideas are connected</li> <li>• WAR.U4.RML4 Use a Venn diagram to compare and contrast books</li> <li>• WAR.U4.RML5 Use a grid to organize, analyze, and compare information</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Book Clubs:</b></p> <ul style="list-style-type: none"> <li>■ Text Set: Hope             <ul style="list-style-type: none"> <li>• The Grand Mosque of Paris: A Story of Muslims Rescued Jews During the Holocaust</li> <li>• Howard Thurman's Great Hope</li> <li>• The Last Fifth Grade of Emerson Elementary</li> <li>• Malala: My Story of Standing Up for Girls' Rights</li> </ul> </li> </ul> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Malala the Brave- level Y</li> </ul>
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<p><b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b></p>	<p><b><u>CCSS.ELA-LITERACY.RI.5.10</u></b></p> <p>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.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• All Interactive Read Aloud lessons support this standard</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• All Reading Minilessons related to nonfiction texts support this standard and the practice of independent reading,</li> </ul>
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READING: FOUNDATIONAL SKILLS		
	STANDARD	ALIGNED FPC LESSONS
<p><b>PHONICS AND WORD RECOGNITION</b></p> <p><u>CCSS.ELA-LITERACY.RF.5.3</u></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><u>CCSS.ELA-LITERACY.RF.5.3.A</u></p> <p>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.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• SAS.U1.RML1 Break a multisyllable word between consonants but keep consonant digraphs together</li> <li>• SAS.U1.RML2 Break a multisyllable word after the vowel if the syllable has a long vowel sound and after the consonant if the syllable has a short vowel sound</li> <li>• SAS.U1.RML3 Break a multisyllable word between vowels</li> <li>• SAS.U1.RML4 Break a multisyllable word before the consonant and le</li> <li>• SAS.U1.RML5 Remove the prefix or suffix to take apart a word</li> <li>• SAS.U1.RML6 Look for a part of the word that can help</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>• LSR 1 Recognize and use consonant letters that represent two or more different sounds at the end of a word</li> <li>• LSR 2 Recognize and use consonant letters that represent two or more different sounds in the middle of a word</li> <li>• LSR 3 Understand that some consonant sounds can be represented by several different letters or letter clusters</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Jacob’s Promise- level V</li> <li>• Auroras: Mysterious Lights- level V</li> <li>• Buildings Inspired by Nature- level U</li> <li>• Queen Bees: Pioneering Pilots- level U</li> </ul>

<p><b>FLUENCY</b></p> <p><u><b>CCSS.ELA-LITERACY.RF.5.4</b></u></p> <p>Read with sufficient accuracy and fluency to support comprehension.</p>	<p><u><b>CCSS.ELA-LITERACY.RF.5.4.A</b></u></p> <p>Read grade-level text with purpose and understanding.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• MGT.U2.RML5 Make good decisions about your book choices</li> <li>• MGT.U3.RML6 Challenge yourself to grow or stretch as a reader</li> <li>• MGT.U3.RML7 Dedicate time to read outside of school</li> <li>• LA.U8.RML3 Think about what the message means to you, to society, or to the world</li> <li>• SAS.U4.RML1 Notice how the author wants you to read the sentence</li> <li>• SAS.U4.RML3 Use your voice to reflect the tone of the text you are reading</li> <li>• SAS.U6.RML3 Notice when you don't understand what you're reading and take action</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Pedaling Through the Sky- level V</li> <li>• Total Recall: Remembering Everything- level V</li> <li>• Fearless Felix- level V</li> <li>• Jacob's Promise- level V</li> </ul>
	<p><b>CCSS.ELA-LITERACY.RF.5.4.B</b></p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• SAS.U4.RML1 Notice how the author wants you to read the sentence</li> <li>• SAS.U4.RML2 Make your reading sound smooth and interesting</li> <li>• SAS.U4.RML3 Use your voice to reflect the tone of the text you are reading</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Second Fiddle- level V</li> <li>• Elephant Rescue- level V</li> <li>• Aftershock!- level V</li> <li>• Dance of the Green-Eyed Monster- level V</li> </ul>



	<p><b><u>CCSS.ELA-LITERACY.RF.5.4.C</u></b></p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• SAS.U2.RML1 A writer defines a word within the text to help you understand it</li> <li>• SAS.U2.RML2 A writer uses a word in the sentence that is similar or opposite in meaning to the word you don't know</li> <li>• SAS.U6.RML3 Notice when you don't understand what you're reading and take action</li> <li>• SAS.U6.RML4 Read short sections and stop to think about what the author is saying</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Girl Meets Frog- level U</li> <li>• The Shot: Rob's Story- level V</li> <li>• Hōkūle'a: Guided by the Stars- level V</li> <li>• Racing at the Dunes- level W</li> </ul>
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Speaking & Listening		
	STANDARD	ALIGNED FPC LESSONS
<p><b>COMPREHENSION AND COLLABORATION:</b></p> <p><u>CCSS.ELA-LITERACY.SL.5.1</u></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><u>CCSS.ELA-LITERACY.SL.5.1.A</u></p> <p>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.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U1.RML2 Mark places you want to talk about</li> <li>• LA.U1.RML5. Give directions to help everyone get to a specific place in the book quickly.</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Book Clubs:</b></p> <ul style="list-style-type: none"> <li>■ Text Set: Empathy                             <ul style="list-style-type: none"> <li>• A Handful of Stars</li> <li>• The Gift-Giver</li> <li>• Save Me a Seat</li> <li>• Amina's Voice</li> </ul> </li> </ul> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Second Fiddle- level V</li> <li>• Elephant Rescue- level V</li> <li>• The Shot: Rob's Story- level V</li> <li>• Hōkūle'a: Guided by the Stars- level V</li> </ul>
	<p><u>CCSS.ELA-LITERACY.SL.5.1.B</u></p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Esquivel!</li> <li>• Ella Fitzgerald</li> <li>• The Legendary Miss Lena Horne</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U1.RML3 Talk about your thinking in book clubs</li> <li>• LA.U1.RML4. Ask questions to clarify understanding</li> <li>• LA.U2.RML2 Recognize appropriate times to take a turn</li> <li>• LA.U2.RML3 Monitor your participation and encourage others to participate</li> <li>• LA.U2.RML5 Value and encourage diverse perspectives</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Book Clubs:</b></p> <ul style="list-style-type: none"> <li>■ Text Set: Biography                             <ul style="list-style-type: none"> <li>• Finding Wonders: Three Girls Who Changed Science</li> <li>• Honda: The Boy Who Dreamed of Cars</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• The Secret World of Walter Anderson</li> <li>• Wangari's Trees of Peace</li> </ul> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Dance of the Green-Eyed Monster- level V</li> <li>• Second Fiddle- level V</li> <li>• Elephant Rescue- level V</li> <li>• Aftershock!- level V</li> </ul>
	<p><b><u>CCSS.ELA-LITERACY.SL.5.1.C</u></b></p> <p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• One Well: The Story of Water on Earth</li> <li>• Can We Save the Tiger?</li> <li>• Circle of Rice, Circle of Life</li> <li>• Alejandro's Gift</li> <li>• Rachel Carson and Her Book That Changed the World</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U1.RML4. Ask questions to clarify understanding.</li> <li>• LA.U2.RML6 Add on to the important ideas to extend the thinking of the group</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Book Clubs:</b></p> <ul style="list-style-type: none"> <li>■ Text Set: Caring for Our World</li> <li>• Cora Reefs</li> <li>• Kakapo Rescue: Saving the World's Strangest Parrot</li> <li>• Only the Mountains Do Not Move</li> <li>• Redwoods</li> </ul> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Second Fiddle- level V</li> <li>• Elephant Rescue- level V</li> <li>• The Shot: Rob's Story- level V</li> <li>• Hōkūle'a: Guided by the Stars- level V</li> </ul>
	<p><b><u>CCSS.ELA-LITERACY.SL.5.1.D</u></b></p> <p>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U2.RML6 Add on to the important ideas to extend the thinking of the group</li> </ul>

	<p><b><u>CCSS.ELA-LITERACY.SL.5.2</u></b></p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• SAS.U5.RML1 Tell about the theme and plot in an organized way to summarize a fiction story</li> <li>• SAS.U5.RML2 Tell about the important events to summarize a biography or memoir</li> <li>• SAS.U5.RML3 Tell the big idea and how the most important information is organized to summarize an informational text</li> </ul>
	<p><b><u>CCSS.ELA-LITERACY.SL.5.3</u></b></p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U2.RML4 Invite each other to provide evidence</li> </ul>

<p><b>PRESENTATION OF KNOWLEDGE AND IDEAS:</b></p>	<p><b><u>CCSS.ELA-LITERACY.SL.5.4</u></b></p> <p>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.</p>	<p>The inquiry overview cards for each IRA text set provide opportunities for students to work towards this standard with guidance from their teacher.</p>
	<p><b><u>CCSS.ELA-LITERACY.SL.5.5</u></b></p> <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>The inquiry overview cards for each IRA text set provide opportunities for students to work towards this standard with guidance from their teacher.</p>
	<p><b><u>CCSS.ELA-LITERACY.SL.5.6</u></b></p> <p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. [See grade 5 Language standards 1 and 3 <a href="#">here</a> for specific expectations.]</p>	<p>The inquiry overview cards for each IRA text set provide opportunities for students to work towards this standard with guidance from their teacher.</p>

Conventions of Standard English		
	STANDARD	ALIGNED FPC LESSONS
<p><b>CONVENTIONS OF STANDARD ENGLISH:</b></p> <p><b><u>CCSS.ELA-LITERACY.L.5.1</u></b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b><u>CCSS.ELA-LITERACY.L.5.1.A</u></b></p> <p>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Giant Squid</li> <li>• Titanic</li> <li>• Cod’s Tale</li> <li>• The Story of Salt</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• SAS.U3.RML1 Writers use connecting words to add on to an idea</li> <li>• SAS.U3.RML2 Writers use connecting words to show the passage of time or to sequence something</li> <li>• SAS.U3.RML3 Writers use connecting words to show cause and effect</li> <li>• SAS.U3.RML4 Writers use connecting words to show a different or opposite point of view</li> </ul>
	<p><b><u>CCSS.ELA-LITERACY.L.5.1.B</u></b></p> <p>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>	<p>This standard will be addressed in the forthcoming Writing Minilessons which will be built on the goals and behaviors outlined in the section on grammar in the Literacy Continuum (pages 631-645).</p>
	<p><b><u>CCSS.ELA-LITERACY.L.5.1.C</u></b></p> <p>Use verb tense to convey various times, sequences, states, and conditions.</p>	<p>This standard will be addressed in the forthcoming Writing Minilessons which will be built on the goals and behaviors outlined in the section on grammar in the Literacy Continuum (pages 631-645).</p>
	<p><b><u>CCSS.ELA-LITERACY.L.5.1.D</u></b></p> <p>Recognize and correct inappropriate shifts in verb tense.*</p>	<p>This standard will be addressed in the forthcoming Writing Minilessons which will be built on the goals and behaviors outlined in the section on grammar in the Literacy Continuum (pages 631-645).</p>

	<p><b><u>CCSS.ELA-LITERACY.L.5.1.E</u></b></p> <p>Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>	<p>This standard will be addressed in the forthcoming Writing Minilessons which will be built on the goals and behaviors outlined in the section on grammar in the Literacy Continuum (pages 631-645).</p>
<p><b>CONVENTIONS OF STANDARD ENGLISH:</b></p> <p><b><u>CCSS.ELA-LITERACY.L.5.2</u></b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b><u>CCSS.ELA-LITERACY.L.5.2.A</u></b></p> <p>Use punctuation to separate items in a series.*</p>	<p>This standard will be addressed in the forthcoming Writing Minilessons which will be built on the goals and behaviors outlined in the section on grammar in the Literacy Continuum (pages 631-645).</p>
	<p><b><u>CCSS.ELA-LITERACY.L.5.2.B</u></b></p> <p>Use a comma to separate an introductory element from the rest of the sentence.</p>	<p>This standard will be addressed in the forthcoming Writing Minilessons which will be built on the goals and behaviors outlined in the section on grammar in the Literacy Continuum (pages 631-645).</p>
	<p><b><u>CCSS.ELA-LITERACY.L.5.2.C</u></b></p> <p>Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p>	<p>This standard will be addressed in the forthcoming Writing Minilessons which will be built on the goals and behaviors outlined in the section on grammar in the Literacy Continuum (pages 631-645).</p>
	<p><b><u>CCSS.ELA-LITERACY.L.5.2.D</u></b></p> <p>Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>This standard will be addressed in the forthcoming Writing Minilessons which will be built on the goals and behaviors outlined in the section on grammar in the Literacy Continuum (pages 631-645).</p>

	<p><b><u>CCSS.ELA-LITERACY.L.5.2.E</u></b></p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>• WSA 1 Use known word parts (some are words) to solve unknown larger words</li> <li>• WSA 2 Recognize and use a word's origin to solve an unknown word and to understand its form and meaning</li> <li>• WSA 3 Use a glossary to solve and find information about words</li> <li>• WSA 4 Recognize and use different types of dictionaries to solve and find information about words</li> <li>• WSA 5 Use phonogram patterns and letter patterns to spell a word</li> <li>• WSA 6 Use syllables to spell a word</li> <li>• WSA 7 Use the spelling of smaller words within a compound word to spell a compound word</li> <li>• WSA 8 Use a mnemonic device to spell a word</li> <li>• WSA 9 Use word origins to understand and remember the spelling of some words</li> </ul>
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<p><b>KNOWLEDGE OF LANGUAGE</b></p> <p><u>CCSS.ELA-LITERACY.L.5.3</u></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><u>CCSS.ELA-LITERACY.L.5.3.A</u></p> <p>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>This standard will be addressed in the forthcoming Writing Minilessons which will be built on the goals and behaviors outlined in the section on grammar in the Literacy Continuum (pages 631-645).</p>
	<p><u>CCSS.ELA-LITERACY.L.5.3.B</u></p> <p>Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Big Jabe</li> <li>• Baseball Saved Us</li> <li>• Coming Home Soon</li> <li>• Finding the Music</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U10.RML4 Writers choose language to fit the setting.</li> <li>• LA.U25.RML5 Historical fiction writers often use the language of the times in the dialogue.</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Matthew, The Printer’s Apprentice- level U</li> <li>• Henry and the Climbing Boys- level W</li> <li>• Trouble at the Mill- level W</li> </ul>

<p><b>VOCABULARY ACQUISITION AND USE:</b></p> <p><b>CCSS.ELA-LITERACY.L.5.4</b></p> <p>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.</p>	<p><b><u>CCSS.ELA-LITERACY.L.5.4.A</u></b></p> <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Finding the Music/En pos de la música</li> <li>• Cycle of Rice, Cycle of Life</li> <li>• Firebird</li> <li>• Crane Girl</li> <li>• Gorilla Walk</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• SAS.U2.RML1 A writer defines a word within the text to help you understand it</li> <li>• SAS.U2.RML2 A writer uses a word in the sentence that is similar or opposite in meaning to the word you don't know</li> <li>• SAS.U2.RML3 A writer gives an example to help you understand the meaning of a word.</li> <li>• SAS.U2.RML4 Word parts help you understand what a word means</li> <li>• SAS.U2.RML5 Greek and Latin roots help you understand what a word means</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Dance of the Green-Eyed Monster- level V</li> <li>• Aftershock!- level V</li> <li>• The Shot: Owen's Story- level V</li> <li>• The Shot: Rob's Story- level V</li> <li>• Matthew, The Printer's Apprentice- level U</li> <li>• Diary of My [Not-So-Relaxing] Tropical Vacation- level W</li> <li>• The Red Jacket- level R</li> </ul>
	<p><b><u>CCSS.ELA-LITERACY.L.5.4.B</u></b></p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Birds</li> <li>• Giant Squid</li> <li>• Team Moon</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• SAS.U2.RML5 Greek and Latin roots help you understand what a word means.</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>• WMV 22-31 Recognize and use prefixes, suffixes, and word roots that have Greek and Latin origins to understand word Meaning</li> </ul>

		<ul style="list-style-type: none"> <li>• WMV 37-46 Recognize and use prefixes, suffixes, and word roots that have Greek and Latin origins to understand word meaning</li> </ul>
	<p><b><u>CCSS.ELA-LITERACY.L.5.4.C</u></b></p> <p>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.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>• WSA 3 Use a glossary to solve and find information about words</li> <li>• WSA 4 Recognize and use different types of dictionaries to solve and find information about words</li> </ul>
<p><b>VOCABULARY ACQUISITION AND USE:</b></p> <p><b><u>CCSS.ELA-LITERACY.L.5.5</u></b></p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b><u>CCSS.ELA-LITERACY.L.5.5.A</u></b></p> <p>Interpret figurative language, including similes and metaphors, in context.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Firebird</li> <li>• Letters from Rifka</li> <li>• Ella Fitzgerald</li> </ul> <p><b>Reading Minilessons:</b></p> <ul style="list-style-type: none"> <li>• LA.U10.RML2 Writers use similes and metaphors to compare one thing to another</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>• WMV 12 Recognize that some words have literal and figurative meanings</li> </ul> <p><b>SMALL GROUP INSTRUCTION:</b></p> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Wildland Fire!- level S</li> <li>• The Blacksmith’s Apprentice- level V</li> <li>• Stupendous Swimmers- level T</li> <li>• Relay- level U</li> </ul>
	<p><b><u>CCSS.ELA-LITERACY.L.5.5.B</u></b></p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Interactive Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• Ella Fitzgerald</li> <li>• The Princess and the Warrior</li> <li>• Rachel Carson and Her Book That Changed the World</li> </ul>

		<ul style="list-style-type: none"> <li>• Aliens Ate My Homework</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>• WMV 12-15 Recognize that some words have literal and figurative meanings</li> </ul>
	<p><b>CCSS.ELA-LITERACY.L.5.5.C</b></p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>• WMV 1 Recognize and use synonyms</li> <li>• WMV 2 Recognize and use antonyms</li> <li>• WMV 3 Recognize and use homophones</li> <li>• WMV 4 Recognize and use homographs</li> <li>• WMV 5 Recognize and use words with multiple meanings</li> <li>• WMV 6 Understand the concept of analogies to determine relationships Among words: synonyms</li> <li>• WMV 7 Understand the concept of analogies to determine relationships among words: antonyms</li> </ul>
<p><b>VOCABULARY ACQUISITION AND USE:</b></p>	<p><b><u>CCSS.ELA-LITERACY.L.5.6</u></b></p> <p>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).</p>	<p><b>WHOLE GROUP INSTRUCTION:</b></p> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>• WMV 12 Recognize that some words have literal and figurative meanings</li> <li>• WMV 16 Recognize that some idioms have meanings different from the meanings of the separate words</li> <li>• WMV 19 Understand that some words or terms are derived from many different sources</li> </ul>