

## A Harcourt Achieve Correlation Of Rigby Literacy Grade 5 Reading Workshop Teacher's Guide To The Harcourt Trophies Scope And Sequence

GRADE FIVE	
HARCOURT TROPHIES SCOPE AND SEQUENCE	RIGBY LITERACY GRADE 5 READING WORKSHOP
Language Arts	
Reading	
Decoding: Phonic Analysis	
Consonants: single, blends, digraphs in initial, final, and medial positions	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 12 <i>Nonfiction</i> <b>Literacy Skills;</b> pg. 27
Vowels: short, long, digraphs, r-controlled, variant, schwa	<i>Fiction</i> <b>Literacy Skills:</b> pg. 54, 90 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 47, 76, 87
Blend vowel-consonant sounds orally to make words or syllables	N/A
Blend sounds from letters and letter patterns into recognizable words	N/A
Decoding: Structural Analysis	
Inflectional endings, with and without spelling changes: plurals, verb tenses, possessives, comparatives-superlatives	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 30, 36, 54, 66, 78
Contractions, abbreviations, and compound words	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 30, 66 <i>Fiction</i> <b>Literacy Skills:</b> pg. 30, 42 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 57
Prefixes, suffixes, derivations, and root words	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 48, 84, 96 <i>Fiction</i> <b>Literacy Skills:</b> pg. 78 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 26, 96, 126, 136
Greek and Latin roots	N/A
Letter, spelling, and syllable patterns	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 6, 23, 90 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 146
Phonograms/word families/onset-rimes	N/A
Syllable rules and patterns	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 6, 23, 90 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 146
Decoding: Strategies	
Visual cues: sound/symbol relationships, letter patterns, and spelling patterns	<i>Nonfiction</i> <b>Literacy Skills:</b> pg. 26
Structural cues: compound words, contractions, inflectional endings, prefixes, suffixes, Greek and Latin roots, root words, spelling patterns, and word families	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 30, 36, 42, 48, 60, 66, 72, 84, 96 <i>Fiction</i> <b>Literacy Skills:</b> pg. 42, 78 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 26, 57, 67, 96, 126, 136
Cross check visual and structural cues to confirm meaning	N/A
Syllabication rules and patterns	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 6, 23, 90 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 146

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Language Arts	
<b>Reading</b>	
<b>Word Recognition</b>	
One-syllable and high-frequency words	N/A
Common, irregular sight words	N/A
Common abbreviations	<i>Fiction</i> <b>Literacy Skills:</b> pg. 30
Lesson vocabulary	<i>Bridge to Comprehension</i> <b>Setting the Scene:</b> pg. 3, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93
<b>Fluency</b>	
Read aloud narrative and expository text with appropriate pacing, intonation, and expression	<i>Bridge to Comprehension</i> <b>Extending to CQ:</b> pg. 7, 13, 37, 43, 49, 55, 61, 67, 79, 85, 91
Read aloud prose and poetry with rhythm and pace, appropriate intonation, and vocal patterns	<i>Bridge to Comprehension</i> <b>Extending to CQ:</b> pg. 19, 25, 31, 37, 73
<b>Vocabulary and Concept Development</b>	
Academic language	N/A
Classify-categorize	N/A
Antonyms	N/A
Synonyms	<i>Fiction</i> <b>Literacy Skills:</b> pg. 6 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 17, 156
Homographs	<i>Fiction</i> <b>Literacy Skills:</b> pg. 18 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 37, 106
Homophones	<i>Fiction</i> <b>Literacy Skills:</b> pg. 18 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 37
Multiple-meaning words	N/A
Figurative and idiomatic language	<i>Fiction</i> <b>Literacy Skills:</b> pg. 18, 42, 78
Context/context clues	<i>Bridge to Comprehension</i> <b>Extending to CQ:</b> pg. 61, 91 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 26
Content-area words	N/A
Dictionary, glossary, thesaurus	<i>Nonfiction</i> <b>Literacy Skills:</b> pg. 106, 145
Foreign words	N/A
Connotation-denotation	N/A
Word origins (acronyms, clipped and coined words, regional variations, etymologies, jargon, slang)	<i>Fiction</i> <b>Literacy Skills:</b> pg. 18, 78
Analogies	N/A
Word structure clues to determine meaning	<i>Nonfiction</i> <b>Literacy Skills:</b> pg. 26
Inflected nouns and verbs, comparatives-superlatives, possessives, compound words, prefixes, suffixes, root words	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 30, 36, 54, 60, 78 <i>Fiction</i> <b>Literacy Skills:</b> pg. 42, 78 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 26, 96, 126, 136

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<b>Language Arts</b>	
<b>Reading</b>	
<b>Vocabulary and Concept Development</b>	
Greek and Latin roots, prefixes, suffixes, derivations, and root words	N/A
Develop vocabulary	
Listen to and discuss text read aloud	N/A
Read independently	<i>Bridge to Comprehension</i> <b>Revisiting the Text:</b> pg. 6, 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96. <b>Responding to the Text:</b> pg. 6, 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96
Use reference books	N/A
<b>Comprehension and Analysis of Text</b>	
Ask/answer questions	<i>Bridge to Comprehension</i> <b>Comprehension Strategy:</b> pg. 23, 29 <b>Extending to CQ:</b> pg. 25, 31, 55, 67 <i>Fiction</i> <b>Comprehension Strategy:</b> pg. 17, 29 <i>Nonfiction</i> <b>Comprehension Strategy:</b> pg. 36, 46
Author's purpose	<i>Fiction</i> <b>Literacy Skills:</b> pg. 66
Author's perspective	N/A
Propaganda/bias	N/A
Background knowledge: prior knowledge and experiences	<i>Bridge to Comprehension</i> <b>Comprehension Strategy:</b> pg. 5, 95 <b>Extending to CQ:</b> pg. 7, 13, 19, 55, 67, 73, 79, 85, 91, 97
Cause-effect	<i>Nonfiction</i> <b>Literacy Skills:</b> pg. 6, 57
Compare-contrast	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 35 <b>Extending to CQ:</b> pg. 13, 19, 55, 85 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 46, 76, 106
Details	N/A
Directions: one-, two-, multi-step	N/A
Draw conclusions	N/A
Fact-fiction	N/A
Fact-opinion	<i>Fiction</i> <b>Literacy Skills:</b> pg. 30 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 27, 96, 136, 146
<b>Higher order thinking</b>	
Analyze, critique and evaluate, synthesize, and visualize text and information	<i>Bridge to Comprehension</i> <b>Comprehension Strategy:</b> pg. 11, 53, 59, 93 <b>Extending to CQ:</b> pg. 13 <i>Fiction</i> <b>Comprehension Strategy:</b> pg. 53 <i>Nonfiction</i> <b>Comprehension Strategy:</b> pg. 16, 86, 95, 135

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Language Arts	
Reading	
Comprehension and Analysis of Text	
Higher order thinking	
Interpret information from graphic aids	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 6, 11, 23, 29, 35, 41, 60, 65, 71, 77, 83 <b>Extending to CQ:</b> pg. 25 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 26, 36, 46, 87, 96, 106, 117, 126, 136, 155
Locate information	NA
Book parts	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 95 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 6, 16, 106, 145
Text features	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 5, 11, 17, 23, 29, 35, 41, 47, 53, 60, 65, 71, 77, 83 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 16, 56, 125, 136
Alphabetical order	NA
Main idea: stated/unstated	<i>Bridge to Comprehension</i> <b>Comprehension Strategy:</b> pg. 35, 40 <b>Extending to CQ:</b> pg. 37
Main idea and supporting details	<i>Bridge to Comprehension</i> <b>Comprehension Strategy:</b> pg. 35, 40 <b>Extending to CQ:</b> pg. 37
Make generalizations	NA
Make inferences	<i>Bridge to Comprehension</i> <b>Comprehension Strategy:</b> pg. 65, 77, 89 <i>Fiction</i> <b>Comprehension Strategy:</b> pg. 77 <i>Nonfiction</i> <b>Comprehension Strategy:</b> pg. 125, 145
Make judgments	<i>Nonfiction</i> <b>Comprehension Strategy:</b> pg. 125
Make predictions/predict outcomes	<i>Bridge to Comprehension</i> <b>Extending to CQ:</b> pg. 7, 25, 43, 49, 55, 67, 79, 91 <i>Nonfiction</i> <b>Comprehension Strategy:</b> pg. 105
Monitor comprehension	
Adjust reading rate, create mental images, reread, read ahead, set/adjust purpose, self-question, summarize/paraphrase, use graphic aids, text features, and text adjuncts	<i>Bridge to Comprehension</i> <b>Comprehension Strategy:</b> pg. 17, 71 <b>Extending to CQ:</b> pg. 91 <i>Fiction</i> <b>Comprehension Strategy:</b> pg. 5
Paraphrase/restate facts and details	<i>Bridge to Comprehension</i> <b>Extending to CQ:</b> pg. 7 <i>Fiction</i> <b>Comprehension Strategy:</b> pg. 53
Preview	<i>Bridge to Comprehension</i> <b>Extending to CQ:</b> pg. 7, 25, 49, 79, 85

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<b>Language Arts</b>	
<b>Reading</b>	
<b>Comprehension and Analysis of Text</b>	
Monitor comprehension	
Purpose for reading	<i>Bridge to Comprehension</i> <b>Comprehension Strategy:</b> pg. 35 <b>Extending to CQ:</b> pg. 37 <i>Nonfiction</i> <b>Comprehension Strategy:</b> pg. 56
Organize information	
Alphabetical order	N/A
Numerical systems/outlines	N/A
Graphic organizers	<i>Bridge to Comprehension</i> <b>Extending to CQ:</b> pg. 7, 13, 25, 31, 43, 49, 55, 61, 67, 73, 85, 97
Referents	N/A
Retell stories and ideas	<i>Bridge to Comprehension</i> <b>Extending to CQ:</b> pg. 49 <i>Fiction</i> <b>Comprehension Strategy:</b> pg. 53 <i>Nonfiction</i> <b>Comprehension Strategy:</b> pg. 86
Sequence	N/A
Summarize	<i>Bridge to Comprehension</i> <b>Revisiting the Text:</b> pg. 6 <b>Extending to CQ:</b> pg. 13, 25, 31 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 36, 56, 86
<i>Text structure</i>	
Narrative text	N/A
Informational text (compare and contrast, cause and effect, sequence/chronological order, proposition and support, problem and solution)	<i>Nonfiction</i> <b>Literacy Skills:</b> 6, 46, 57, 75, 76, 96, 106
<b>Study Skills</b>	
Follow and give directions	<i>Bridge to Comprehension</i> <b>Extending to CQ:</b> pg. 31
Apply plans and strategies: KWL, question-answer-relationships, skim, scan, note taking, outline, questioning the author, reciprocal teaching	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 47 Revisiting the Text: pg. 18, 31, 96 <b>Extending to CQ:</b> pg. 31, 49, 61, 97 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 67
Practice text-taking strategies	N/A
<b>Research and Information</b>	
Use resources and references	<i>Nonfiction</i> <b>Reading the Text:</b> pg. 10, 20, 30, 40, 50, 70, 79, 91, 100, 111, 120, 129, 139, 149, 161 <b>Responding to the Text:</b> pg. 71
Understand the purpose, structure, and organization of various reference materials	
Title page, table of contents, chapter titles, chapter headings, index, glossary, guide words, citations, end notes, bibliography	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 5, 41, 53, 65, 95 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 6, 16, 56

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<b>Reading</b>	
<b>Comprehension and Analysis of Text</b>	
<b>Research and Information</b>	
Picture dictionary, software, dictionary, thesaurus, atlas, globe, encyclopedia, telephone directory, on-line information, card catalog, electronic search engines and data bases, almanac, newspaper, journals, periodicals	N/A
Charts, maps, diagrams, timelines, schedules, calendar, graphs, photos	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 5, 11, 23, 29, 35, 41, 60, 65, 71, 77, 83 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 26, 36, 46, 87, 96, 106, 117, 125, 136, 155
Choose reference materials appropriate to research purpose	N/A
<b>Viewing/Media</b>	
Interpret information from visuals (graphics, media, including illustrations, tables, maps, charts, graphs, diagrams, timelines)	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 5, 11, 23, 29, 35, 41, 60, 65, 71, 77, 83 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 26, 36, 46, 87, 96, 106, 117, 125, 136, 155
Analyze the ways visuals, graphics, and media represent, contribute to, and support meaning of text	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 5, 11, 23, 29, 35, 41, 60, 65, 71, 77, 83 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 26, 36, 46, 87, 96, 106, 117, 125, 136, 155
Select, organize, and produce visuals to complement and extend meaning	<i>Bridge to Comprehension</i> <b>Extending to CQ:</b> pg. 13, 49, 79, 91 <i>Fiction</i> <b>Responding to the Text:</b> pg. 37, 97 <i>Nonfiction</i> <b>Responding to the Text:</b> pg. 71, 81
Use technology or appropriate media to communicate information and ideas	N/A
Use technology or appropriate media to compare ideas, information, and viewpoints	N/A
Compare, contrast, and evaluate print and broadcast media	N/A
Distinguish between fact and opinion	<i>Fiction</i> <b>Literacy Skills:</b> pg. 30 <i>Nonfiction</i> <b>Literacy Skills:</b> 27, 96, 136, 146
Evaluate the role of media	N/A
Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture	N/A
<b>Literary Response and Analysis</b>	
<b>Genre Characteristics</b>	
Know a variety of literary genres and their basic characteristics	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 5, 11, 17, 23, 29, 35, 41, 47, 53, 59, 65, 71, 77, 83, 89, 95 <i>Fiction</i> <b>Literacy Skills:</b> pg. 5, 17, 29, 42, 53, 65, 78, 90 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 7, 16, 27, 36, 47, 57, 67, 76, 87, 96, 106, 117, 126, 136, 146, 156

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<b>Reading</b>	
<b>Comprehension and Analysis of Text</b>	
<b>Literary Response and Analysis</b>	
<b>Genre Characteristics</b>	
Distinguish between fantasy and realistic text	<u>Fiction</u> <b>Literacy Skills:</b> pg. 90
Distinguish between informational and persuasive texts	N/A
Understand the distinguishing features of literary and nonfiction texts: everyday print materials, poetry, drama, fantasies, fables, myths, legends, and fairy tales	<u>Bridge to Comprehension</u> <b>Literacy Skills:</b> pg. 5, 11, 17, 23, 29, 35, 41, 47, 53, 59, 65, 71, 77, 83, 89, 95 <u>Fiction</u> <b>Literacy Skills:</b> pg. 5, 17, 29, 42, 53, 65, 78, 90 <u>Nonfiction</u> <b>Literacy Skills:</b> pg. 7, 16, 27, 36, 47, 57, 67, 76, 87, 96, 106, 117, 126, 136, 146, 156
Explain the appropriateness of the literary forms chosen by and author for a specific purpose	N/A
<b>Literary Elements</b>	
<b>Plot/Plot Development</b>	
Important events	N/A
Beginning, middle, end of story	N/A
Problem/solution	N/A
Conflict	<u>Fiction</u> <b>Literacy Skills:</b> pg. 30
Conflict and resolution/causes and effects	N/A
Compare and contrast	N/A
<b>Character</b>	
Identify	<u>Fiction</u> <b>Literacy Skills:</b> pg. 66
Identify, describe, compare and contrast	<u>Fiction</u> <b>Literacy Skills:</b> pg. 18
Relate characters and events	N/A
Traits, actions, motives	N/A
Cause for character's actions	N/A
<b>Setting</b>	
Identify and describe	<u>Fiction</u> <b>Literacy Skills:</b> pg. 6
Compare and contrast	N/A
<b>Theme</b>	
Theme/essential message	<u>Fiction</u> <b>Comprehension Strategy:</b> pg. 41 <b>Literacy Skills:</b> pg. 42
<b>Mood/Tone</b>	
Identify	<u>Fiction</u> <b>Literacy Skills:</b> pg. 90
<b>Literary Devices/Author's Craft</b>	
Rhythm, rhyme, pattern, and repetition	<u>Fiction</u> <b>Literacy Skills:</b> pg. 17
Alliteration, onomatopoeia, assonance, imagery	<u>Fiction</u> <b>Comprehension Strategy:</b> pg. 5 <b>Literacy Skills:</b> pg. 6

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<b>Language Arts</b>	
<b>Reading</b>	
<b>Comprehension and Analysis of Text</b>	
<b>Literary Devices/Author's Craft</b>	
Figurative language (similes, metaphors, idioms, personification, hyperbole)	<i>Bridge to Comprehension</i> <b>Extending to CQ:</b> pg. 13 <i>Fiction</i> <b>Literacy Skills:</b> pg. 18, 42, 78
Characterization/character development	N/A
Dialogue	<i>Fiction</i> <b>Literacy Skills:</b> pg. 5
Narrator/narration	N/A
Point of view (first-person, third-person, omniscient)	<i>Fiction</i> <b>Literacy Skills:</b> pg. 53, 66
Informal language (idioms, slang, jargon, dialect)	<i>Fiction</i> <b>Literacy Skills:</b> pg. 18, 78
<b>Response to Text</b>	
Relate characters and events to own life	N/A
Read to perform a task or learn a new task	N/A
Recollect, talk, and write about books read	<i>Bridge to Comprehension</i> <b>Responding to the Text:</b> pg. 6, 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96 <i>Fiction</i> <b>Responding to the Text:</b> pg. 6, 18, 24, 36, 49, 61, 73, 85, 97 <i>Nonfiction</i> <b>Responding to the Text:</b> pg. 11, 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161
Describe the roles and contributions of authors and illustrators	N/A
Generate alternative endings and identify the reason and impact of the alternatives	N/A
Compare and contrast versions of the same stories that reflect different cultures	N/A
Make connections between information in texts and stories and historical events	N/A
Form ideas about what had been read and use specific information from the text to support these ideas	N/A
Know that the attitudes and values that exist in a time period or culture affect stories and informational articles written during that time period	N/A
<b>Self-Selected Reading</b>	
Select material to read for pleasure	N/A
Read a variety of self-selected and assigned literary and informational texts	N/A
Use knowledge of authors' styles, themes, and genres to choose own reading	N/A
Read literature by authors from various cultural and historical backgrounds	N/A
<b>Cultural Awareness</b>	
Connect information and events in texts to life and life to text experiences	N/A
Compare language, oral traditions, and literature that reflect customs, regions, and cultures	N/A

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<b>Reading</b>	
<b>Comprehension and Analysis of Text</b>	
<b>Cultural Awareness</b>	
Identify how language reflects regions and cultures	N/A
View concepts and issues from diverse perspectives	N/A
<b>Writing</b>	
<b>Writing Strategies</b>	
Writing process: prewriting, drafting, revising, proofreading, publishing	N/A
Collaborative, shared, timed writing, writing to prompts	N/A
Evaluate own and others' writing	N/A
Proofread writing to correct convention errors in mechanics, usage, punctuation, using handbooks and references as appropriate	N/A
<b>Organization and Focus</b>	
Use models and traditional structures for writing	<i>Bridge to Comprehension</i> <b>Extending to CQ:</b> pg. 31 <i>Nonfiction</i> <b>Responding to the Text:</b> pg. 11, 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161
Select a focus, structure, and viewpoint	N/A
Address purpose, audience, length, and format requirements	N/A
Write single-and multiple-paragraph compositions	<i>Nonfiction</i> <b>Responding to the Text:</b> pg. 61, 81, 121, 141
<b>Revision Skills</b>	
Correct sentence fragments and run-ons	N/A
Vary sentence structure, word order, and sentence length	N/A
Combine sentences	N/A
Improve coherence, unity, consistency, and progression of ideas	N/A
Add, delete, consolidate, clarify, rearrange text	N/A
Choose appropriate and effective words: exact/precise words, vivid words, trite/overused words	N/A
Elaborate: details, examples, dialogue, quotations	N/A
Revise using a rubric	N/A
<b>Penmanship/Handwriting</b>	
Write legibly, using spacing, margins, and indention	N/A
<b>Writing Applications</b>	
Narrative writing (stories, paragraphs, personal narratives, journal, plays, poetry)	<i>Fiction</i> <b>Responding to the Text:</b> pg. 61 <i>Nonfiction</i> <b>Responding to the Text:</b> pg. 21, 71
Descriptive writing (titles, captions, ads, posters, paragraphs, stories, poems)	<i>Fiction</i> <b>Responding to the Text:</b> pg. 13, 37, 97 <i>Nonfiction</i> <b>Responding to the Text:</b> pg. 111, 141
Expository writing (comparison-contrast, explanation, directions, speech, how-to article, friendly/business letter, news story, essay, report, invitation)	<i>Fiction</i> <b>Responding to the Text:</b> pg. 13, 25, 97 <i>Nonfiction</i> <b>Responding to the Text:</b> pg. 31, 41, 51, 91, 111, 121, 161

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<b>Language Arts</b>	
<b>Writing</b>	
<b>Writing Applications</b>	
Persuasive writing (paragraph, essay, letter, ad, poster)	<i>Fiction</i> <b>Responding to the Text:</b> pg. 25 <i>Nonfiction</i> <b>Responding to the Text:</b> pg. 101
Cross-curricular writing (paragraph, report, poster, list, chart)	N/A
Everyday writing (journal, message, forms, notes, summary, label, caption)	<i>Bridge to Comprehension</i> <b>Responding to the Text:</b> pg. 6, 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90, 96 <i>Fiction</i> <b>Responding to the Text:</b> pg. 6, 18, 24, 36, 49, 61, 73, 85, 97 <i>Nonfiction</i> <b>Responding to the Text:</b> pg. 11, 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161
<b>Written and Oral English Language Conventions</b>	
<b>Sentence Structure</b>	
Types (declarative, interrogative, exclamatory, imperative, interjection)	N/A
Structure (simple, compound, complex, compound-complex)	N/A
Parts (subjects/predicates: complete, simple, compound; clauses: independent, dependent, subordinate; phrase)	N/A
Direct/indirect object	N/A
<b>Grammar</b>	
Nouns (singular, plural, common, proper, possessive, collective, abstract, concrete, abbreviations, appositives)	N/A
Verbs (action, helping, linking, transitive, intransitive, regular, irregular; subject-verb agreement)	<i>Nonfiction</i> <b>Literacy Skills:</b> pg. 7
Verb tenses (present, past future; present, past, and future perfect)	N/A
Adjectives (common, proper; articles; comparative, superlative)	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 30, 36, 54, 66, 78
Adverbs (place, time, manner, degree)	N/A
Pronouns (subject, object, possessive, reflexive, demonstrative, antecedents)	N/A
Preposition; prepositional phrases	N/A
Conjunctions	N/A
Abbreviations, contractions	<i>Bridge to Comprehension</i> <b>Literacy Skills:</b> pg. 30, 66 <i>Fiction</i> <b>Literacy Skills:</b> pg. 30, 42 <i>Nonfiction</i> <b>Literacy Skills:</b> pg. 57
<b>Punctuation</b>	
Period, exclamation point, or question mark at end of sentences	N/A
Comma	N/A
Greeting and closure of a letter	N/A
Dates, locations, and addresses	N/A
For items in a series	N/A
Direct quotations	N/A
Link two clauses with a conjunction in compound sentences	N/A

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GRADE FIVE	
HARCOURT TROPHIES SCOPE AND SEQUENCE	RIGBY LITERACY GRADE 5 READING WORKSHOP
<b>Language Arts</b>	
<b>Written and Oral English Language Conventions</b>	
<b>Punctuation</b>	
Quotation marks	N/A
Dialogue, exact words of a speaker	N/A
Titles of books, stories, poems, magazines	N/A
Parentheses/dash/hyphen	N/A
Apostrophes in possessive case of nouns and in contractions	N/A
Underlining or italics to identify title of documents	N/A
Colon	N/A
Separate hours and minutes	N/A
Introduce a list	N/A
After the salutation in business letters	N/A
<b>Capitalization</b>	
First word of a sentence, names of people, and the pronoun I	N/A
Proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people	N/A
Geographical names, holidays, historical periods, and special events	N/A
Names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate	N/A
Use conventions of punctuation and capitalization	N/A
<b>Spelling</b>	
Common, phonetically regular words	N/A
Frequently used, irregular words	N/A
One-syllable words with consonant blends	N/A
Contractions, compounds, orthographic patters, and common homophones	N/A
Greek and Latin roots, inflections, suffixes, prefixes, and syllable constructions	N/A
Use a variety of strategies and resources to spell words	N/A
<b>Listening and Speaking</b>	
<b>Listening Skills and Strategies</b>	
Listen to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or informational speeches	N/A
Listen attentively to the speaker (make eye contact and demonstrate appropriate body language)	N/A
Listen for a purpose	
Follow oral directions (one-, two-, three-, and multi-step)	N/A
For specific information	N/A
For enjoyment	<i>Fiction</i> <b>Responding to the Text:</b> pg. 13, 24, 36, 49, 61, 73, 85, 97
To distinguish between the speaker's opinions and verifiable facts	N/A
To actively participate in class discussions	<i>Bridge to Comprehension</i> <b>Warming Up:</b> pg. 9, 15, 33, 39, 45, 51, 63, 69, 75, 87, 93 <b>Returning to the Text:</b> pg. 5, 11, 17, 23, 29, 35, 41, 47, 53, 59, 65, 71, 77, 83, 89, 95 <b>Extending to CQ:</b> pg. 43, 73

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GRADE FIVE	
HARCOURT TROPHIES SCOPE AND SEQUENCE	RIGBY LITERACY GRADE 5 READING WORKSHOP
<b>Language Arts</b>	
<b>Listening and Speaking</b>	
<b>Listening Skills and Strategies</b>	
<i>Continued</i> To actively participate in class discussions	<i>Fiction</i> <b>Returning to the Text:</b> pg. 5, 8, 10, 11, 13, 17, 20, 22, 23, 24, 29, 32, 35, 36, 44, 46, 47, 48, 53, 56, 57, 59, 60, 61, 65, 68, 70, 72, 77, 80, 81, 82, 83, 84, 89, 92, 95, 97 <i>Nonfiction</i> <b>Returning to the Text:</b> pg. 5, 7, 9, 11, 15, 19, 21, 26, 29, 30, 35, 39, 41, 46, 49, 51, 56, 59, 61, 66, 69, 70, 75, 78, 79, 81, 86, 89, 91, 95, 99, 101, 105, 108, 110, 111, 116, 119, 121, 125, 128, 130, 131, 135, 138, 140, 141, 148, 150, 151, 155, 158, 159, 161
To identify logical fallacies used in oral presentations and media messages	N/A
To make inferences or draw conclusions	N/A
To interpret a speaker's verbal and nonverbal message, purposes, and perspectives	N/A
To respond to a variety of media and speakers	N/A
To paraphrase/summarize directions and information	N/A
For language reflecting regions and cultures	N/A
To recognize emotional and logical arguments	N/A
To identify the musical elements of language	N/A
<b>Speaking Skills and Strategies</b>	
Speak clearly and audibly and use appropriate volume and pace in different settings	<i>Bridge to Comprehension</i> <b>Extending to CQ:</b> 7, 13, 19, 25, 31, 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97
Use formal and informal English appropriately	N/A
Follow rules of conversation	N/A
Stay on the topic when speaking	N/A
Use descriptive words	N/A
Recount experiences in a logical sequence	N/A
Clarify and support spoken ideas with evidence and examples	N/A
Use eye contact, appropriate gestures, and props to enhance oral presentations and engage the audience	N/A
Give and follow two-, three-, and four-step directions	N/A
Recite poems, rhymes, songs, stories, soliloquies, or dramatic dialogues	<i>Bridge to Comprehension</i> <b>Extending to CQ:</b> 7, 13, 19, 25, 31, 37, 43, 49, 55, 61, 67, 73, 79, 85, 91, 97
Plan and present dramatic interpretations with clear diction, pitch, tempo, and tone	<i>Bridge to Comprehension</i> <b>Extending to CQ:</b> 31, 61
Organize presentations to maintain a clear focus	N/A
Use language appropriate to situation, purpose, and audience	N/A
Make/deliver	
Oral narrative, descriptive, informational, and persuasive presentations	<i>Nonfiction</i> <b>Responding to the Text:</b> pg. 11, 151, 161
Oral summaries of articles and books	N/A
Oral responses to literature	N/A
Presentation or speech for specific occasions, audiences, and purposes	N/A
Vary language according to situation, audience, and purpose	N/A
Select a focus, organizational structure, and point of view for an oral presentation	N/A

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<b>HARCOURT TROPHIES SCOPE AND SEQUENCE</b>	<b>RIGBY LITERACY GRADE 5 READING WORKSHOP</b>
<b>Language Arts</b>	
<b>Listening and Speaking</b>	
<b>Speaking Skills and Strategies</b>	
Participate in classroom activities and discussions	<p><i>Bridge to Comprehension</i>  <b>Warming Up:</b> pg. 9, 15, 33, 39, 45, 51, 63, 69, 75, 87, 93  <b>Returning to the Text:</b> pg. 5, 11, 17, 23, 29, 35, 41, 47, 53, 59, 65, 71, 77, 83, 89, 95  <b>Extending to CQ:</b> pg. 43, 73</p> <p><i>Fiction</i>  <b>Returning to the Text:</b> pg. 5, 8, 10, 11, 13, 17, 20, 22, 23, 24, 29, 32, 35, 36, 44, 46, 47, 48, 53, 56, 57, 59, 60, 61, 65, 68, 70, 72, 77, 80, 81, 82, 83, 84, 89, 92, 95, 97</p> <p><i>Nonfiction</i>  <b>Returning to the Text:</b> pg. 5, 7, 9, 11, 15, 19, 21, 26, 29, 30, 35, 39, 41, 46, 49, 51, 56, 59, 61, 66, 69, 70, 75, 78, 79, 81, 86, 89, 91, 95, 99, 101, 105, 108, 110, 111, 116, 119, 121, 125, 128, 130, 131, 135, 138, 140, 141, 148, 150, 151, 155, 158, 159, 161</p>