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| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| Reading Session 2: Orienting to More Complex Texts  Daily Language  Roots: Receive and review words  Flu Shots  Violin Assembly 9:00 | **Reading Session 3:** Uncovering What Makes a Main Idea Complex  **Daily Language**  **Roots:** Write a sentence for each of this week’s words | **Daily Language**  **Roots:** Draw pictures for each of this week’s words    **PBIS Craighead Fieldtrip** | **Reading Session 4:** Strategies for Determining Implicit Main Ideas  **Roots:** Study with a partner | **Digital Readworks**  **Mystery Skype**  **Roots:** Take Quiz (Students have a copy of weekly words & they are listed at the bottom of this document) |

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| FOCUS STANDARDS |
| RI.5.6 I can analyze multiple accounts of the same event or topic. I can note important similarities and differences in the point of view they represent.  W.5.3. I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  -establish a situation -introduce a narrator and/or characters  -organized event sequence -use dialogue, description, and/or pacing -manage the sequence using transitions -provides a concluding statement that follows the story |

**Curr/Curs/Cours**  means to run.

* cursive- flowing writing that runs together
* corridor- a long, running hallway
* current- a running flow, such as water or electricity
* curriculum- the entire run of classes offered to student
* courier- a runner, messenger