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| Standard | Items: |
| **5.RI.02**Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | **3.0** 1. **Identify the main ideas of the passage** [***Horses***](https://docs.google.com/a/lgusd.k12.ca.us/document/d/1GRvp804q0m1D50LW5oP90BXzIjsfdfeyiK9AyGR_4Ks/edit?usp=sharing) **by Seymour Simon. What details support this main idea?**
2. [**Main Idea**](https://en.wikipedia.org/wiki/42_%28number%29?scrlybrkr) **1:**
	1. **Supporting Detail #1:**
	2. **Supporting Detail #2:**
3. **Main Idea 2:**
	1. **Supporting Detail #1:**
	2. **Supporting Detail #2:**

1. **Summarize the text in a paragraph.**

Source: <http://www.corestandards.org/assets/Appendix_B.pdf> |
|  **2.0**[***American Explorers***](https://docs.google.com/a/lgusd.k12.ca.us/document/d/1XyrM9m4PS-MyVNk1Tkt6vXKF8O7FQDQkJArrXCyDvKY/edit?usp=sharing)1. **Identify the main ideas of the passage\_\_\_\_\_\_\_\_\_\_\_\_.**
2. **Main Idea 1:**
3. **Main Idea 2:**

[***Public Transportation***](https://docs.google.com/a/lgusd.k12.ca.us/document/d/12fy2O7bjV_feFDScTCBOosbHmewtBWXdj1ZsimSSRik/edit?usp=sharing)1. **Summarize the text in the paragraph.**

Source: <http://teacher.depaul.edu/Reading_NONFICTION_Grade5.html> |
| **5.RF.04**Read with sufficient accuracy and fluency to support comprehension.a) Read on-level text with purpose and understanding. | **3.0****1a. Billy is about to read a story book that has a picture of a knight, a dragon, and a castle on the cover. Which of the following purposes is appropriate for Billy to use?**1. **To learn about how to make armor and swords.**
2. **To be entertained by a fantasy story about a knight.**
3. **To be convinced that dragons are real.**

**Read the following text. Your purpose for reading is to learn about tornadoes. Then answer the questions below.** 1b. Is cyclone another name for a tornado? T or F1c. Where are tornadoes born? |
| **2.0 Read the following text. Your purpose for reading is to learn about tornadoes. Then answer the question below.** 1. **Which county has the most tornadoes?**
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| **5.W.03**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.d) Use concrete words and phrases and sensory details to convey experiences and events precisely.e) Provide a conclusion that follows from the narrated experiences or events. | **3.0**Tell about an experience you had during recess.Be sure to:* Introduce a narrator and/or characters
* Organize an event sequence that unfolds naturally
* Use a variety of transitional words, phrases, and clauses to manage the sequence of events
* Use narrative techniques, such as dialogue, description, and pacing to develop the experience and events
* Use concrete words and phrases and sensory details
* Provide a conclusion to your experience
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| **2.0**Write three different introductions to a story about an argument you might have with your friend. (\*could be a graphic organizer with some of the parts of the story filled in and they would have to fill in the introduction -OR- picture boxes telling parts of a story)Write three different conclusions to a story about an argument you might have with your friend. (\*could be a graphic organizer with some of the parts of the story filled in and they would have to fill in the conclusion -OR- picture boxes telling parts of a story)**Pretend you are writing a story about your morning routine after waking up. Write three details, in order, that you would include.**  |
| **5.L.02**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.a) Use punctuation to separate items in a series.b) Use a comma to separate an introductory element from the rest of the sentence.c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?) | **3.0 (add extra space to normal spacing)***Look at this note that Joe wrote to his friend Sally. Add commas where needed.*Sally I was so excited about my birthday party on Saturday. My mom bought games balloons and a cake. Later that day all of us went to a movie. Yes I was tired after such a fun day. That’s the sign of a great birthday isn’t it? This was such a great day! No I would not have changed a thing. |
| **2.0***Punctuate the following sentences correctly using commas.***Mary brought apples bananas and pears to the picnic.**Because the bike was in the street a car ran over it.Yes you may have two pieces of candy. No you can’t go outside right now.That’s alright with you isn’t it? **Remember to bring your lunch box Carl.** |