

Pacing Guide by Quarters

Grade 5 Integrated CCSS English Language Arts

Content:

- ❖ Introduction
- ❖ Integrated ELA
- ❖ Five Dimensions of Teaching & Learning
- ❖ Resources & Strategies
- ❖ Grade 5CCSS Check List



Introduction and Overview:

All **Common Core State Standards** represent essential content that must be taught in English Language Arts in order to avoid gaps in student learning.

The nature of the ELA common core standards (reading, writing, language and speaking/listening) obliges our instruction to be integrative. Anthologies will become **secondary** supportive resources while the CCSS will be the **primary** guide.

Fifth grade students will be exposed to a wide genre of literary and informational text.

Text Types: (approximate lexile range for grades 4-5 is '700-980').

Literary Types: Reading to explore others' experiences; reading for enjoyment

Stories

adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myths

Dramas

Includes staged dialogue and brief familiar scenes

Poetry

nursery rhymes and subgenres of the narrative poem, limerick, and free verse poem

Informational Text: Reading to be informed

Literary Nonfiction and Historical, Scientific, and Technical Texts

Includes biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics.

Depth Of Knowledge

The Common Core State Standards require high-level cognitive demand, such as asking students to demonstrate deeper conceptual understanding through the application of content knowledge and skills to new situations and sustained tasks. Each CCS standard is assigned a "depth(s) of knowledge" that the student needs to bring to the item/task that has been identified on a Cognitive Rigor Matrix from two widely accepted measures to describe cognitive rigor: Bloom's (revised) Taxonomy of Educational Objectives and Webb's Depth-of-Knowledge Levels. www.smarterbalanced.org

WEB's Depths Of Knowledge (DOKs)

| | | | |
|----------------------------------|------------------------------|--|----------------------------|
| 1 Recall and Reproduction | 2 Skills and Concepts | 3 Short-Term Strategic Thinking | 4 Extended Thinking |
|----------------------------------|------------------------------|--|----------------------------|

Bloom's Taxonomy

| | | | | | |
|------------------|----------------------|--------------------|-----------------|-------------------|------------------|
| Knowledge | Comprehension | Application | Analysis | Evaluation | Synthesis |
|------------------|----------------------|--------------------|-----------------|-------------------|------------------|

| | | | |
|---|---|---|---|
| <i>A Standard is a Depth of Knowledge #1 when students are being asked to...</i> | <i>A Standard is a Depth of Knowledge #2 when students are being asked to...</i> | <i>A Standard is a Depth of Knowledge #3 when students are being asked to...</i> | <i>A Standard is a Depth of Knowledge #4 when students are being asked to...</i> |
|---|---|---|---|

| | | | |
|--|--|--|---|
| ...students are being asked to remember previously learned material by recalling facts, terms, concepts or answers. students are being asked to show me understanding by organizing, comparing, giving descriptions and stating a main idea. | ... solve problems for new situations by applying learned knowledge, facts or rules in a different way | ...examine and break apart information into parts by looking at motives, causes and relationships. ...present and defend an opinion or make a judgment based on a set of criteria | ...put information together in a different way by combining elements in a new pattern or proposing a different solution by examining within and across texts (two or more texts). |
|--|--|--|---|

Depth Of Knowledge

A standard's assigned Depth of Knowledge indicates the level of cognition students need to master a task. When a standard has two DOKs, part of the standard is indicating a lower cognitive demand and part a higher cognitive demand. This understanding assists with instructional differentiation, although the highest (often called ceiling) DOK level of a standard is always the instructional goal. A DOK level 4 is comparing two or more texts or analyzing ideas within a longer text.

Grade 5: Literary Text (RL) and DOKs

| Standard | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----------|-----|---|-----|-------|-----|-----|-----|-----|---|-----|
| Grade 5 | 1,2 | 2 | 2,3 | 1,2,3 | 2,3 | 3,4 | 2,3 | N/A | 4 | N/A |

Informational Text (RI) and DOKs

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----|---|-----|-----|-----|-----|---|---|---|-----|
| 1,2 | 2 | 2,3 | 1,2 | 2,4 | 3,4 | 2 | 3 | 4 | N/A |

Notes: Anchor Standard 1 in reading (and each grade specific version of this standard) underlies Reading Standards 2-9. Anchor Standard 10 (Range of Reading and Level of Text Complexity) underlies passage selection, rather than being captured under one or more specific assessment target.

Overarching standards (taught throughout the year)

| | |
|-----------------|---|
| RL .5.10 | 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 |
| RI.5. 10 | 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. |
| RL .5.4 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| RI.5.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| RF.5.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| RF.5. 4 | Read with sufficient accuracy and fluency to support comprehension. |
| W.5. 4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| W.5.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences |
| SL .5.1 | 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 |
| L.5.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.5.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening |
| L.5.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |

Note: * Indicates that the CCSS is increasing in complexity year to year.

Introduction and Overview Quarter One

Grade 5:Quarter One

Reading Literature

During the first quarter of fifth grade, students refer to what the text says explicitly and when drawing inferences from the text as in fourth grade, however; there is a more specific focus on quoting accurately from the text to support reason and logic (RL.5.1), setting a foundation for the next three quarters.

As in grade four, students continue to determine a theme or main idea in literary and informational text adding in grade five an understanding of how characters or people respond to challenges (RL.5.2). Fourth graders describe characters, setting and events while in grade five students compare and contrast these elements in two or more text drawing on specific details (RL.5.2).

Informational Text

In fourth and fifth grades students' link reading to writing when they write opinion pieces on topics or texts, supporting a point of view with reasons and information (W.5.1.a-d). Fifth graders go a step further as logical order, logical reasoning and support is woven and strongly emphasized in writing opinion pieces using verb tenses and sentence combinations (L.5.3.a L.5.1.c) and while speaking (SL.5.1).

IMPORTANT NOTE:

The standards for each quarter are presented as integrated "lessons." The standards within each lesson should be taught together. Standards were aligned within lessons based on cognitive and language functions (English Language Proficiencies). It is encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year.

Pacing Guide by Quarter

Gr. 5

Quarter 1

ELA Reading Literature

Literary Overview: Literary text in the first quarter targets key ideas & details for the purpose of inferring and explaining explicitly what the text says using logically ordered reasons supported by facts. Students integrate details into writing as they respond about an opinion piece, gradually scaffolding to writing their own opinion pieces. **NOTE: The ellipsis (dots) before, during or after a standard "...." indicate that part of a standard quotation (the first, middle or last) is missing**

| Unit of Study #1- Literary Text | Unit of Study #2- Literary Text | Unit of Study #3- Literary Text |
|---|--|---|
| <p>Overview: Students will read to infer how a character’s opinion influences his or her response to challenges and interactions. Students respond in writing (journal) to support their inferences with explicit text and quotes. Students integrate writing and reading using correctly (ELP Target Forms) (inferring is the language of explaining).</p> | <p>Overview: Fifth grade students use the structure of a reading text as a model to plan their own opinion writing. Focus moves from reading to writing about how opinion can influence responses to challenges. Students use logic to form ideas and order in their writing with the Language of Description to emphasize main idea (ELP Target).</p> | <p>Overview: Students compare and contrast two or more characters, setting or events by close monitoring of details within a text. Students use (ELP Target) language of descriptive details in writing and speaking. They use logically ordered reasons, sequence and verb tense in conclusion of their opinion piece.</p> |
| <p>Reading Skill: Inferring</p> <p>Reading Strategy: Evaluation</p> <p>E.L.P. Target Function: Explaining</p> | <p>Reading Skill: Main Idea</p> <p>Reading Strategy: Summarizing</p> <p>E.L.P. Target Function: Description</p> | <p>Reading Skill: Details</p> <p>Reading Strategy: Monitor/Clarify</p> <p>E.L.P. Target Function: Description</p> |
| <p>E.L.P. Target Forms: <u>Explain</u>: appears to, suggests, means that, explained as (verb tenses)</p> | <p>E.L.P. Target Forms: <u>Describe</u>: example of, belongs to, described as, like, identified by, is called, such as....</p> | <p>E.L.P. Target Forms: <u>Describe</u>: example of, belongs to, described as, like, identified by, is called, such as....</p> |
| <p>I Read and respond with accurate quotes when explaining inferences drawn from text.</p> | <p>I Read and Summarize the main idea with details in the text (connect to opinion).</p> | <p>I Read to compare and contrast characters, setting and events with specific details as evidence.</p> |
| <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>RL.5.2 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>RL.5.3 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>I Write and Speak using words, phrases and clauses.</p> | <p>I Plan by grouping ideas logically and identifying the author’s purpose, in order to write my own opinion piece.</p> | <p>I Edit my opinion piece with a conclusion using logically ordered reasons, as support.</p> |
| <p>W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> | <p>W.5.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose</p> | <p>W.5.1.b Provide logically ordered reasons that are supported by facts and details. W.5.1.d Provide a concluding statement or section related to the opinion presented.</p> |
| <p>I Write about a character’s opinion with reasons.</p> | <p>I Revise my opinion piece with logically ordered reasons and appropriate sentences, building on the ideas of others.</p> | <p>I Speak and Write using verb tenses in sentences to show logical order.</p> |
| <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> | <p>W.5.1.b Provide logically ordered reasons that are supported by facts and details</p> | <p>L.5.1.c Use verb tense to convey various times, sequences, states, and conditions (use to convey logically ordered reasons (W.5.1.b) Provide logically ordered reasons that are supported by facts and details.</p> |
| <p>I Speak and Write using correct sentence structure to express and build on others’ ideas.</p> | <p>L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.SL.5.1. Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 5 topics & texts</i>, building on others’ ideas and expressing their own clearly.</p> | <p>I Speak using a logical progression of ideas.</p> |
| <p>L.5.3.a Expand, combines, and reduces sentences for meaning, reader/listener interest, and style.SL.5.1. Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 5 topics & texts</i>, building on others’ ideas expressing their own clearly.</p> | | <p>SL.5.4 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> |

- Bold red underlined text, within the standards, indicates **topics** students need to understand in order to achieve assessment targets.

Pacing Guide by Quarter

Gr. 5

Quarter 1

ELA Reading Informational

Informational Overview: Grade five informational texts in the first quarter continues to support the fourth grade targets for key ideas and details (inferring and explaining) but with the more complex component of comparing two or more topics, events, ideas or concepts. Students write an explanatory piece comparing relationships or interactions between these elements scaffolding from studying genre structure of explanatory pieces to their own writing. **NOTE: The ellipsis (dots) before, during or after a standard "....." indicate that part of a standard quotation (the first, middle or last) is missing**

| Unit of Study #4 - Informational Text | Unit of Study #5 - Informational Text | Unit of Study #6 - Informational Text |
|--|--|---|
| <p>Overview: Students read to explain and examine two or more topics from informational text and respond in writing (journal) to support their inferences with details and examples from the text. Students write using correct (ELP Target) forms (inferring is the language of explaining) in response to informational text.</p> | <p>Overview: Students have responded in their journals about two or more topics. Now they use what they've learned to organize their own explanatory piece comparing two or more topics and following a structure and language that supports and describes the main ideas of each topic (ELP Target).</p> | <p>Overview: Students read informational text focusing and comparing relationships between two or more topics, events, ideas or concepts. They use the language of comparing in their explanatory writing piece, (ELP Target) drawing on reference materials to clarify key terms and phrases.</p> <p>RI.5.3:</p> |
| <p>Reading Skill: Inferring Reading Strategy: Evaluation E.L.P. Target Function: Explaining</p> | <p>Reading Skill: Main Idea Reading Strategy: Summarizing E.L.P. Target Function: Description</p> | <p>Reading Skill: Compare and Contrast Reading Strategy: Monitor and Clarify E.L.P. Target Function: Comparing</p> |
| <p>E.L.P. Target Forms: <u>Explain</u>: appears to, suggests, means that, explained as (verb tenses)</p> | <p>E.L.P. Target Forms: <u>Describe</u>: example of, belongs to, described as, like, identified by, is called, such as....</p> | <p>E.L.P. Target Forms: <u>Compare</u>: Similarly, in like manner, likewise, in the same way, in a similar manner....</p> |
| <p>I Read to use <u>details</u> and <u>examples</u> in a text when inferring.</p> | <p>I Read to determine and summarize main ideas using <u>key details</u>.</p> | <p>I Read to <u>compare events, ideas</u> or <u>concepts</u>.</p> |
| <p>RI.5.1 Refer to <u>details</u> and <u>examples</u> in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>RI.5.2 Determine <u>two</u> or more <u>main ideas</u> of a text and explain how they are supported by <u>key details</u>; summarize the text.</p> | <p>RI.5.3 Explain the relationships or interactions between two or more individuals, <u>events, ideas</u>, or <u>concepts</u> in a historical, scientific, or technical text based on specific information in the text.</p> |
| <p>I Write and Speak about what I've read to convey <u>information</u> about two or more events, ideas or concepts.</p> | <p>I Plan to write an explanatory piece using a <u>formal structure</u>.</p> | <p>I Edit my explanatory piece and provide a conclusion comparing two or more events, ideas or concepts based on <u>information</u>.</p> |
| <p>W.5.2 Write informative/explanatory texts to examine a topic and convey <u>ideas</u> and <u>information</u> clearly.</p> | <p>W.5.2.a Introduce a topic or text clearly, state an opinion, and create an <u>organizational structure</u> in which <u>ideas</u> are logically grouped to support the writer's purpose.</p> | <p>W.5.2.e Provide a concluding statement or section related to the <u>information</u> or <u>explanation</u> presented.</p> |
| <p>I Write using informational and domain <u>specific language</u>.</p> | <p>I Revise my writing and develop the main idea with <u>support</u> from the text (<u>linked</u> with appropriate language).</p> | <p>I Write to clarify key word or phrase meaning.</p> |
| <p>W.5.2.d Use precise language and <u>domain-specific vocabulary</u> to inform about or explain the topic.</p> | <p>W.5.2.b Develop the topic with <u>facts, definitions, concrete details, quotations</u>, or other information and examples related to the topic.</p> | <p>L.5.4.c Consult <u>reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrase</p> |
| <p>I Write using <u>punctuation</u> to emphasize informational text.</p> | <p>W.5.2c <u>Link ideas</u> within and across categories of information using <u>words, phrases</u>, and <u>clauses</u> (e.g., <i>in contrast, especially</i>).</p> | <p>I Write using <u>context</u> to clarify meaning of words or phrases.</p> |
| <p>L.5.2.d Use <u>underlining, quotation marks</u>, or <u>italics</u> to indicate titles of works.</p> | <p>W.5.2c <u>Link ideas</u> within and across categories of information using <u>words, phrases</u>, and <u>clauses</u> (e.g., <i>in contrast, especially</i>).</p> | <p>L.5.4.a Use <u>context</u> (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> |
| <p>I Speak and express <u>ideas</u> in my conclusions with supporting <u>information</u> and <u>knowledge</u>.</p> | <p>I Speak about two or more <u>main ideas</u>.</p> | <p>I Speak about two or more <u>events, ideas</u> or <u>concepts</u>.</p> |
| <p>SL.5.1.d Review the <u>key ideas</u> expressed and draw conclusions in light of <u>information</u> and <u>knowledge</u> gained from the discussion.</p> | <p>SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners on <u>grade 5 topics</u> and <u>texts</u>, building on others' <u>ideas</u> and expressing their own clearly.</p> | <p>SL.5.1 Come to discussions prepared having read or studied required <u>material</u>; explicitly draw on that preparation and other information known about the <u>topic</u> to explore <u>ideas</u> under discussion.</p> |

- Bold red underlined text, within the standards, indicates topics students need to understand in order to achieve assessment targets.

First Quarter Focus Standards

GR 5

Quarter 1 Goals and Objectives

- Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives.

| ELA Integrated Literature Goals Unit of Study #1- Literary Text | ELA Integrated Literature Goals Unit of Study #2- Literary Text | ELA Integrated Literature Goals Unit of Study #3- Literary Text |
|---|---|---|
| <p>I can</p> <p>Quote accurately <u>details</u> and <u>examples</u> in a <u>text</u> to reach a conclusion (integrate with opinion in writing) (RL.5.1).</p> <ul style="list-style-type: none"> • quote accurately what <u>text</u> says explicitly (right there) (RL.5.1). • Quote accurately what the <u>text</u> says implicitly (inference) (RL.5.1.) • link <u>opinions</u> with <u>reasons</u> using words such as <u>consequently</u>, <u>specifically</u>, etc... (W.5.1.c) in my opinion writing piece. • support a point of view with <u>reasons</u> and <u>information</u> (W.5.1). | <p>I can</p> <ul style="list-style-type: none"> • determine the theme (main idea) of a story, drama or poem using <u>details</u> in the <u>text</u> (RL.5.2). • determine how characters respond to challenges in a <u>text</u>. • summarize the text with increasingly <u>complex sentences</u> and <u>specific vocabulary</u> (ELP aligned) L.5.3.a. (RL.5.2) • write logically ordered <u>reasons</u> supported by <u>fact</u> (W.5.1.b), (link to how opinion influences a character's response to challenge). • group <u>ideas</u> logically to support the author's purpose. • identify the author's purpose • expand, combine and reduce <u>sentences</u> for meaning in my writing. | <p>I Can</p> <ul style="list-style-type: none"> • compare two or more characters, setting or events using <u>specific details</u> from the text (RL.3). • provide logically ordered <u>reasons</u> to support the author's purpose (link to opinion writing!), (W.5.1.a & b). • provide a <u>conclusion</u> related to an opinion (W.5.1.d). • use correct <u>verb tenses</u> in my writing to help convey logically ordered reasons (L.5.1.c). • report and speak about a topic using a logical progression of <u>ideas</u> based on facts from the text (SL.5.4). |

| ELA Integrated Informational Text Goals Unit of Study #4- Informational Text | ELA Integrated Informational Text Goals Unit of Study #5- Informational Text | ELA Integrated Informational Text Goals Unit of Study #6- Informational Text |
|---|---|---|
| <p>I can...</p> <ul style="list-style-type: none"> • refer to <u>details</u> and <u>examples</u> in informational text to draw inferences (RI.5.1). • explain what the <u>text</u> says explicitly (right there) (SI.5.1). • write an explanatory piece to convey <u>ideas</u> and <u>information</u> (W.5.2.d). • use <u>underlining</u>, <u>quotation marks</u> or <u>italics</u> to mark direct speech, text quotes or indicate titles (L.5.2.d). | <p>I can ...</p> <ul style="list-style-type: none"> • determine two or more <u>main ideas</u> of informational text (RI.5.2). • summarize& explain the text with increasingly complex <u>sentences</u> and <u>specific vocabulary</u> (ELP aligned)W.5.2.c, (RI.5.2) • ...create an <u>organized structure</u> in which ideas are logically grouped to support the writer's purpose (W.5.2.a). • develop a topic with <u>facts</u>, <u>definitions</u>, concrete <u>details</u>, <u>quotes</u> or other information and example (W.5.2.b) (W.5.2.c). | <p>I can...</p> <ul style="list-style-type: none"> • compare the relationship between two or more events, ideas or concepts in <u>informational text</u> (RI.5.3). • conclude my own explanatory piece with a <u>concluding statement</u> (using comparing language) related to the information (two or more events, ideas or concepts), (W.5.2.e). • use <u>context clues</u> to be sure I'm using words correctly (L.5.4.a). • use <u>reference materials</u> to determine meaning of words and phrases (L.5.4.c). • discuss <u>material</u> and explicitly draw on my own preparations (SL.5.1). |

Introduction and Overview Quarter Two:

Grade 5: Quarter 2

Reading Literature

During the **second quarter** of fifth grade as students study **literary text**, they compare two or more versions of the same story (recognizing meaning, tone and beauty),(RL.5.7). Students compare and contrast points of view of characters from two texts (RL.5.6). They understand the narrative structures of dramas, stories and poems and connect chapters to stories, scenes to dramas and stanzas to poems (RL.5.5). They incorporate these structures as guides for writing narrative pieces.

Students use a graphic organizer following a studied text structure in order to plan their writing. They use effective technique, descriptive details and a clear event sequence (W.5.3-a). Students choose specific words and phrases to convey experiences and events (including figurative language),(L.5.5.1). They revise transitional words and verb tense to order event sequence (W.5.3.c). Students write a concluding statement or section following a clear event sequence (W.5.3.e). The conclusion defines a strong point of view.

Informational Text

During the **second quarter** of fifth grade as students study **informational text**, they compare informational text structures (RI.5.5). They read about a topic from multiple sources, to understand how authors vary in points of view (RI.5.6). The teacher begins laying the groundwork for student writing using a graphic organizer to model and analyze how authors use formatting (headings), link ideas to research and express points of view within an informational text (or essay) structure (W.5.2-a). This becomes a relevant guide for student writing.

Students select a topic and plan an informational writing piece using a graphic organizer to organize details and a sequence of events (W.5.2). They gather facts and details from several sources (W.5.7, L.5.4.c). They collaborate with peers and adults to share and explain their findings (SL.5.1). Students revise writing with an emphasis on punctuation (especially commas), verb tenses and precise word meaning (L.5.2.a,b,c). Their conclusion includes a definitive point of view (W.5.3.e).

IMPORTANT NOTE:

The standards for each quarter are presented as integrated “lessons.” The standards within each lesson should be taught together. Standards were aligned within lessons based on cognitive and language functions (English Language Proficiencies). It is encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year.

Literary Overview During the second quarter of fifth grade, students compare two or more versions of the same literary story. Students recognize elements of meaning, tone and beauty. They understand the narrative structures of dramas, stories and poems and incorporate those structures into writing a narrative piece. They use effective technique, descriptive details and a clear event sequence. Students choose specific words and phrases to convey experiences and events.

NOTE: The ellipsis (dots) before, during or after a standard “....” indicate that part of a standard quotation (the first, middle or last) is missing.

| Unit of Study #1 - Literary Text | | Unit of Study #2 - Literary Text | | Unit of Study #3 - Literary Text | |
|---|---|--|--|---|--|
| Overview Students will connect chapters to stories, scenes to dramas and stanzas to poems in narratives structures and explain the differences (ELP target). The teacher models W.5.3.a , using a graphic organizer . Students prepare to use figurative language in a narrative writing piece. | | Overview Students have compared stories, dramas and poems. They interpret meaning, beauty and tone in folktales and myths (ELP target). A graphic organizer is used to plan a narrative writing piece. Students revise transitional words and verb tense to order event sequence. | | Overview Students compare and contrast points of view of characters from two texts (ELP target). They interpret how points of view influence outcome. They edit word meaning in their narrative. Students write conclusions following the event sequence. | |
| Reading Skill: | Text Organization | Reading Skill: | Drawing Conclusions | Reading Skill: | Author’s Purpose |
| Reading Strategy: | Summarizing | Reading Strategy: | Monitor/Clarify | Reading Strategy: | Evaluate |
| E.L.P. Target Function: | Explaining Generalizing | E.L.P. Target Function: | Interpreting | E.L.P. Target Function: | Compare and Contrast Interpreting |
| E.L.P. Target Forms: | Explain appears to, suggests, means that, explained as (verb tenses)in, is, I came, I ___(ed), had, but, (adverbs of manner), then, as a result of, for that reason, so, for Generalize expressing a condition, abstract nouns | E.L.P. Target Forms: | Interpret because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any, contain, entail, consists of Literary Analysis Sentences simple-(subjects, verbs), compound -(before, and, after) complex - (descriptive & literary language). | E.L.P. Target Forms: | Compare and Contrast ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___ Interpret because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any contain, entail, consists of |
| I Read to understand overall structure of a story, drama or poem . | | I Read to interpret meaning, beauty and tone in folktales and myths . | | I Read to compare how points of view can influence an outcome. | |
| RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem (ELP standard). <i>Compare a movie or drama to a story or poem. Model how chapters, scenes or stanzas provide structure. (Select text rich in symbols, metaphors, different dialects, within a thematic focus).</i> | | RL.5.7 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 , and poem). <i>Focus on folktales and myths to interpret meaning, beauty and tone</i> (supports ELP standard). | | RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described. <i>Compare and Contrast characters’ points of view from two different texts</i> (supports ELP standard). <i>List adjectives about characters’ internal and external responses. Ask how a character’s response influences an outcome</i> (supports ELP standard). | |
| I Write about two versions of the same story. I learn about techniques , descriptive details and writing a clear event sequence . | | I Plan to write. I organize my ideas around dialogue, description and pacing to show how characters respond to events. | | I Write using adjectives to describe a character’s response. My sentences are interesting. I use context to give my words meaning. | |
| W.5.3 Write narratives to develop real or imagined experiences or events using effective technique , descriptive details , and clear event sequences . W.5.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters ; organize an event sequence that unfolds naturally. <i>Using a graphic organizer compare and contrast the text organization of two versions of the same story. Compare the situation, how characters are introduced and the event sequence.</i> | | W.5.3.b Use narrative techniques , such as dialogue, description , and pacing , to develop experiences and events or show the responses of characters to situations. <i>Completing a class graphic organizer, students plan by completing their own graphic organizers with support from peers and adults (W.5.5).</i> | | W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely. <i>Connect to adjectives about character response.</i> L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest , and style. L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | |
| I Write and Speak using figurative language in the correct context. | | I Revise my writing with transitions to manage a sequence of events . | | I Edit and choose words with affixes and roots to give clues to word meaning and consult references . I conclude following event sequence. | |
| L.5.5.a Interpret figurative language , including similes and metaphors , in context. L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. <i>Ask students if figurative language makes the text easier or harder to understand.</i> | | W.5.3.c Use a variety of transitional words, phrases , and clauses to manage the sequence of events. L.5.1.c Use verb tense to convey various times, sequences , states, and conditions. <i>Students may need to practice as a mini-lesson using verb tenses and transitional words to indicate event change.</i> | | L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses)... W.5.3.e Provide a conclusion that follows from the narrated experiences or events. | |
| I Write using correlative conjunctions to compare story versions. | | I Write and Speak using idioms, adages and proverbs for interest. | | I Speak to contribute to class discussions. | |
| L.5.1.e Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). L.5.1.a Explain the function of conjunctions, prepositions , and interjections in general and their function in particular sentences (ELP standard). | | L.5.5.b Recognize and explain the meaning of common idioms, adages , and proverbs (interpret figurative language – supports ELP standard). L.5.1.e Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). | | SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles... SL.5.1.c ...makes comments that contribute to the discussion. SL.5.1.d Review the key ideas expressed and draw conclusions... | |
| I Speak to summarize the graphic organizer comparing two versions. | | I Speak with peers and adults to plan and revise my writing. | | I Speak to share my writing process . | |
| SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (supports ELP standard). <i>Model generalizing as part of summary (ELP).</i> | | W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising , editing, rewriting, or trying a new approach. | | SL.5.1.a Come to discussions prepared <i>Students share their writing process (graphic organizer, team-work, etc...)</i> and explain how point of view helped develop the sequence of events. <i>They also share the moral or lesson of their writing piece.</i> | |

Gr. 5

Quarter 2

Reading Informational

Informational Overview: Informational text in the second quarter of fifth grade centers around reading a variety of text in order to understand written text structures. Students plan an informational writing piece incorporating a specified text structure, as modeled by the teacher. They research, link ideas and plan in collaboration with peers, using a variety of resources. Students revise with an emphasis on punctuation, word meaning and verb tense to show event sequence. They finish a writing piece with a definitive point of view evident in a concluding statement or section.

NOTE: The ellipsis (dots) before, during or after a standard "....." indicate that part of a standard quotation (the first, middle or last) is missing.

| Unit of Study #4 - Informational Text | | Unit of Study #5 - Informational Text | | Unit of Study #6 - Informational Text | |
|--|---|--|--|--|---|
| Overview Students will prepare to write an informational text or essay as the teacher models comparing informational text structures and using a graphic organizer to group information logically (ELP target). Students choose a topic and understand formatting. They use several sources to gather facts and details. Meaning and punctuation is clarified through reference materials. | | Overview Fifth grade students read about a topic from multiple sources. They plan an informational writing piece following a graphic organizer emphasizing a text structure modeled and studied in Unit #1. Student research and link ideas. They collaborate to share and explain (ELP target). They revise their writing with an emphasis on commas. | | Overview: Students have prepared, planned and revised an informational writing piece. They read multiple accounts about a topic to understand how authors vary in points of view. Students establish a point of view in their own writing (ELP target). They understand how verb tenses convey sequence. Students edit for precise word meaning within context. They conclude their writing with a strong point of view. | |
| Reading Skill: | Story Structure | Reading Skill: | Problem/Solution | Reading Skill: | Author's Purpose |
| Reading Strategy: | Summarizing | Reading Strategy: | Predict/Infer | Reading Strategy: | Evaluate |
| E.L.P. Target Function: | Compare and Contrast | E.L.P. Target Function: | Explaining | E.L.P. Target Function: | Supporting Opinion Compare and Contrast |
| E.L.P. Target Forms: | <u>Compare and Contrast</u> is, shows, in , about, is similar to, when ___and___, both have, ___, -er, -est, more than, less, different from, compared to, in contrast of, | E.L.P. Target Forms: | <u>Explain</u> appears to, suggests, means that, explained as (verb tenses) are/are not | E.L.P. Target Forms: | <u>Compare/Contrast</u> is, shows, in , about, is similar to, when ___and___, both have ___, -er, -est, more/less <u>Support Opinions</u> like/don't, agree/don't, should/not, because/so, IF ___then ___(can, would, may) |
| I Read to compare informational text structures . | | I Read to find information to support my informational writing piece. | | I Read to research and investigate a topic and different points of view . | |
| RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. <i>Compare structures authors use in different texts. How do different structures contribute to events, ideas, concepts and information? Focus on Problem/Solution.</i> | | RI.5.7 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. <i>Present a problem (i.e., how did a conflict change a character's opinion?) to be solved and discuss how the problem and solution writing structure can shape writing.</i> | | RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. W.5.7 Conduct short research projects... (continue from Unit 1). <i>Students determine if their own points of view are clearly defined in their informational writing piece (or essay), (supports ELP standards).</i> | |
| I Write about and convey a specific topic or idea clearly . | | I Plan my informational writing through collaboration and research . | | I Write using correct verb tense to help define event sequence. | |
| W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly . <i>Write about an event using multiple sources. Journal responses could include summarizing a conflict, idea or concept comparing different sources (supports ELP standard).</i> | | SL.5.1 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. W.5.7 Conduct short research projects... (continue from Unit 1). | | L.5.1.b Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. L.5.1c Use verb tense to convey various times, sequences , states, and conditions. L.5.1d Recognize and correct inappropriate shifts in verb tense.* | |
| I Write an informational essay with a clear topic and appropriate format . | | I Plan my writing linking ideas across categories of information. | | I Edit my words for precise meaning within the context of my sentences. | |
| W.5.2.a Introduce a topic clearly, provide a general observation and focus , and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <i>Model writing an informational essay using a graphic organizer (use as a guide in Unit 2).</i> | | W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). <i>Students plan and begin writing a "rough draft," using a graphic organizer as a guide (modeled in Unit 1).</i> | | L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. | |
| I Write using facts, definitions, details and quotes from several sources . | | I Revise using commas correctly. | | I Write to conclude with a definitive point of view . | |
| W.5.2.b Develop the topic with facts, definitions, concrete details, quotations , or other information and examples related to the topic. W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | | L.5.2.a Use punctuation to separate items in a series.* L.5.2b Use a comma to separate an introductory element from the rest of the sentence. L.5.2c 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>) | | W.5.2.e Provide a concluding statement or section related to the information or explanation presented (supports ELP standard with point of view). | |
| I Read and Write to clarify meaning and pronunciation . | | I Speak and build on other's ideas and express my own ideas clearly . | | I speak about and present my final writing piece. I use graphics. | |
| L.5.4.c 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. | | SL.5.1 (part...) building on others' ideas and expressing their own clearly (supports ELP standard). | | SL.5.4 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. SL.5.5 (part...) Include multimedia components (e.g., graphics, sound) and visual displays... | |

*Increasing in complexity year to year.

- Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives.

| ELA Integrated Literature Goals Unit of Study #1- Literary Text | ELA Integrated Literature Goals Unit of Study #2- Literary Text | ELA Integrated Literature Goals Unit of Study #3- Literary Text |
|--|---|--|
| <p>I can</p> <ul style="list-style-type: none"> • explain the structures of drama, stories and poems using words like chapter, scenes and stanzas (RL.5.5). • explain how chapters, scenes and stanzas help create an overall structure for the text (RL.5.5). • can organize a text using a clear event sequence(W.5.3) • describe and recognize different writing techniques (W.5.3). • complete a graphic organizer about a read text to identify the situation and how a character is introduced (W.5.3.a). • interpret the meaning of similes and metaphors (L.5.5.a). • use correlative conjunctions correctly (L.5.1.a). | <p>I can</p> <ul style="list-style-type: none"> • recognize what tone an author is using in a text based on word choice (RL.5.7). • recognize how visual and multimedia elements contribute to meaning and beauty in text (RL.5.7). • write using description, dialogue and pacing to develop events (W.5.3.b.) • use transitional words, phrases, clauses and verb tense to convey event sequence (W.5.3.c). • write using idioms, adages and proverbs in their correct contextual meaning (L.5.5.b). | <p>I can</p> <ul style="list-style-type: none"> • describe how points of view influence how events are described and character responses (RL.5.6). • use adjectives to describe sensory details to convey experiences (may include describing a character’s response), (W.5.3.d). • expand, combine or reduce sentences as necessary to increase interest reader or listener interest (W.5.1.d). • use context to show cause and effect relationships (L.5.4.a). • consult references for word meaning (L.5.4.c). • use Greek and Latin affixes and roots in correct context (L.5.4.b). • speak following class rules and come prepared to contribute to class discussions (SL.5.1.a). |

| ELA Integrated Informational Text Goals Unit of Study #4- Informational Text | ELA Integrated Informational Text Goals Unit of Study #5- Informational Text | ELA Integrated Informational Text Goals Unit of Study #6- Informational Text |
|---|--|--|
| <p>I can...</p> <ul style="list-style-type: none"> • identify chronology, comparison, cause and effect and problem and solution text structures(RI.5.5). • compare and contrast text structures of events, concepts or information in two or more texts (RI.5.5). • compare different sources about an event (W.5.2). • use a graphic organizer to introduce a topic and group ideas logically (W.5.2.a). • explain how an author uses facts, definitions and details (W.5.2.b). • find correct pronunciations and meanings of words and phrases using reference materials (L.5.4.c). | <p>I can ...</p> <ul style="list-style-type: none"> • use multiple sources to find an answer or solve a problem(RI.5.7). • plan a writing piece by linking ideas using words, phrases and clauses (W.5.2.c). • collaborate with peers to research about my writing topic (SL.5.1). • revise my writing using commas to separate items in a series (L.5.2.a). • revise my writing using commas to separate an introductory part of a sentence (W.5.2.b). • revise my writing using commas to set off the words yes and no, to set off a tag question and to indicate direct address (L.5.2.c). | <p>I can...</p> <ul style="list-style-type: none"> • analyze many accounts of the same event or topic noting how they are the same or different in the point of view(RL.5.6). • form and use perfect tense (L.5.1.b). • use verb tense to convey times, sequences, states and conditions (L.5.1.c). • recognize and correct inappropriate shifts in verb tense (L.5.1.d). • edit my writing using Greek and Latin affixes and roots as clues to the meaning of a word (L.5.4.b). • use domain specific vocabulary to explain about my topic (W.5.2.d). • end my writing piece with a concluding statement or section supporting my topic and a point of view (W.5.2.e). |

Introduction and Overview Quarter Three:

Grade 5: Quarter Three

Reading Literature

During the third quarter of fifth grade literary reading and writing, students read a variety of stories and poetry of the same genre (RL.5.9). They determine meaning of figurative language (RL.5.4), by using their knowledge of similes, metaphors (L.5.5.a), Greek and Latin affixes and roots (L.5.4.b) and synonyms, antonyms and homographs within context (L.5.4.c).

Students reflect their understanding of figurative language in their narrative writing. They use figurative language to add meaning, tone and beauty (RL.5.7). As they plan to write, they outline a sequence of events using transitional words to manage sequence (W.5.3.c). Students revise by creating sentences with interest and style expanding, combining and reducing as needed (L.5.3.a).

Students read to analyze how similar genre approach themes or topics (RL.5.9). They compare and contrast the differences and apply what they've learned in their own writing (W.5.9.a). Students are able to understand and apply literary terms (RL.5.7) to describe and compare characters, settings or the unfolding of event sequences. They edit their writing using perfect verb tenses (L.5.1.b) and conclude with a logical narration of events (W.5.3.e, W.5.4). They present their writing in the form of a speech (SL.5.6.).

Informational Text

During the third quarter of fifth grade informational reading and writing, students read several informational texts on the same topic (RL.5.9). Students are reading to identify evidence and reasons that support their claims or arguments. Students recognize the importance of using domain specific vocabulary to explain and clarify points of research (RL.5.4, L.5.6).

Writing in this quarter for informational text focuses on preparing, planning, revising and editing a research essay of at least two typed pages. (W.5.6). Students use several sources to gather information (W.5.7, L.5.4.c). They introduce and develop a research topic in a logical format. They use linking words and phrases to connect ideas (W.5.2.c). Students are specific about which evidence supports which reason (W.5.9.b, SL.5.3).

Students present their research findings in the form of an essay (SL.5.4). They use multi-media components and visual displays as needed for comprehension (SL.5.5). They list print, digital and other sources appropriately (W.5.8). Students are able to defend a judgment based on their researched hypothesis concluding with reasons and evidence (W.5.3.e, W.5.9.b).

Informational Overview: *NOTE: The ellipsis (dots) before, during or after a standard “....” indicate that part of a standard quotation (the first, middle or last) is missing.* Students in the third quarter of grade five read a variety of stories containing rich figurative language (folktales, myths, mysteries, adventures prose and poetry). They are able to determine meaning and understand how figurative language contributes to mood, tone and beauty of the text. Students compare and contrast stories of the same genre and their approaches to themes or topics. Students plan, revise and edit a narrative writing piece using appropriate language.

| Unit of Study #1 - literature Text | | Unit of Study #2 – Literature Text | | Unit of Study #3 - Literature Text | |
|--|--|---|--|--|--|
| Students read stories of the same genre (as well as prose and poetry) but with similar themes to explore figurative language, narrative techniques and how events unfold. They understand the message or lesson of the story and how similes, metaphors and other figurative language influence comprehension (ELP Target – Defining). Students prepare to write a narrative using descriptive figurative language (ELP Target – Describe). | | Students read and reflect similarities of same genres (stories and poems). They analyze contributing factors (ELP Target – Cause and Effect), of meaning, tone and beauty (graphics, multimedia, visuals, words and phrases), (ELP Target – Interpret). Greek and Latin affixes and roots, synonyms, antonyms and homographs are explored. Students <u>plan</u> to write by outlining a sequence of events. They expand, combine and reduce sentences in their <u>revisions</u> to create interest and style. | | Students compare and contrast stories of the same genre in order to analyze their approaches to similar themes or topics (ELP Target – Compare and Contrast). They used details to compare and contrast characters, settings or unfolding of events. Students predict how other stories from the same genre unfold (ELP Target – Predict). They <u>edit</u> their narrative using perfect verb tenses and a conclusion following their narrated events. Students give a <u>speech</u> about their writing. | |
| Reading Skill: | Sequence | Reading Skill: | Cause and Effect (literary) | Reading Skill: | Predicting Outcomes |
| Reading Strategy: | Summarizing | Reading Strategy: | Monitor/Clarify | Reading Strategy: | Questioning |
| E.L.P. Target Function: | Define Describe | E.L.P. Target Function: | Interpret Cause and Effect | E.L.P. Target Function: | Compare and Contrast Predictions |
| E.L.P. Target Forms: | <u>Define:</u> is, a, are, tells, shows that, describes, explains, has, example of <u>Describe:</u> example of, belongs to, described as, like, identified by, is called, such as.... is, a, can, has, are, and, in, but, is not, | E.L.P. Target Forms: | <u>Interpret:</u> because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any, contain, entail, <u>Cause and Effect:</u> verb forms & words: because, since, why consequently, if....then, led to, due to, explains | E.L.P. Target Forms: | <u>Compare and Contrast:</u> __ is like __ because __, both are similar, is different than, whereas __ has __, the same __ <u>Predictions:</u> future tense verbs |
| I Read stories and poems of the same genre about similar themes . I determine meaning of figurative language (metaphors and similes). | | I Read similar stories of the same genre (mysteries, adventures and poems). I analyze meaning, tone or beauty of the text in other forms. | | I Read stories in the same genre to compare and contrast how the authors approach themes and topics (via the characters, setting, events). | |
| RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes (supports ELP Target – Define). | | RL.5.7 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), (supports ELP Target – Interpret). | | RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) and their approaches to similar themes and topics. | |
| L.5.5a Interpret figurative language , including similes and metaphors , in context. <i>Discuss similarities and differences between versions of similar themes written in the same genre (mysteries – adventures). Highlight figurative language used. Ask: do symbols or metaphors make it easier or harder to understand the story?</i> <i>Selecting “dreamlike” text (i.e., adventures of Alice in Wonderland) give students opportunity to compare and explore prose and poetry with similar parallel qualities (mood, tone, beauty).</i> | | Exemplar Texts: http://www.corestandards.org/assets/Appendix_B.pdf Emphasize Greek, Latin affixes and roots as well as synonyms, antonyms and homographs in the comparison of stories and poems and their influence on the meaning, tone and beauty of the texts as well as contextual clues toward understanding (supports ELP Target Cause and Effect). L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words | | W.5.9a Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). <i>Compare and contrast similar stories on a graphic organizer. Ask: How are the characters, settings or events the same or different? What might you predict in other stories or poems of the same genre?</i> | |
| I Explore written narratives about real or fictional characters or events . I can graph the event sequence . | | I Plan an organizational outline of a sequence of events for my narrative writing piece. I use transitional words to manage events. | | I Edit my narrative writing for perfect verb tenses . I provide a conclusion that follows my sequence of events . | |
| W.5.3 Write narratives to develop real or imagined experiences or events ... W.5.3a ... organize an event sequence that unfolds naturally. | | W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events | | W.5.3e Provide a conclusion that follows from the narrated experiences or events . L.5.1b Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses . | |
| I Recognize and understand various narrative techniques and purposes . | | I Revise my writing by creating sentences that are interesting . | | I Publish my writing with support from my peers and adults. | |
| W.5.3b Use narrative techniques , such as dialogue, description , (supports ELP Target – describe), and pacing , to develop experiences and events or show the responses of characters to situations. | | L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest , and style. | | W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience . | |
| I Speak and Write using words, phrases and sensory details to convey events. I summarize information. | | I Speak about my planning and revising to my peers and adults. I summarize how my key points are supported with reason . | | I Speak about or present my writing piece using formal English . | |
| W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely. SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats... | | SL.5.3 summarizes key points ... explain how each claim is supported by reasons and evidence. | | SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |

Gr. 5

Quarter 3

Reading Informational

Informational Overview: *NOTE: The ellipsis (dots) before, during or after a standard “.....” indicate that part of a standard quotation (the first, middle or last) is missing.* The third quarter for grade 5 informational text begins and ends with understanding how to research a topic. Students read several informational texts in order to integrate information and form a reasonable hypothesis. The teacher models structure, gathering evidence, formatting and using content specific language. Students plan and revise always focusing on linking reason to evidence. They present their research with the goal of supporting a hypothesis.

| Unit of Study #4 - Informational Text | | Unit of Study #5 - Informational Text | | Unit of Study #6 - Informational Text | |
|--|--|---|---|---|--|
| Students prepare to write a short research paper or essay. They read several informational texts about their topic noting details about domain specific words to their topic (ELP Target). Students explore along with the teacher through class discussion and modeling organizational structures of research essays and grouping information logically. | | Students focus on reason and evidence as support for particular points in texts on the same topic, especially texts they use as resources for a research essay. They evaluate sufficiency of evidence (ELP Target – Evaluate). Is it a fact or opinion? Students explain their thinking (ELP Target – Explain). They gather relevant information as they <u>plan</u> to write. They <u>revise</u> sentence structures. Sources are quoted correctly. | | Continuing to base reasons on evidence, students integrate information from several texts in order to hypothesize a theory or result (ELP Target– Hypothesis). They evaluate their hypothesis for reliability (ELP Target – Evaluate). Students are able to make a judgment about a hypothesis (is it right, wrong and explain reasoning). They edit their research essay and provide a conclusion as a hypothesis when presenting their findings. | |
| Reading Skill: | Noting Details (about word meaning) | Reading Skill: | Fact and Opinion | Reading Skill: | Making Judgments |
| Reading Strategy: | Monitor/Clarify | Reading Strategy: | Evaluate | Reading Strategy: | Evaluate |
| E.L.P. Target Function: | Define | E.L.P. Target Function: | Evaluate Explain | E.L.P. Target Function: | Hypothesis and Speculation Evaluate |
| E.L.P. Target Forms: | <u>Define:</u> is, a, are, tells, shows that, describes, explains, has, example of | E.L.P. Target Forms: | <u>Evaluate:</u> : <i>that, those, each, every, few, many, some</i> both – and; not only – but also, belief/doubt <u>Explain:</u> appears to, suggests, means that, explained as (verb tenses) are/are not | E.L.P. Target Forms: | <u>Hypothesis/Speculation:</u> <u>Evaluate:</u> <i>that, those, each, every, few, many, some</i> both – and; not only – but also , belief/doubt |
| I Read to determine meaning of words and phrases in figurative language, word relationships and nuances about my research topic. | | I Read about my research topic to explore how authors use reason and evidence to support a point (i.e.; is it fact or opinion, is it a generalization)? | | I Read several texts on the same topic to increase my understanding of my research topic and integrate information . I gather information from print and digital sources. | |
| RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> L.5.5 Demonstrate understanding of figurative language, word relationships , and nuances in word meanings (supports ELP Target). L.5.5 and L.5.4 encompasses all of the structural (roots/affixes) contextual, and relational meaning (synonyms/antonyms) in grade 5. Focus should be on student need for language specific to research . | | RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <i>Students evaluate reasons and evidence as sufficient or accurate support (is it a fact/opinion, a generalization), (supports ELP target – Evaluate)?</i> <i>Ask: Has your perspective changed after reading about ____ (topic)? Explain ways the author influenced your thinking (supports ELP Target – Explain)? Cite specific examples from the text (discussion or journal).</i> | | RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. W.5.9b... uses reasons and evidence to support particular points... <i>Students evaluate the reliability of their evidence to make judgments about reasons, conclusions and hypothesis (supports ELP target – Evaluate).</i> W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources ; summarize or paraphrase information in notes and finished work, providing sources. | |
| I Explore how to research a topic . I know how to develop a topic . I use domain specific vocabulary relevant to my research. | | I Plan my research paper by gathering relevant information from many sources . I use reasons and evidence to support and link ideas . | | I Edit for spelling accuracy and comma use. I provide a concluding statement that relates to information in my research essay. | |
| W.5.2a Introduce a (research) topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia.... W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.5.2d Use specific vocabulary to inform about or explain the topic . | | W.5.9b Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). | | L.5.2e Spell grade-appropriate words correctly , consulting references as needed. W.5.2e Provide a concluding statement or section related to the information or explanation presented. I provide a hypothesis about my research (supports ELP target- Hypothesis). L.5.2c 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>). | |
| I Write using words or phrases that signal logical relationships . I prepare to write a research essay using correct language about my topic . | | I Revise my sentences to be interesting to my listeners. I use correct punctuation to indicate my sources . | | I Speak to present my research . I use multimedia components and type a two page minimum essay. My report supports a hypothesis . | |
| L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases , including those that signal contrast, addition, and other logical relationships... W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic . | | L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest , and style. L.5.2d Use underlining, quotation marks, or italics to indicate titles of works . | | SL.5.5 Include multimedia components (e.g., graphics, sound) and visuals displays.... W.5.6 With some guidance and support from adults.... type a minimum of two pages in a single sitting. SL.5.4 Report on a topic.... <i>to present a hypothesis</i> . | |
| I Write and Read about my topic using references to determine or clarify word meaning . | | I Speak to summarize what I’ve read about reasons and evidence as I collaborate with others. | | | |
| L.5.4c 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. | | SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence . | | | |

- Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives.

| ELA Integrated Literature Goals Unit of Study #1- Literary Text | ELA Integrated Literature Goals Unit of Study #2- Literary Text | ELA Integrated Literature Goals Unit of Study #3- Literary Text |
|---|--|---|
| <p>I can</p> <ul style="list-style-type: none"> • determine the meaning of metaphors and similes in stories, and poems (RL.5.4). • interpret figurative language in context (L.5.5.a). • graph a sequence of events in a written narrative (W.5.3-a). • recognize dialogue, description and pacing in a narrative as part of developing story events (W.5.3.b). • identify concrete words and phrases and sensory details that convey events and experiences precisely in narratives (W.5.3.d). | <p>I can</p> <ul style="list-style-type: none"> • analyze which elements in a narrative contribute meaning, beauty and tone to a text (RL.5.7). • use my knowledge of Greek and Latin affixes and roots to determine word meaning (L.5.4.b). • use relationships between synonyms, antonyms and homographs to better understand word meaning (L.5.5.c). • plan a narrative writing piece by organizing my event sequence on a graphic organizer (W.5.3.,a). • use transitional words in my revision to signal event changes (W.5.3.c). • use dialogue, description and pacing to develop events (W.5.3.b). • expand, combine and reduce sentences to add style (L.5.3.a). • I work with my peers to summarize key points about my writing with reasons and evidence (SL.5.3). | <p>I Can</p> <ul style="list-style-type: none"> • compare and contrast how stories of the same genre approach similar themes and topics (RL.5.9). • compare two or more characters, setting or events using specific details as references (W.5.9.a). • use perfect verb tenses in my writing (L.5.1.b). • edit my narrative writing with a concluding statement or section that follows my event sequence (W.5.3.e). • produce clear and coherent writing organized and developed to task, purpose and audience (W.5.4). • adapt a speech about my writing or topic using formal English (SL.5.6). |

| ELA Integrated Informational Text Goals Unit of Study #4- Informational Text | ELA Integrated Informational Text Goals Unit of Study #5- Informational Text | ELA Integrated Informational Text Goals Unit of Study #6- Informational Text |
|--|---|---|
| <p>I can</p> <ul style="list-style-type: none"> • determine meaning of words and phrases using many strategies (structure, context, relationships), (RI.5.4, L.5.5, L.5.4, L.5.6). <i>Teachers select as needed.</i> • read from several texts about a topic and group information logically on a graph (W.5.2,a). • identify important facts, definitions and details about a topic (W.5.2.b). • a research topic and begin to consult references and sources for investigation (W.5.7, L.5.4.c). | <p>I can</p> <ul style="list-style-type: none"> • read several texts about a topic and determine how authors use reason and evidence to support particular points (RI.5.8, W.5.9.b). • gather relevant information about my research topic (W.5.2). • provide a general focus or observation in my writing (W.5.2.a). • select specific words or phrases to signal contrast, addition or other logical relationships (L.5.6). • consult reference materials to plan my research writing (L.5.4.c). • link my ideas with words, phrases and clauses (W.5.2.c). • expand, combine and reduce sentences for interest (L.5.3.a). • refer to my sources with underlining, quotation marks or italics (L.5.2.d). | <p>I can</p> <ul style="list-style-type: none"> • write about a subject knowledgeably by integrating information from several texts or sources (RI.5.9). • use reasons and evidence to support a hypothesis about my research findings (W.5.9.b). • gather information from print and digital sources (W.5.8). • defend or make a judgment about the relevance of sources I use in my writing or author's use (W.5.9.b). • provide a conclusion in my writing in the form of a supported hypothesis (W.5.2.e). • edit for spelling and punctuation correctness (L.5.2.e, L.5.2.c). • type my research essay on a minimum of two sheets (W.5.6). • report on my research, present a hypothesis and use visual demonstrations or multimedia if needed (SL.5.4, SL.5.5). |

Introduction and Overview Quarter four:

Grade 5: Quarter Four

Reading Literature

During the fourth quarter of fifth grade literacy, students compare and contrast two or more characters in historical non-fiction texts. They draw on specific details in the text (i.e., how characters interact), (RL.5.3). They recognize figurative language (similes, metaphors, idioms, adages or proverbs) and understand the intended meaning (L.5.5.a-b). Students recognize a narrator's or speaker's point of view. They understand how an author's point of view can influence the way the events are depicted (RL.5.6). Students compare and contrast how different authors approach the same historical event in a non-fiction text. (RL.5.9).

Students organize and logically group facts and details to support their own opinion about character(s) in historical non-fiction text. (W.5.1-a). Students write an opinion piece providing reasons to support their opinion. Students link opinion and reasons using words, phrases and clauses (W.5.1.b-c). In a concluding statement or section they summarize their opinion following instructional guidelines or purpose (W.5.1.d).

Informational Text

During the fourth quarter of fifth grade informational reading, students explain the relationship between details in two or more accounts of a historical event based on textual evidence (RI.5.3). They analyze several accounts of the same event, noting similarities and differences in points of view (RI.5.6). Students integrate information from multiple accounts of the same historic event. They are able to explain how authors use reasons and evidence to support multiple points of view. Students are able to generalize between various accounts in order to write one integrative and summative hypothesis.

Students write an informational piece about a historical event (W.5.2). They introduce the topic with a clear focus (i.e., relationships between two or more events in the text), (W.5.2.a). Students develop the topic as they plan to write by grouping related information from many sources (print and digital), (W.5.2.b). Planning, revising, editing and rewriting is guided and supported by peers and adults (W.5.5). They focus on revising and editing verb tenses to convey time, sequences, state and conditions (L.5.1.c) as well as recognizing inappropriate shifts in verb tense (L.5.1.d). Ideas are linked using words, phrases and clauses (W.5.2.c). Language is precise and domain-specific (W.5.2.d). Students summarize their information into a finished work (W.5.8), providing a concluding statement or section (W.5.2.e). They produce a minimum of two pages in a single sitting. Students present and share their "published" writing (W.5.6).

Informational Overview: Students in the fourth quarter of literacy, read historical non-fiction texts comparing characters (internal responses and external actions), and different author approaches to a historical event. They recognize that a narrator's points of view influences how historical events are portrayed. Students write an opinion piece about characters in historical non-fiction texts (focusing on a specific writing purpose).

NOTE: The ellipsis (dots) before, during or after a standard "...." indicate that part of a standard quotation (the first, middle or last) is missing.

| Unit of Study #1 - literature Text | | Unit of Study #2 – Literature Text | | Unit of Study #3 - Literature Text | |
|--|--|---|--|---|---|
| Students read historical non-fiction texts to compare and contrast characters (ELP Target). They recognize how authors portray character responses and points of view. They prepare to write an opinion piece about characters' internal responses and external behaviors. | | Students continuing reading historical non-fiction texts. They interpret and compare how point of view influences event descriptions (ELP Targets). Students <u>plan</u> to write an opinion piece character(s) responses. They gather facts and details to support their opinion(s) with reason. They <u>revise</u> their writing with words that provide specific clarity of meaning. | | Students compare different historical non-fiction texts to draw a conclusion (ELP Targets) of how different authors approach the same historical event in non-fiction text. They <u>edit</u> their opinion writing by providing a concluding statement. Students recognize how characters can change throughout an event. They present their opinion piece using formal English. | |
| Reading Skill: | Noting Details | Reading Skill: | Author's Purpose (Point of View) | Reading Skill: | Drawing Conclusions |
| Reading Strategy: | Monitor/Clarify | Reading Strategy: | Questioning | Reading Strategy: | Summarizing |
| E.L.P. Target Function: | Describe Compare and Contrast | E.L.P. Target Function: | Compare and Contrast Interpret | E.L.P. Target Function: | Compare and contrast Draw Conclusion |
| E.L.P. Target Forms: | <u>Describe</u> (include adverbial clauses for action) example of, belongs to, described as, like, identified by, is called, such as.... because, frequently, if-then, would, not <u>Compare and Contrast</u> ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___ | E.L.P. Target Forms: | <u>Compare and Contrast</u> ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___ <u>Interpret</u> because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any contain, entail, consists of | E.L.P. Target Forms: | <u>Compare and Contrast</u> ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___ <u>Draw Conclusions</u> comparative adjectives, past tense verbs, although, because, that.. since, consequently |
| I Read historical non-fiction. I draw on details about how characters interact in texts or drama. | | I Read historical non-fiction. I interpret a narrator's point of view . | | I Read in order to compare how different historical non-fiction texts approach a specific historic event. | |
| RL.5.3 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), (supports ELP Target). <i>(Pre-Select two or more historical non-fiction texts)</i> Students read historical non-fiction texts, poetry or drama about a specific historic event comparing character(s) responses. | | RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described . <i>Students continue reading two or more texts of a historical non-fiction event. Ask: "How does the narrator's or speaker's point of view influence how the events are interpreted or portrayed? How does this compare with your own point of view?"(Supports ELP Targets).</i> | | RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <i>Students compare and contrast two or more historical events as portrayed in non-fiction texts. Ask: "How are the approaches to the event similar or different? Draw a conclusion of the approach which is best. Give reasons and examples to support your opinion."(Supports ELP Targets).</i> | |
| I Explore how authors describe characters. I recognize how an author conveys points of view or opinion (supports ELP Target). | | I Plan to write an opinion piece . I support my opinion with facts and details . I link my opinions to reasons using words, phrases and clauses . | | I Edit my opinion writing . My conclusions summarize my opinion with reasons and supporting evidence. | |
| W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1a Introduce a topic or text clearly, state an opinion , and create an organizational structure in which ideas are logically grouped to support the writer's purpose. <i>A T-Graph can compare characters internal responses and external behaviors in response to conflicts or events.</i> | | W.5.1b Provide logically ordered reasons that are supported by facts and details . <i>Students "gather" facts and details to support their opinion or point of view about characters responses to events in historical non-fiction text.</i> W.5.1c Link opinion and reasons using words, phrases , and clauses (e.g., <i>consequently, specifically</i>). | | W.5.1d Provide a concluding statement or section related to the opinion presented. <i>The conclusion should have a specific opinion base, pre-set purpose or criteria (e.g., how did a character change over the course of events and what was your opinion of the change?).</i> | |
| I Write about characters , using figurative language specific to characters. | | I Revise my opinion piece using words that give specific clear meaning . | | I Edit my writing to include examples of varieties of dialects specific to the characters. | |
| L.5.5a Interpret figurative language , including similes and metaphors, in context. L.5.5b Recognize and explain the meaning of common idioms, adages , and proverbs . | | L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words . | | L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | |
| I Speak about literature following class discussion rules and roles . | | I Speak to others to explore my writing topic and to gain ideas for improving my writing. | | I Speak to present my opinion writing in the context of a speech. I use formal English . | |
| SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles . | | SL.5.1a ... explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | | SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |

Informational Overview: Students in the fourth quarter of informational text read several accounts of a historical event. They discuss and connect interrelationships of specific event details (progressive events that lead to a larger outcome). They compare similarities and differences in multiple accounts and note how each are related to a point of view. They integrate information to evaluate causes or outcomes with reasons and evidence.

NOTE: The ellipsis (dots) before, during or after a standard “.....” indicate that part of a standard quotation (the first, middle or last) is missing.

| Unit of Study #4 - Informational Text | | Unit of Study #5 - Informational Text | | Unit of Study #6 - Informational Text | |
|---|---|---|--|---|--|
| Students read two or more accounts of the same historic event. They recognize and describe relationships between specific event details, (e.g., causes and effects), (ELP Targets). Students explore how a graphic organizer (noting events they’ve read about) can be used to plan and organize their own writing. | | Students read multiple accounts of a historic event. They note similarities and differences in the accounts related to points of view (ELP Targets). They <u>plan</u> to write about a historic event. They gather information from many sources. Students <u>revise</u> by linking ideas with words, phrases and clauses. | | Students integrate information from several texts about a historic event for a specific purpose (to evaluate causes with reasons and evidence), (ELP Target Evaluate). They edit their writing with a concluding hypothesis about the event (causes or outcomes) (ELP Target Hypothesize). They share their writing in a presentation. | |
| Reading Skill: | Categorize and Classify | Reading Skill: | Compare and Contrast | Reading Skill: | Making Generalizations |
| Reading Strategy: | Summarize | Reading Strategy: | Monitor/Clarify | Reading Strategy: | Evaluating |
| E.L.P. Target Function: | Describe Cause and Effect | E.L.P. Target Function: | Compare and Contrast Supporting Opinions | E.L.P. Target Function: | Evaluate Hypothesize and Speculate |
| E.L.P. Target Forms: | <u>Describe</u> example of, belongs to, described as, like, identified by, is called, such as (<u>Cause and Effect</u> verb forms and words: because, since, consequently, if...then, led to, due to, explains why, caused | E.L.P. Target Forms: | <u>Compare/Contrast</u> __is like__ because__, both are similar, is different than, __from__ is__, whereas __has__, the same__ <u>Support Opinions</u> like/don't, agree/don't, should/not, because/so, IF -then.. can, would, may, must, | E.L.P. Target Forms: | <u>Evaluate</u> that, those, each, every, few, many, some, both – and; not only – but also, degrees of certainty/uncertainty, belief/doubt, likely <u>Hypothesize and Speculate</u> will and shall, would, which may express possibility: may, might, can, could. |
| I Read two or more accounts of a historic event . I recognize interactions between events and possible causes . | | I Read multiple accounts of a historic event in order to compare similarities and differences related to points of view . | | I Read to integrate information from several texts about a historic event in order to explain causes of the event. | |
| RI.5.3 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 . <i>Create a class graphic, asking question about specific details of a historic event. Compare the relationships between event details. Ask: “Describe how the differing opinions of ____ and ____ impact ____ (supports ELP Targets).</i> | | RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (supports ELP Targets). <i>Ask: In what ways are the accounts similar or different? How are these differences related to points of view?</i> | | RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <i>Ask: “Given the information from several texts on ____, evaluate and explain the causes of ____.” (Supports ELP Target Evaluate).</i> W.5.9b Apply Grade 5 Reading Standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). | |
| I Explore how to use a graphic organizer to organize related information about a historic event . | | I Plan my informational writing. I develop my topic about a historic event using information from many sources . | | I Edit my informational writing with a concluding statement . I publish my writing and type a minimum of two pages in a single setting. | |
| W.5.2 Write informative/explanatory texts... W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to enhance comprehension. <i>Students connect the reading graphic organizer as a planning tool for their own writing. They learn authors have a clear focus for their writing (relationships between events, differing opinions, etc...).</i> | | W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources ; summarize or paraphrase information in notes and finished work, and provide a list of sources. | | W.5.2e Provide a concluding statement or section related to the information or explanation presented. <i>The concluding statement includes a hypothesis about the causes or outcome of the event (supports ELP Target Hypothesize).</i> W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | |
| I Write to show I understand the function of conjunctions, prepositions and interjections in sentences. My verb tenses reflect time and sequence as I write or speak about a historic event . | | I Revise my writing with support . I link ideas using words, phrases and clauses . My language connects to my topic. | | I Edit inappropriate shifts in verb tense . I use correlative conjunctions correctly when comparing information from several texts. | |
| L.5.1a Explain the function of conjunctions, prepositions , and interjections in general and their function in particular sentences. L.5.1c Use verb tense to convey various times, sequences , states, and conditions. | | W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting... W.5.2c Link ideas within and across categories of information using words, phrases , and clauses (e.g., <i>in contrast, especially</i>). W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. | | L.5.1d Recognize and correct inappropriate shifts in verb tense. L.5.1e Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). | |
| I Speak during discussions about how authors organize historic events. | | I Speak about my writing development with others as I plan and revise . | | I Speak clearly to Share my writing piece. I use formal English | |
| SL.5.1.a 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. | | SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | | SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation | |

- Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives.

| ELA Integrated Literature Goals Unit of Study #1- Literary Text | ELA Integrated Literature Goals Unit of Study #2- Literary Text | ELA Integrated Literature Goals Unit of Study #3- Literary Text |
|--|---|---|
| <p>I can</p> <ul style="list-style-type: none"> • note specific details about characters in historical non-fiction texts (RL.5.3). • compare and contrast two or more characters in historical non-fiction texts (RL.5.3). • compare characters' internal responses and external actions to events (W.5.1). • state an opinion about a character(s) response or actions in a historical non-fiction text (W.5.1.a). • interpret or explain figurative language characters use (L.5.1.a). • recognize what idioms, adages or proverbs mean (L.5.5.b). • follow discussion rules and assigned roles (SL.5.1.b). | <p>I can</p> <ul style="list-style-type: none"> • recognize narrator or speaker points of view (RL.5.6). • explain how a narrator's point of view influences how events are described (RL.5.6). • gather reasons (facts and details) in a historical non-fiction text to support my opinion (W.5.1.b). • use words, phrases and clauses in my writing to link my opinion to reasons (W.5.1.c). • use the relationship between words to better understanding meaning (L.5.5.c). • share my writing plans and revisions to gain ideas (SL.5.1.a). | <p>I Can</p> <ul style="list-style-type: none"> • compare and contrast stories of the historical non-fiction genre (RL.5.9). • compare and contrast how authors approach the same historical event in non-fiction texts (RL.5.9). • edit my opinion writing with a conclusion following a specific stated purpose (teacher's choice), (W.5.1.d). • recognize various character dialects used in historical non-fiction texts (L.5.3.b). • share my opinion writing using formal English (SL.5.6). |
| ELA Integrated Informational Text Goals Unit of Study #4- Informational Text | ELA Integrated Informational Text Goals Unit of Study #5- Informational Text | ELA Integrated Informational Text Goals Unit of Study #6- Informational Text |
| <p>I can</p> <ul style="list-style-type: none"> • explain the relationships between two or more historical events based on specific information in the text (RI.5.3). • describe how different opinions of individuals in the text impact a historical event (RI.5.3). • group information about a historic event logically on a graphic organizer (5.W.2-a). • explain the function of a conjunction (L.5.a). • explain the function of an interjection (L.5.a). • explain the function of a preposition (L.5.a). • use verb tenses correctly in my writing to convey time and sequence of a historical event (L.5.c). • be prepared to discuss texts I've read about a historical event (SL.5.1.a). | <p>I can</p> <ul style="list-style-type: none"> • analyze multiple accounts of the same historic event (RI.5.6). • note important similarities and differences in the point of view they represent (RI.5.6). • use a graphic organizer to plan my informational writing piece by grouping related facts and details (W.5.2.b). • use print and digital sources to find information about my topic (W.5.8). • use words, phrases and clauses to link my ideas together (W.5.2.c). • use precise language about my topic as I write (W.5.2.d). • work with peers and adults for help with planning, revising and rewriting (W.5.5.). • share and discuss with other the development of my writing (SL.5.1.c). | <p>I can</p> <ul style="list-style-type: none"> • integrate information from several texts on the same historic event (RI.5.9). • write or speak about the historic event knowledgably (RI.5.9). • evaluate the causes or outcome of events when I integrate information from several texts (RI.5.9). • use text evidence to support points I make (RI.5.9b). • write a concluding statement or section to complete my informational writing piece (W.5.2.e). • hypothesize in my conclusion causes and outcomes of events (W.5.2.e). • edit my writing for accurate verb tenses (L.5.1.d). • use correlative conjunctions correctly in my writing (L.5.1.e). • publish and produce with some guidance a two page typed informational piece (W.5.6). |

5 Dimensions of Teaching & Learning Strategies

5 Dimensions of Teaching and Learning

* The Five Dimensions of Teaching & Learning from Stephen Fink's & Anneke Markholt's Leading for Instructional Improvement.

- Purpose**
 - Standard
 - Teaching Point
- Student Engagement**
 - Intellectual Work
 - Engagement Strategies



- Curriculum & Pedagogy**
 - Approached & Strategies
 - Learning
- Student Learning**
- Classroom Environment & Culture**
 - Classroom Environment
 - Classroom Routines & Rituals
 - Classroom Culture

3. Curriculum & Pedagogy

Curriculum

Connection Graphs to previous lessons
Connections to larger study

Teaching Approaches & Strategies

Connects Strategies to Learning
Graphs of connecting to other disciplines
Scaffolding Language
Habits of Thinking Language Posted

Scaffolding

Co-Constructed charts (teacher & students)
Guided instruction
to – with – by
I do – we do – you do
Tiered Assignments

4. Assessment for Student Learning

Assessments

| | |
|----------------------------|----------------------|
| Anecdotal Notes | Student Work Samples |
| Student-Teacher Conference | Charts |
| Conferring | Records |
| Portfolios | Rubrics |
| Student Created Goals | Contracts |
| Learning Journals | Portfolios |
| Concept Maps | Knowledge Surveys |
| Assessments Concept Test | Peer Review |
| Predictions | Written Reports |
| Oral Presentations | Multiple Choice |
| Poster Presentations | Class Assessment |
| Open -Ended | |

Adjustments

Pre-planned Leveled Questions
Alternative Question
Possible Teacher Adjustments List

5. Classroom Environment & Culture Supports Learning with...

Use of Physical Environment

| | | |
|---------------|--------------------|------------------|
| Meeting Areas | Charts | Neutral zones |
| Seating | Technology | Co-constructed |
| Resources | Space | Learning Display |
| Libraries | Centers | Concept Displays |
| Materials | Desks face teacher | |
| | Elbow Room | |

Classroom Routines and Rituals

| | | |
|-------------------|----------------|-------------------|
| Techniques | Procedures | Effort Rewards |
| Class is involved | Processes | Work Habits |
| in rule making. | Access to | Productive Time |
| Greet by Name | Resources | Group experiences |
| Transition Rules | Entering Class | |
| | Leaving Class | |

Classroom Culture

| | |
|--|--|
| Expectations Posted | Student Task Choice |
| Accountability | High Motivation |
| Language & Actions Used | Caring & Enthused Teacher |
| Teacher to Student | Development of relationships |
| Student to Student | Intellectually and culturally rich class |
| Community of Equality | Risk—Taking Atmosphere |
| Learning from Each Other | |
| Students know clarifying words and language. | |

Strategies You Can Use in Your Classroom

There are many strategies and activities you can use in your classroom in each of the five areas of teaching and learning. * These are just a few. The importance of preparing our students for college and career readiness depends on instruction.

1. Purpose

Standards

| | |
|-------------------------|----------------------------|
| KWL Graph | Advanced Graphic Organizer |
| I Can Statements | |
| Standard Sentence Frame | |
| Teacher Example | |

Teaching Points (Objective)

Targeted question listed
KWL Graph
Rubric of Expectations
Performance Tasks Listed
Explained in Kid Language

2. Student Engagement

Intellectual Work

| | |
|---------------------------------------|-------------------------------|
| Bloom's Questions | Student Created Analogies |
| Debate | Frame a Question |
| Identify Similarities and Differences | KOI-Open-Ended Questions |
| Class Continuum Levels | Patterns & Connections |
| Higher Level Thinking Graphs | Challenge Thinking Activities |
| KWLH | Gates Dimensions |


Engagement

| | |
|---------------------------------------|------------------------|
| Activate Prior Knowledge | Debate |
| Collaboration Activity | Partner Talk |
| Cooperative Learning | Class Effort Rubric |
| Student Response Extends Conversation | SIOP Components |
| Discussion Language Posted | Heterogeneous Grouping |
| Think-Pair-Share | |

Talk

| | |
|-----------------------|----------------------------|
| Speaking Words Poster | Debate |
| Character Role Play | Reciprocal Learning |
| SIOP Components | Question Card Prompts |
| Think-Pair-Share | Prior Knowledge Activities |
| Partner Talk | Think Alouds |

Resources

| Bloom's Taxonomy | Marzano's 9 Best Practices | SIOP Components | | | | | | | |
|---|--|---|---|-------------------------------|--|--------------------------|---|---|--|
| <p>6</p> <p>Combine Ideas to Form a new Idea Predicting the Outcome Adding Ideas Suggesting Solutions Collecting and Grouping Ideas Organize and Plan Change Story Ending for a Purpose Map Story Setting</p> <p>Creating/Synthesis</p> | <ol style="list-style-type: none"> Identifying Similarities and Differences Nonlinguistic Representations Summarizing and Note Taking Setting Objectives and Providing Feedback Reinforcing Effort and Providing Recognition Generating and Testing Hypotheses Homework and Practice Cues, Questions, and Advanced Organizers Cooperative Learning | <p>Preparation Strategies: graphic organizers, study guides, jigsaw reading, surveys, letter writing, plays</p> <p>Building Background Strategies: KWL, key vocabulary games links past to new</p> <p>Comprehensible Input Strategies: differentiated proficiency levels, model, hands on, visuals, realia, demos, gestures, film clips</p> | | | | | | | |
| <p>5</p> <p>Evaluate Characters' Actions Evaluate Feelings Evaluate Personality Evaluate Values Evaluate Story Ending Defend an Action Judge Support</p> <p>Evaluation</p> | <p>Differentiation Strategies (especially beneficial for gifted and high ability students)</p> <table border="1"> <tr> <td data-bbox="461 569 656 625">Compacting</td> <td data-bbox="656 569 1065 625">Students are pre-assessed to determine already mastered content.</td> </tr> <tr> <td data-bbox="461 625 656 695">Depth & Complexity</td> <td data-bbox="656 625 1065 695">From concrete to abstract and connections over time.</td> </tr> <tr> <td data-bbox="461 695 656 764">Independent Study</td> <td data-bbox="656 695 1065 764">Opportunity to choose and investigate a topic of your own interest.</td> </tr> </table> | Compacting | Students are pre-assessed to determine already mastered content. | Depth & Complexity | From concrete to abstract and connections over time. | Independent Study | Opportunity to choose and investigate a topic of your own interest. | <p>Strategies GIST, SQP2R, reciprocal teaching, mnemonics, repeated reading, think alouds, paraphrase, question cubes, bloom's</p> <p>Interaction Strategies: pairs, triads, TPS, teams, native language materials, student notes, write/respond</p> <p>Practice/Application Strategies: hands on, discussion, abstract models for concrete concepts, partner work then alone work, integrate all lang. skills</p> | |
| Compacting | Students are pre-assessed to determine already mastered content. | | | | | | | | |
| Depth & Complexity | From concrete to abstract and connections over time. | | | | | | | | |
| Independent Study | Opportunity to choose and investigate a topic of your own interest. | | | | | | | | |
| <p>4</p> <p>I Conclude... Fact or Fiction? Identifying Motives Categorize Events or Ideas Compare one to another Listing Evidence Examine Evidence Asking the Question "Why"</p> <p>Analysis</p> | <p>Think Like a Disciplinarian Is this how a (discipline, i.e.; biologist) would think and act?</p> <p>Thinking Skill (Bloom's) Scaffolding questions and activities at various levels of Bloom's Taxonomy.</p> <p>Tiered Assignments Different levels of complexity, number of steps and levels of independence.</p> | <p>Lesson Delivery Strategies: clear objectives, opportunities to talk, no down time, whole and small groups</p> <p>Review/Assessment Strategies: content word wall, graphic organizers, clarify, discuss, correct, thumbs up-down, numbered wheels, white-board responses</p> | | | | | | | |
| <p>3</p> <p>Problem Solving Why is...it important? How is...and example of? Using illustrations to sequence story Interpret Why Events Happen Solve story problem in your own way Describe in words or art about story</p> <p>Application</p> | <p>O.D.E. – ELP Standards</p> | | | | | | | | |
| <p>2</p> <p>Summarize Story Retell Details Sequencing Story Events Main idea What Happened/Conclusion Describe in Own Words Discuss Explain Identify</p> <p>Understanding/Comprehension</p> | <p>Function</p> <p>express: needs/likes describe: nouns describe: relations describe: actions retell/relate events make predictions information questions clarifying questions express opinion comparing contrasting summarizing persuading literary analysis cause/effect draw conclusion define explain generalize evaluate interpret sequence hypothesize</p> | <p>Form</p> <p>indirect/direct object subject/verb agreements, pronouns nouns, pronouns, adjectives prepositional phrases present progressive, adverbs past tense verbs, perfect aspect (present & past) Verbs: future tense, conditional mode Verbs and verb phrases in questions Questions with increasing specificity sentence structure, modals (will, can, may shall) adjectives, conjunctions, comparatives, superlatives, adverbs comparative adjectives increasingly complex sentences w' specific vocabulary verb forms sentence structure, specific vocabulary verb forms comparative adjectives nouns, pronouns and adjectives verbs, declarative & complex sentences, adverbs of manner abstract nouns, verb forms, nominalizations complex sentences; increasing specificity of nouns, verbs, adj language of propaganda, complex sentences, nominalizations adverbs of time, relative clauses, subordinate conjunctions Modals (would, could might), compound tenses</p> | | | | | | | |
| <p>1</p> <p>Characters and Story Elements List Events and Character Traits Repeat - Recall of information First, Next, Last - Who, Where in Story... Identify Feeling Describe from Text</p> <p>Remembering/Knowledge</p> | <p>Resource Contributors: Erin Crowley, Kathleen Lacock, Susan Richmond, Sonta Thompson, Carolyn Grenz, Amber Kuzma, Ann Tronco</p> | |  | | | | | | |

CCSS English language Arts Check List

Gr. 5

Check List Instructions: "Focus" standards are indicated by check [✓] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an X. Supporting standards you add can be checked off in provided boxes. [☐]

District Focus Standards By Quarter

| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |
|-------|-------|-------|-------|
|-------|-------|-------|-------|

| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |
|-------|-------|-------|-------|
| X | X | X | X |
| X | X | X | X |
| ✓ | | | ✓ |
| ✓ | | | |
| ✓ | | | ✓ |
| X | X | ✓ | X |
| | ✓ | | |
| | ✓ | | ✓ |
| | ✓ | ✓ | |
| n/a | n/a | n/a | n/a |
| | | ✓ | ✓ |
| X | X | X | X |
| ✓ | | | |
| ✓ | | | |
| ✓ | | | ✓ |

Reading Foundational Skills

Phonics and Word recognition

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|----------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RF.5.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RF.5.3.a | 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. |

Fluency

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|----------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RF.5.4 | Read with sufficient accuracy and fluency to support comprehension. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RF.5.4.a | Read on-level text with purpose and understanding. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RF.5.4.b | Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

Reading Literature

Key Ideas and Details

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RL.5.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RL.5.2 | 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. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RL.5.3 | 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). |

Craft and Structure

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|----------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RL.5.4 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RL.5.5 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RL.5...6 | Describe how a narrator's or speaker's point of view influences how events are described. |

Integration of Knowledge and Ideas

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RL.5.7 | 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, and poem). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RL.5.8 | (Not applicable to literature) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RL.5.9 | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |

Range of Reading and Complexity of Text

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RL.5.10 | 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. |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|---|

Reading Informational

Key Ideas and Details

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RI.5.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RI.5.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RI.5.3 | 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. |

CCSS English language Arts Check List

Gr 5

District Focus Standards By Quarter

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Supporting standards you add can be checked off in provided boxes. [☐]

| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | | | | | | | |
|-------|-------|-------|-------|--------------------------|--|--------------------------|--------------------------|---------|---|--|
| | | | | | Reading Informational [cont.] | | | | | |
| | | | | | <i>Craft and Structure</i> | | | | | |
| X | X | ✓ | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RI.5.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | |
| | ✓ | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RI.5.5 | 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. | |
| | ✓ | | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RI.5.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | |
| | ✓ | | | | <i>Integration of Knowledge and Ideas</i> | | | | | |
| | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RI.5.7 | 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. | |
| | | ✓ | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RI.5.8 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | |
| | | ✓ | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RI.5.9 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | |
| | | | | | <i>Range of Reading and Level of Text Complexity</i> | | | | | |
| X | X | X | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | RI.5.10 | 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. | |
| | | | | | Writing | | | | | |
| | | | | | <i>Text Types and Purposes</i> | | | | | |
| ✓ | | | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | |
| ✓ | | | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.1.a | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. | |
| ✓ | | | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.1.b | Provide logically ordered reasons that are supported by facts and details. | |
| ✓ | | | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.1.c | Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). | |
| ✓ | | | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.1.d | Provide a concluding statement or section related to the opinion presented. | |
| | | | | | <i>Text Types and Purposes</i> | | | | | |
| ✓ | ✓ | ✓ | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | |
| ✓ | ✓ | ✓ | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.2.a | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | |
| ✓ | ✓ | ✓ | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | |
| ✓ | ✓ | ✓ | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.2.c | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). | |

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District Focus Standards By Quarter

| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |
|-------|-------|-------|-------|
| ✓ | ✓ | ✓ | ✓ |
| ✓ | ✓ | ✓ | ✓ |
| | ✓ | ✓ | |
| | ✓ | ✓ | |
| | ✓ | ✓ | |
| | ✓ | ✓ | |
| | ✓ | ✓ | |
| | ✓ | ✓ | |
| X | X | ✓ | X |
| | ✓ | | ✓ |
| | | ✓ | ✓ |
| | ✓ | ✓ | |
| | | ✓ | |
| | | ✓ | ✓ |

Writing[cont.]

Text Types and Purposes [cont...]

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.2.e | Provide a concluding statement or section related to the information or explanation presented. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.3.a | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.3.b | Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.3.c | Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.3.d | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.3.e | Provide a conclusion that follows from the narrated experiences or events. |

Production and Distribution of Writing

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|-------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |

Research to Build and Present Knowledge

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|---------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.7 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.9.a | Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | W.5.9.b | Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |

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Gr 5

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| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 | | | | | | | |
|-------|-------|-------|-------|--|--------------------------|--------------------------|--------------------------|---------|---|--|
| | | | | Language | | | | | | |
| | | | | <i>Conventions of Standard English</i> | | | | | | |
| X | X | X | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| | ✓ | | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.1.a | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | |
| | ✓ | ✓ | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.1.b | Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. | |
| ✓ | ✓ | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.1.c | Use verb tense to convey various times, sequences, states, and conditions. | |
| | ✓ | | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.1.d | Recognize and correct inappropriate shifts in verb tense.* | |
| | ✓ | | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.1.e | Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). | |
| X | X | X | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| | ✓ | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.2.a | Use punctuation to separate items in a series.* | |
| | ✓ | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.2.b | Use a comma to separate an introductory element from the rest of the sentence. | |
| | ✓ | ✓ | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.2.c | 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>). | |
| ✓ | | ✓ | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.2.d | Use underlining, quotation marks, or italics to indicate titles of works. | |
| | ✓ | ✓ | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.2.e | Spell grade-appropriate words correctly, consulting references as needed. | |
| | | | | <i>Knowledge of Language</i> | | | | | | |
| X | X | X | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| ✓ | ✓ | ✓ | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.3.a | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | |
| | ✓ | | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.3.b | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | |
| | | | | <i>Vocabulary acquisition and Use</i> | | | | | | |
| X | X | ✓ | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.4 | 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. | |
| ✓ | ✓ | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.4.a | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | |
| | ✓ | ✓ | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.4.b | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). | |
| ✓ | ✓ | ✓ | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.4.c | 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. | |
| | | ✓ | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |
| | ✓ | ✓ | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.5a | Interpret figurative language, including similes and metaphors, in context. | |
| | ✓ | | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.5b | Recognize and explain the meaning of common idioms, adages, and proverbs. | |
| | | ✓ | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.5.c | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | |
| | | ✓ | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | L.5.6 | 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>). | |

CCSS English language Arts Check List

Gr5

Check List Instructions: "Focus" standards are indicated by check [✓] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.

Supporting standards you add can be checked off in provided boxes. [☐]

District Focus Standards By Quarter

Speaking & Listening

Qtr 1 Qtr 2 Qtr 3 Qtr 4

Comprehension and Collaboration

| | | | | | | | | | |
|---|---|---|---|--------------------------|--------------------------|--------------------------|--------------------------|----------|--|
| ✓ | X | X | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SL.5.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| | ✓ | | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SL.5.1.a | 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. |
| | ✓ | | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SL.5.1.b | Follow agreed-upon rules for discussions and carry out assigned roles. |
| | ✓ | | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SL.5.1.c | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| ✓ | ✓ | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SL.5.1.d | Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| | ✓ | ✓ | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SL.5.2 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| | | ✓ | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SL.5.3 | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |

Presentation of Knowledge and Ideas

| | | | | | | | | | |
|---|---|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------|---|
| ✓ | ✓ | ✓ | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SL.5.4 | 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. |
| | ✓ | ✓ | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SL.5.5 | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| | | ✓ | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SL.5.6 | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |