



# BEDFORD COUNTY PUBLIC SCHOOLS

## Fifth Grade Curriculum Guide

[Link to K-5 Curriculum Framework](#)

4<sup>th</sup> Grade Standards of Learning  
*Prerequisite Standards*

5<sup>th</sup> Grade Standards of Learning  
*Grade Level Standards*

6<sup>th</sup> Grade Standards of Learning  
*Extension Standards*

<b>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</b>	<b>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</b>	<b>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</b>
<p><b>4.1 The student will use effective oral communication skills in a variety of settings.</b></p> <ul style="list-style-type: none"> <li>a. Present accurate directions to individuals and small groups.</li> <li>b. Contribute to group discussions across content areas.</li> <li>c. Seek ideas and opinions of others.</li> <li>d. Use evidence to support opinions.</li> <li>e. Use grammatically correct language and specific vocabulary to communicate ideas.</li> <li>f. Communicate new ideas to others.</li> <li>g. Demonstrate the ability to collaborate with diverse teams.</li> <li>h. Demonstrate the ability to work independently.</li> </ul> <p><b>4.2 The student will make and listen to oral presentations and reports.</b></p> <ul style="list-style-type: none"> <li>a. Use subject-related information and vocabulary.</li> <li>b. Listen to and record information.</li> <li>c. Organize information for clarity.</li> <li>d. Use language and style appropriate to the audience, topic, and purpose.</li> </ul>	<p><b>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</b></p> <ul style="list-style-type: none"> <li>a. Participate in and contribute to discussions across content areas.</li> <li>b. Organize information to present in reports of group activities.</li> <li>c. Summarize information gathered in group activities.</li> <li>d. Communicate new ideas to others.</li> <li>e. Demonstrate the ability to collaborate with diverse teams.</li> <li>f. Demonstrate the ability to work independently.</li> </ul> <p><b>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</b></p> <ul style="list-style-type: none"> <li>a. Maintain eye contact with listeners.</li> <li>b. Use gestures to support, accentuate, and dramatize verbal message.</li> <li>c. Use facial expressions to support and dramatize verbal message.</li> <li>d. Use posture appropriate for communication setting.</li> <li>e. Determine appropriate content for audience.</li> <li>f. Organize content sequentially around major ideas.</li> <li>g. Summarize main points as they relate to main idea or supporting details.</li> </ul>	<p><b>6.1 The student will participate in and contribute to small-group activities.</b></p> <ul style="list-style-type: none"> <li>a. Communicate as leaders and contributor.</li> <li>b. Evaluate own contributions to discussions.</li> <li>c. Summarize and evaluate group activities.</li> <li>d. Analyze the effectiveness of participants interactions.</li> </ul> <p><b>6.2 The student will present, listen critically, and express opinions in oral presentations.</b></p> <ul style="list-style-type: none"> <li>a. Distinguish between fact and opinion.</li> <li>b. Compare and contrast viewpoints.</li> <li>c. Present a convincing argument.</li> <li>d. Paraphrase and summarize what is heard.</li> <li>e. Use language and vocabulary appropriate to audience, topic, and purpose.</li> </ul>



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<p><b>4.3 The student will learn how media messages are constructed and for what purposes.</b></p> <ul style="list-style-type: none"><li>a. Differentiate between auditory, visual, and written media messages.</li><li>b. Identify the characteristics of various media messages.</li></ul> <p><b>READING</b></p> <p><b>4.4 The student will expand vocabulary when reading.</b></p> <ul style="list-style-type: none"><li>a. Use context to clarify meanings of unfamiliar words.</li><li>b. Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</li><li>c. Use word-reference materials, including the glossary, dictionary, and thesaurus.</li><li>d. Develop vocabulary by listening to and reading a variety of texts.</li><li>e. Use vocabulary from other content areas.</li></ul>	<ul style="list-style-type: none"><li>h. Incorporate visual media to support the presentation.</li><li>i. Use language and style appropriate to the audience, topic, and purpose.</li></ul> <p><b>5.3 The student will learn how media messages are constructed and for what purposes.</b></p> <ul style="list-style-type: none"><li>a. Differentiate between auditory, visual, and written media messages.</li><li>b. Identify the characteristics and effectiveness of a variety of media messages.</li></ul> <p><b>READING</b></p> <p><b>5.4 The student will expand vocabulary when reading.</b></p> <ul style="list-style-type: none"><li>a. Use context to clarify meaning of unfamiliar words and phrases.</li><li>b. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</li><li>c. Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</li><li>d. Identify an author's use of figurative language.</li><li>e. Use dictionary, glossary, thesaurus, and other word-referenced materials.</li><li>f. Develop vocabulary by listening to and reading a variety of texts.</li><li>g. Study word meanings across content areas.</li></ul>	<p><b>6.3 The student will understand the elements of media literacy.</b></p> <ul style="list-style-type: none"><li>a. Compare and contrast auditory, visual, and written media messages.</li><li>b. Identify the characteristics and effectiveness of a variety of media messages.</li><li>c. Craft and publish audience-specific media messages.</li></ul> <p><b>READING</b></p> <p><b>6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.</b></p> <ul style="list-style-type: none"><li>a. Identify word origins and derivations.</li><li>b. Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.</li><li>c. Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</li><li>d. Identify and analyze figurative language.</li><li>e. Use word-reference materials.</li><li>f. Extend general and specialized vocabulary through speaking, listening, reading, and writing.</li></ul>
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<p><b>4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</b></p> <ol style="list-style-type: none"> <li>Explain the author’s purpose.</li> <li>Describe how the choice of language, setting, characters, and information contributes to the author’s purpose.</li> <li>Identify the main idea.</li> <li>Summarize supporting details.</li> <li>Identify the problem and solution.</li> <li>Describe the relationship between text and previously read materials.</li> <li>Identify sensory words.</li> <li>Draw conclusions/make inferences about text.</li> <li>Make, confirm, or revise predictions.</li> <li>Identify cause and effect relationships.</li> <li>Use reading strategies throughout the reading process to monitor comprehension.</li> <li>Read with fluency and accuracy.</li> </ol> <p><b>4.6 The student will read and demonstrate comprehension of nonfiction texts.</b></p> <ol style="list-style-type: none"> <li>Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.</li> </ol>	<p><b>5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</b></p> <ol style="list-style-type: none"> <li>Describe the relationship between text and previously read materials.</li> <li>Describe character development.</li> <li>Describe the development of plot and explain the resolution of conflict(s).</li> <li>Describe the characteristics of free verse, rhymed, and patterned poetry.</li> <li>Describe how an author’s choice of vocabulary contributes to the author’s style.</li> <li>Identify and ask questions that clarify various points of view.</li> <li>Identify main idea.</li> <li>Summarize supporting details from text.</li> <li>Draw conclusions and make inferences from text.</li> <li>Identify cause and effect relationships.</li> <li>Make, confirm, or revise predictions.</li> <li>Use reading strategies throughout the reading process to monitor comprehension.</li> <li>Read with fluency and accuracy.</li> </ol> <p><b>5.6 The student will read and demonstrate comprehension of nonfiction texts.</b></p> <ol style="list-style-type: none"> <li>use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.</li> </ol>	<p><b>6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.</b></p> <ol style="list-style-type: none"> <li>Identify the elements of narrative structure, including setting, character plot, conflict, and theme.</li> <li>Make, confirm, and revise predictions.</li> <li>Describe how word choice and imagery contribute to the meaning of a text.</li> <li>Describe cause and effect relationships and their impact on plot.</li> <li>Use prior and background knowledge as context for new learning.</li> <li>Use information in the text to draw conclusions and make inferences.</li> <li>Explain how character and plot development are used in a selection to support a central conflict or story line.</li> <li>Identify the main idea.</li> <li>Identify and summarize supporting details.</li> <li>Identify and analyze the author’s use of figurative language.</li> <li>Identify transitional words and phrases that signal and author’s organizational pattern.</li> <li>Use reading strategies to monitor comprehension throughout the reading process.</li> </ol> <p><b>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b></p> <ol style="list-style-type: none"> <li>Use text structure such as type, headings, and graphics to predict and categorize information in both print and digital texts.</li> </ol>
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## Fifth Grade Curriculum Guide

[Link to K-5 Curriculum Framework](#)

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<p>b. Formulate questions that might be answered in the selection.</p> <p>c. Explain the author’s purpose.</p> <p>d. Identify the main idea.</p> <p>e. Summarize supporting details.</p> <p>f. Draw conclusions and make simple inferences using textual information as support.</p> <p>g. Distinguish between cause and effect.</p> <p>h. Distinguish between fact and opinion.</p> <p>i. Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>j. Identify new information gained from reading.</p> <p>k. Use reading strategies throughout the reading process to monitor comprehension.</p> <p>l. Read with fluency and accuracy.</p> <p><b>WRITING</b>  <b>4.7 The student will write cohesively for a variety of purposes.</b></p> <p>a. Identify intended audience.</p> <p>b. Focus on one aspect of a topic.</p> <p>c. Use a variety of pre-writing strategies.</p> <p>d. Organize writing to convey a central idea.</p> <p>e. Recognize different modes of writing have different patterns of organization.</p> <p>f. Write a clear topic sentence focusing on the main idea.</p> <p>g. Write two or more related paragraphs on the same topic.</p> <p>h. Use transition words for sentence variety.</p>	<p>b. Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>c. Skim materials to develop a general overview of content and to locate specific information.</p> <p>d. Identify the main idea of nonfiction texts.</p> <p>e. Summarize supporting details in nonfiction texts.</p> <p>f. Identify structural patterns found in nonfiction.</p> <p>g. Locate information to support opinions, predictions, and conclusions.</p> <p>h. Identify cause and effect relationships following transition words signaling the pattern.</p> <p>i. Differentiate between fact and opinion.</p> <p>j. Identify, compare, and contrast relationships.</p> <p>k. Identify new information gained from reading.</p> <p>l. Use reading strategies throughout the reading process to monitor comprehension.</p> <p>m. Read with fluency and accuracy.</p> <p><b>WRITING</b>  <b>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</b></p> <p>a. Identify intended audience.</p> <p>b. use a variety of prewriting strategies.</p> <p>c. Organize information to convey a central idea.</p> <p>d. Write a clear topic sentence focusing on the main idea.</p> <p>e. Write multiparagraph compositions.</p> <p>f. Use precise and descriptive vocabulary to create tone and voice.</p> <p>g. Vary sentence structure by using transition words.</p>	<p>b. Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>c. Identify questions to be answered.</p> <p>d. Make, confirm, or revise predictions.</p> <p>e. Draw conclusions and make inferences based on explicit and implied information.</p> <p>f. Differentiate between fact and opinion.</p> <p>g. Identify main idea.</p> <p>h. Summarize supporting details.</p> <p>i. Compare and contrast information about one topic, which may be contained in different selections.</p> <p>j. Identify the author’s organizational pattern.</p> <p>k. Identify cause and effect relationships.</p> <p>l. Use reading strategies to monitor comprehension throughout the reading process.</p> <p><b>WRITING</b>  <b>6.7 The student will write narration, description, exposition, and persuasion.</b></p> <p>a. Identify audience and purpose.</p> <p>b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.</p> <p>c. Organize writing structure to fit mode or topic.</p> <p>d. Establish a central idea and organization.</p> <p>e. Compose a topic sentence or thesis statement if appropriate.</p> <p>f. Write multiparagraph compositions with elaboration and unit.</p> <p>g. Select vocabulary and information to enhance the central idea, tone, and voice.</p>
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## Fifth Grade Curriculum Guide

[Link to K-5 Curriculum Framework](#)

4<sup>th</sup> Grade Standards of Learning  
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5<sup>th</sup> Grade Standards of Learning  
*Grade Level Standards*

6<sup>th</sup> Grade Standards of Learning  
*Extension Standards*

<p>i. Utilize elements of style, including word choice and sentence variation. j. Revise writing for clarity of content using specific vocabulary and information. k. Include supporting details that elaborate the main idea.</p> <p><b>4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</b></p> <p>a. Use subject-verb agreement. b. Include prepositional phrases. c. Eliminate double negatives. d. Use noun-pronoun agreement. e. Use commas in series, dates, and addresses. f. Incorporate adjectives and adverbs. g. Use correct spelling for frequently used words including common homophones. h. Use singular possessives.</p> <p><b>RESEARCH</b></p> <p><b>4.9 The student will demonstrate comprehension of information resources to research a topic.</b></p> <p>a. Construct questions about a topic. b. Collect information from multiple resources including online, print, and media. c. Use technology as a tool to organize, evaluate, and communicate information.</p>	<p>h. Revise for clarity of content using specific vocabulary and information. i. Include supporting details that elaborate the main idea.</p> <p><b>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</b></p> <p>a. use plural possessives. b. Use adjective and adverb comparisons. c. Identify and use interjections. d. Use apostrophes in contractions and possessives. e. Use quotation marks with dialogue. f. Use commas to indicate interrupters. g. Use a hyphen to divide words at the end of a line. h. Edit for fragments and run-on sentences. i. Eliminate double negatives. j. Use correct spelling of commonly used words. k. Identify and use conjunctions.</p> <p><b>RESEARCH</b></p> <p><b>5.9 The student will find, evaluate, and select appropriate resources for a research product.</b></p> <p>a. Construct questions about a topic. b. Collect information from multiple resources including online, print, and media. c. Use technology as a tool to research, organize,</p>	<p>h. Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. i. Revise sentences for clarity of content including specific vocabulary and information. j. Use computer technology to plan, draft, revise, edit, and publish writing.</p> <p><b>6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</b></p> <p>a. Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b. Use subject-verb agreement with intervening phrases and clauses. c. Use pronoun-antecedent agreement to include indefinite pronouns. d. Maintain consistent verb tense across paragraphs. e. Eliminate double negatives. f. Use quotation marks with dialogue. g. Choose adverbs to describe verbs, adjectives, and other adverbs. h. Use correct spelling for frequently used words.</p> <p><b>RESEARCH</b></p> <p><b>6.9 The student will find, evaluate, and select appropriate resources for a research product.</b></p> <p>a. Collect information from multiple sources including online, print, and media. b. Evaluate the validity and authenticity of texts. c. Use technology as a tool to research, organize,</p>
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## Fifth Grade Curriculum Guide

[Link to K-5 Curriculum Framework](#)

4<sup>th</sup> Grade Standards of Learning  
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6<sup>th</sup> Grade Standards of Learning  
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<p>d. Give credit to sources used in research. e. Understand the difference between plagiarism and using own words.</p>	<p>evaluate, and communicate information. d. Organize information presented on charts, maps, and graphs. e. Develop notes that include important concepts, summaries, and identification of information sources. f. Give credit to sources used in research. g. Define the meaning and consequences of plagiarism.</p>	<p>evaluate, and communicate information. d. Cite primary and secondary sources. e. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>
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## Fifth Grade Curriculum Guide

[Link to K-5 Curriculum Framework](#)



### **General Instructional Resources and Expectations for Teaching Reading in Fifth Grade**

#### **Communication**

At the fifth-grade level, students will continue to refine their oral-communication skills. They will further develop their ability as active listeners and as effective participants in large- and small-group activities. They will improve their skills in planning oral presentations and using grammatically correct language and specific vocabulary when delivering oral presentations, as well as including visual aids and appropriate gestures to enhance their delivery. Students will be able to summarize their presentations before delivery and summarize the presentations of others after listening to them.

#### **Reading**

At the fifth-grade level, students will become increasingly independent readers of a variety of literary forms. Strategies such as word analysis and the use of context clues and word references will help students increase fluency as well as comprehension. They will begin to read text critically in order to examine implied relationships and understandings, recognize how character and plot are developed, and formulate and justify opinions about the text. They will organize the information they extract from the text and represent their understandings on charts, maps, and graphs.

#### **Writing**

At the fifth-grade level, students will continue to grow as writers as they write to describe, to inform, to entertain, to explain, and to persuade. They will spend more time on revising and editing their work as they gain greater understanding of written expression. Precise and descriptive vocabulary and varied sentence structure will become important tools for creating tone and voice within a text. Students will be expected to have greater control over the conventions of writing, including sentence formation, grammar, capitalization, spelling, and punctuation.

#### **Research**

At the fifth-grade level, students will conduct short research projects based on focused questions. Students will gather relevant information from sources and integrate the information while avoiding plagiarism.

*Excerpts taken from the 2010 VDOE Curriculum Framework*



# BEDFORD COUNTY PUBLIC SCHOOLS

## Fifth Grade Curriculum Guide

[Link to K-5 Curriculum Framework](#)



### General Literacy Resources

\*Reading A-Z (RAZ) resources will require your BCPS login information

\*CBM is a free site that will require you to create a free account

#### **Instructional Tools/Resources**

[High Frequency Words](#) (RAZ)  
[Shared Reading](#) (RAZ)  
[Fluency Passages](#) (RAZ)  
[Reader's Theater Scripts](#) (RAZ)  
[Literacy Apps](#)  
[4-5 Student Center Activities](#) (FCRR)  
[Comprehension Skill Packs](#) (RAZ)  
[Reading Instructional Strategy Videos](#)  
[Dolch Word Kit](#)  
[Cognitive Rigor Matrix](#)

#### **Additional Text Resources**

[Project Gutenberg](#)  
[Eyewitness to History](#)  
[Famous Speeches and Speech Topics](#)  
[Short Biographies](#)  
[Time for Kids](#)  
[Lesson plans for lit, hist, art, and culture](#)  
[Read Works](#)  
[Fiction/NF/Paired Passages/Poetry by grade](#)  
[Classic poetry](#)  
[Online library of picture books read aloud](#)  
[TUMBLECLOUD for upper elementary](#)  
[Fables and folktales](#)  
[Stories](#)

#### **Assessments and Progress Monitoring**

[Informal Decoding Inventory](#)  
[High Frequency Words Assessments](#) (RAZ)  
[Dolch Word Kit](#)  
[Administering Running Records](#) (RAZ)  
[Fluency Reading Assessments](#) (CBM)  
[Words Correct per Minute](#)  
[The Abecedarian Assessment](#)  
[Informal Word Analysis Inventory](#)  
[Easy CBM Assessment Site](#) (CBM)

- Word Reading Fluency
- High Frequency Sight Words
- Comprehension

[Informal Reading Assessments](#)

- Fluency
- Vocabulary
- Comprehension

[Sample Writing Rubric](#)

#### **Best Practices/Training for Reading**

[Reading 101: The Basics of Teaching Reading](#)  
[Effective Reading Instruction](#)  
[Phonics and Decoding](#)  
[Development of Phonological Skills](#)  
[Spelling and Word Study](#)  
[Screening and Diagnosis Module](#)  
[Differentiating in Phonemic Awareness and Word Recognition](#)  
[Informational Text Structure Module](#)  
[Improving Literacy Instruction in Elementary Schools](#)  
[Using Knowledge of Text Structure](#)

#### **VDOE/Local Resources**

[Reading Instruction and Targeted Interventions](#) (webinar)  
[Curriculum Framework](#)  
[Grade 5 Reading Test Blueprint](#)  
[Enhanced Scope and Sequence](#)  
[English Instructional Resources](#)  
[Early Literacy Strategies](#)  
[Vocabulary Resources](#)  
[Writing Resources](#)  
Standards Based Rubrics:  
[K](#), [1](#), [2](#), [3](#), [4](#), [5](#)  
Reading Interventions Chart (coming soon!)  
[Unpacking the Standards](#)





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## Fifth Grade Curriculum Guide

[Link to K-5 Curriculum Framework](#)

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5<sup>th</sup> Grade Standards of Learning  
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Content	1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
 <p><b>Communication</b></p> <p>SOL 5.1, 5.2, &amp; 5.3 should be incorporated all year across contents as students present projects, participate in cooperative group work, literature circles and other types of peer/ adult interactions.</p>	<p><b>ONGOING SKI</b> <b>LLS</b></p> <p><b>5.1 Listen, draw conclusions, and share responses in subject-related group learning activities</b></p> <ul style="list-style-type: none"> <li>• Discussions across content (5.1a)</li> <li>• Organize information (5.1b)</li> <li>• Summarize information (5.1c)</li> <li>• Communicate new ideas (5.1d)</li> <li>• Collaborate w/ teams (5.1e)</li> <li>• Work independently (5.1f)</li> </ul> <p><b>5.2 Use effective verbal and nonverbal communication skills to deliver planned oral presentations</b></p> <ul style="list-style-type: none"> <li>• Maintain eye contact (5.2a)</li> <li>• Use gestures (5.2b)</li> <li>• Use facial expressions (5.2c)</li> <li>• Use appropriate posture (5.2d)</li> <li>• Appropriate content (5.2e)</li> <li>• Organize content. (5.2f)</li> <li>• Summarize main points (5.2g)</li> <li>• Incorporate visual media (5.2h)</li> <li>• Use appropriate language/style (5.2i)</li> </ul>	<p><b>ONGOING SKILLS</b></p> <p><b>5.1 Listen, draw conclusions, and share responses in subject-related group learning activities</b></p> <hr/> <p><b>5.2 Planned oral presentations</b></p> <hr/>	<p><b>ONGOING SKILLS</b></p> <p><b>5.1 Listen, draw conclusions, and share responses in subject-related group learning activities</b></p> <hr/> <p><b>5.2 Planned oral presentations</b></p> <hr/>	<p><b>ONGOING SKILLS</b></p> <p><b>5.1 Listen, draw conclusions, and share responses in subject-related group learning activities</b></p> <hr/> <p><b>5.2 Planned oral presentations</b></p> <hr/> <p><b>SKILLS TO BE ASSESSED</b></p> <p><b>5.3 Media Messages</b></p> <ul style="list-style-type: none"> <li>• Differentiate between auditory, visual, and written media messages (5.3a)</li> <li>• ID characteristics/effectiveness</li> </ul>



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Content	1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b>READING</b></p> <p><b>Reading Skills Progression Chart</b></p> <p><b>Fiction Performance Assessments:</b></p> <ul style="list-style-type: none"> <li><a href="#">Dear Mr. Henshaw</a></li> <li><a href="#">My Side of the Mountain</a></li> <li><a href="#">Pioneer Girl</a></li> </ul> <p><b>Nonfiction Performance Assessments:</b></p> <ul style="list-style-type: none"> <li><a href="#">The Making of a Scientist</a></li> <li><a href="#">Assessment 1</a></li> <li><a href="#">Assessment 2</a></li> </ul> <p><b>Research Skills</b></p>	<p><i>The expectation in fifth grade is that fiction and nonfiction are taught throughout the school year and integrated into all content areas. Therefore, skills listed within the first and second nine weeks should be taught and/or maintained throughout the year.</i></p>			
	<p><b>ONGOING SKILLS</b></p> <ul style="list-style-type: none"> <li>reading strategies (SOL 5.5l and SOL 5.6l)</li> <li>fluency and accuracy (SOL 5.5m and SOL 5.6m)</li> <li>skim materials (SOL 5.6c)</li> <li>identify new information (SOL 5.6k)</li> </ul> <p><b>SKILLS TO BE ASSESSED</b></p> <ul style="list-style-type: none"> <li>main idea for fiction and nonfiction (SOL 5.5g and SOL 5.6d)</li> <li>supporting details in fiction and nonfiction (SOL 5.5h and SOL 5.6e)</li> <li>predictions (SOL 5.5k)</li> <li>text organizers (SOL 5.6a)</li> <li>prior knowledge (SOL 5.6b)</li> <li>locate information (SOL 5.6g)</li> </ul>	<p><b>ONGOING SKILLS</b></p> <ul style="list-style-type: none"> <li>reading strategies (SOL 5.5l and SOL 5.6l)</li> <li>fluency and accuracy (SOL 5.5m and SOL 5.6m)</li> <li>skim materials (SOL 5.6c)</li> <li>identify new information (SOL 5.6k)</li> </ul> <p><b>SKILLS TO BE ASSESSED</b></p> <ul style="list-style-type: none"> <li>text and previously read materials (SOL 5.5a)</li> <li>author's style (SOL 5.5e)</li> <li>points of view (SOL 5.5f)</li> <li>cause and effect for fiction and nonfiction (SOL 5.5j and SOL 5.6h)</li> <li>fact and opinion (SOL 5.6i)</li> <li>construct questions (SOL 5.9a*)</li> <li>collect information (SOL 5.9b*)</li> <li>use technology (SOL 5.9c*)</li> <li>plagiarism (SOL 5.9g*)</li> </ul>	<p><b>ONGOING SKILLS</b></p> <ul style="list-style-type: none"> <li>reading strategies (SOL 5.5l and SOL 5.6l)</li> <li>fluency and accuracy (SOL 5.5m and SOL 5.6m)</li> <li>skim materials (SOL 5.6c)</li> <li>identify new information (SOL 5.6k)</li> </ul> <p><b>SKILLS TO BE ASSESSED</b></p> <ul style="list-style-type: none"> <li>figurative language (SOL 5.4d)</li> <li>character development (SOL 5.5b)</li> <li>plot development (SOL 5.5c)</li> <li>draw conclusions (SOL 5.5i)</li> <li>structural patterns in nonfiction (SOL 5.6f)</li> <li>compare and contrast (SOL 5.6j)</li> <li>organize information (SOL 5.9d*)</li> <li>develop notes (SOL 5.9e*)</li> <li>give credit to sources (SOL 5.9f*)</li> <li>plagiarism (SOL 5.9g*)</li> </ul>	<p><b>ONGOING SKILLS</b></p> <ul style="list-style-type: none"> <li>reading strategies (SOL 5.5l and SOL 5.6l)</li> <li>fluency and accuracy (SOL 5.5m and SOL 5.6m)</li> <li>skim materials (SOL 5.6c)</li> <li>identify new information (SOL 5.6k)</li> </ul> <p><b>SKILLS TO BE ASSESSED</b></p> <ul style="list-style-type: none"> <li>free verse, rhymed, and patterned poetry (SOL 5.5d)</li> </ul>

\* indicates research SOLs that should be embedded in both reading and writing instruction



# BEDFORD COUNTY PUBLIC SCHOOLS

## Fifth Grade Curriculum Guide

[Link to K-5 Curriculum Framework](#)

4<sup>th</sup> Grade Standards of Learning  
*Prerequisite Standards*

5<sup>th</sup> Grade Standards of Learning  
*Grade Level Standards*

6<sup>th</sup> Grade Standards of Learning  
*Extension Standards*

Content	1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
<p><b>Word Knowledge/ Vocabulary</b> SOL 5.4 should be embedded in Word Study, reading, and writing activities.</p> <p><a href="#">Word Study Expectations</a></p> <p><a href="#">Spelling/Reading Correlations</a></p>	<p><b><u>ONGOING SKILLS</u></b></p> <ul style="list-style-type: none"> <li>• use context clues (5.4a)</li> <li>• multiple meanings (5.4b)</li> <li>• roots, affixes, synonyms, antonyms, homophones (5.4c)</li> <li>• figurative language(5.4d)</li> <li>• word-reference materials (5.4e)</li> <li>• Develop vocabulary (5.4f)</li> <li>• word meanings across content (5.4g)</li> </ul>	<p><b><u>ONGOING SKILLS</u></b></p> <ul style="list-style-type: none"> <li>• use context clues (5.4a)</li> <li>• multiple meanings (5.4b)</li> <li>• roots, affixes, synonyms, antonyms, homophones (5.4c)</li> <li>• figurative language(5.4d)</li> <li>• word-reference materials (5.4e)</li> <li>• Develop vocabulary (5.4f)</li> <li>• word meanings across content (5.4g)</li> </ul>	<p><b><u>ONGOING SKILLS</u></b></p> <ul style="list-style-type: none"> <li>• use context clues (5.4a)</li> <li>• multiple meanings (5.4b)</li> <li>• roots, affixes, synonyms, antonyms, homophones (5.4c)</li> <li>• figurative language(5.4d)</li> <li>• word-reference materials (5.4e)</li> <li>• Develop vocabulary (5.4f)</li> <li>• word meanings across content (5.4g)</li> </ul>	<p><b><u>ONGOING SKILLS</u></b></p> <ul style="list-style-type: none"> <li>• use context clues (5.4a)</li> <li>• multiple meanings (5.4b)</li> <li>• roots, affixes, synonyms, antonyms, homophones (5.4c)</li> <li>• figurative language(5.4d)</li> <li>• word-reference materials (5.4e)</li> <li>• Develop vocabulary (5.4f)</li> <li>• word meanings across content (5.4g)</li> </ul>
<p><b><u>WRITING</u></b></p> <p><a href="#">Writing Skills Progression Chart</a></p> <p>Click <a href="#">HERE</a> for example writing rubric</p> <p><i>Daily writing opportunities should be embedded across all content areas.</i></p> <p><i>Narrative and expository strategies, models, rubrics, and lessons are available in the Write from the Beginning and Beyond resources</i></p> <p><a href="#">Grammar Skills</a></p>	<p><b><u>ONGOING SKILLS</u></b></p> <ul style="list-style-type: none"> <li>• write for a variety of purposes by incorporating <i>Write From the Beginning</i> models (SOL 5.7)</li> <li>• correct spelling on commonly misspelled words (SOL 5.8j)</li> <li>• continue typing practice</li> </ul> <p><b><u>GRAMMAR SKILLS TO BE COVERED</u></b></p> <ul style="list-style-type: none"> <li>• apostrophes in contractions and possessives (SOL 5.8d)</li> <li>• fragments and run-on sentences (SOL 5.8h)</li> <li>• conjunctions (SOL 5.8k)</li> <li>• double negatives (SOL 5.8i)</li> </ul>	<p><b><u>ONGOING SKILLS</u></b></p> <ul style="list-style-type: none"> <li>• write for a variety of purposes by incorporating <i>Write From the Beginning</i> models (SOL 5.7)</li> <li>• correct spelling on commonly misspelled words (SOL 5.8j)</li> <li>• continue typing practice</li> </ul> <p><b><u>GRAMMAR SKILLS TO BE COVERED</u></b></p> <ul style="list-style-type: none"> <li>• interjections (SOL 5.8c)</li> <li>• commas to indicate interrupters (SOL 5.8f)</li> <li>• hyphens to divide words at the end of a line (SOL 5.8g)</li> <li>• construct questions (SOL 5.9a*)</li> <li>• collect information (SOL 5.9b*)</li> <li>• use technology (SOL 5.9c*)</li> <li>• plagiarism (SOL5.9g*)</li> </ul>	<p><b><u>ONGOING SKILLS</u></b></p> <ul style="list-style-type: none"> <li>• write for a variety of purposes by incorporating <i>Write From the Beginning</i> models (SOL 5.7)</li> <li>• correct spelling on commonly misspelled words (SOL 5.8j)</li> <li>• continue typing practice</li> </ul> <p><b><u>GRAMMAR SKILLS TO BE COVERED</u></b></p> <ul style="list-style-type: none"> <li>• plural possessives (SOL 5.8a)</li> <li>• adjective and adverb comparisons (SOL 5.8b)</li> <li>• quotation marks with dialogue (SOL 5.8e)</li> <li>• organize information (SOL 5.9d*)</li> <li>• develop notes (SOL 5.9e*)</li> <li>• give credit to sources (5.9f*)</li> <li>• plagiarism (SOL 5.9g*)</li> </ul>	<p><b><u>ONGOING SKILLS</u></b></p> <ul style="list-style-type: none"> <li>• write for a variety of purposes by incorporating <i>Write From the Beginning</i> models (SOL 5.7)</li> <li>• correct spelling on commonly misspelled words (SOL 5.8j)</li> <li>• continue typing practice</li> </ul> <p><b><u>GRAMMAR SKILLS TO BE COVERED</u></b></p> <p>use the research skills covered in the second and third nine weeks to compose a research paper or project</p> <p style="text-align: center;"><b>OR</b></p> <p>compose smaller papers that review Social Studies and Science material for the upcoming SOL tests</p>





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<a href="#">Progression Chart</a>		<i>* indicates research SOLs that should be embedded in both reading and writing instruction</i>
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