

**Grade Five: ELA, CCSS Literary Text Standards with English Language Development Functions and Forms.**

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	<b>Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).</b>
St. 1	<b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Inferring from Key Details	Explaining (use with retell language to "quote accurately")	<b>Explain</b> 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	<b>Explain</b> Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	<b>Who ___ (action)?</b> ___ was/were ___-ing ___ (quote words/phrase) support _____. ___ (character) ___ (verb) ___ (adverb of manner - ly). The ___ (words/phrase) tells how ___ (character) _____. As a result of ___, ___ will ___, because _____. The sentence ___ supports the fact that _____. The ___ who ___ (verb) ___ (adverb of manner -ly) ___, because ___. I know ___ is different/similar than ___ because the text states ___ (quote).
St. 2	<b>RL.5.2</b> 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.	Central Message	a. Description b. Summarize	<b>Describe</b> example of, belongs to, described as, like, identified by, is called, such as....is, a, can, has, are, and, in, but, is not, because, frequently, if ___ then, would not/have <b>Summarize</b> compound sentences with: and, but, to conclude, in summary, in short, indeed, therefore, consequentially	<b>Describe</b> Students will learn to understand and generate oral and written language skills using present progressive adverb.s <b>Summarize</b> Students will use complex sentences (compound sentences with conjunctions that summarize) with increasingly specific vocabulary.	<b>The story is about ___. Point to ___. Where is the ___?</b> <b>The theme is ___ (text title?) ___ and ___ help determine the theme.</b> ___ (character) ___ (verb/phrase) ___ (adj.). When ___ (character) ___ (action), then ___ (draw attention to how an action helps develop the theme). <b>In summary the main idea is supported by the detail(s) ___ because ___. ___ summarizes the fact that ___.</b> <b>The author uses ___'s reaction to ___ to emphasize ___. ___ contributes to theme development but ___ does not.</b>
St. 3	<b>RL.5.3</b> 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).	Describing Story Elements	Description (with compare and contrast)	<b>Describe</b> (include adverbial clauses for action) example of, belongs to, described as, like, identified by, is called, such as.... is, a, can, has, are, and, in, but, is not, because, frequently, if ___ then, would not/have <b>Compare and Contrast</b> is, shows, in, about, is similar to, when ___of, ___felt ___when ___, ___and ___, both have, ___creates a ___ but, how does, examples from, what does/is, explain how	<b>Describe</b> Students learn to understand and generate oral and written language skills with present progressive adverbs. <b>Compare</b> Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. <b>Contrast</b> Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives	<b>Point to/ Draw the (character, event, setting). ___ is like ___.</b> <b>___ have/don't have ___ (character, setting). ___ (character-s) is/are ___.</b> <b>Both ___ and ___ have ___ (setting, character traits). The setting changes from ___ to ___. The change is important because ___.</b> <b>___ is a major event because it ___. ___ is like ___ when ___. ___ would not have ___ if ___.</b> <b>Two events that contribute ___ to the same event are ___ and ___. ___ changes in the story when ___ did/did not ___.</b> <b>Although there are differences between ___ and ___ (characters), both contribute to ___ by ___.</b>
St. 4	<b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine Word Meaning Describing how a clue is used (can be supported by categorizing)	a. Defining (conceptualizing nouns, verbs and adjectives) b. Describing	<b>Define</b> is, a, are, tells, shows that, describes, explains, has, example of <b>Describe</b> example of, belongs to, described as, like, identified by, is called, such as.... is, a, can, has, are, and, in, but, is not, because, frequently, if ___ then, would not/have	<b>Define</b> Students will learn to define concrete and abstract objects/concepts with correct nouns, pronouns, and adjectives. <b>Describe</b> Students will learn to understand and generate oral and written language skills with present progressive adverbs.	<b>___ means ___. ___ is ___. Point or show action when asked what a word means.</b> <b>The meaning of ___ is ___. The meaning of ___ in paragraph ___ is ___.</b> <b>___ (word/phrase) explains ___, ___ helps define ___. The (word/phrase) ___ clarifies the meaning of ___.</b> <b>___ means ___ in paragraph ___ because ___. ___ is a simile. The metaphor ___ is a ___ means ___ because ___.</b> <b>___ as/like a ___ is describing ___ because ___. ___ (word/phrase) can be interpreted as meaning ___. A similar example is ___.</b>
St. 5	<b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas <b>fits together</b> to provide the overall structure of a particular story, drama, or poem.	Understanding Story Structure	a. Generalize b. Explain (Identify, recognize, name)	<b>Generalize</b> collective nouns, abstract nouns, expressing a condition <b>Explain</b> 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	<b>Generalize</b> Students will learn to develop and use generalizations using abstract nouns, verb forms and nominalizations. <b>Explain</b> Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	<b>Is this a generalization? (give student an example)</b> <b>___ and ___ are ___ (chapters, scenes, stanzas). Chapters (scenes, stanzas) ___ and ___ tell about ___.</b> <b>Most (some, none, all) of ___ (scene, chapter, stanza) ___ contribute(s) to the story by ___. The ___ (chapter, scene, stanza) is important because ___.</b> <b>Many (most, all) ___ (chapter, scene, stanza) have ___ (describe structure). The ___ (stanzas, chapters, scenes) each have ___ which enable the ___ (poem, drama, story) to fit together.</b> <b>___ (poems, stories, dramas) are generally ___ because ___. The ___ (poem, story, drama) is expressed as ___ as seen in (chapter, stanza, scene) ___.</b>
St. 6	<b>RL.5.6</b> Describe how a narrator's or speaker's point of view influences how events are described.	Point of View	a. Comparing and Contrasting b. Interpret	<b>Compare and Contrast</b> ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___ <b>Interpret</b> because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any contain, entail, consists of	<b>Compare</b> Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. <b>Contrast</b> Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives <b>Interpret</b> Students will learn to identify and interpret the language of propaganda and use complex sentences.	<b>The narrator is ___. Point to a picture that shows how the narrator feels.</b> <b>The narrator is/is not ___ about ___.</b> <b>The idea that ___ (point of view in story) changes ___.</b> <b>___ is told from ___'s point of view.</b> <b>The reader does/does not know about ___ from ___'s point of view.</b> <b>It is more effective that ___ tells about ___ than ___ because ___.</b> <b>___'s point of view is the same/different than ___. An example is ___.</b> <b>Although ___ and ___ are similar/different, both ___.</b> <b>The story ___ is told from first/third person point of view, whereas the story ___ is told from ___. An example is ___.</b>
St. 7	<b>RL.5.7</b> 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).	Text Structures	Interpret	<b>Interpret</b> because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any, contain, entail, consists of	<b>Interpret</b> Students will learn to identify and interpret the language of propaganda and use complex sentences.	<b>___ are ___. What words are beautiful in the novel?</b> <b>___ (word/phrase) is ___ (adj.). ___ (visual word/phrase) in the novel means ___. In the ___ (multi-media presentation) ___ (word/phrases) contribute to its ___ (meaning/tone/beauty).</b> <b>The visual element(s) of ___ in ___ (fiction) tell me ___. The animation of ___ in ___ makes me feel ___.</b> <b>___ and ___ are both examples of ___ (meaning, beauty, tone) in ___. ___ is an example of ___ (meaning, beauty, tone) in ___ because ___.</b> <b>Because I see ___ (visual element) in the ___ (novel, poem, etc.) I can infer ___. The multimedia elements (animation/video/audio/still images) in ___ contribute to its ___, consequently, ___.</b>
St. 8	<b>RL.5.8</b> (Not applicable to literature)	N/A	N/A	N/A	N/A	N/A
St. 9	<b>RL.5.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Traditional Literature from Different Cultures	Compare and Contrast ( stories and story elements)	<b>Compare and Contrast</b> ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___	<b>Compare</b> Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. <b>Contrast</b> Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	<b>Are the stories the same or different? ___ is/is not like ___.</b> <b>___ (story) and ___ (story) both ___ (same story from different cultures). ___ and ___ are similar/different because ___ (same story - different cultures).</b> <b>Both ___ and ___ have ___ but ___ is more effective in ___. Compared to ___ (story) ___ (story) is more interesting because ___.</b> <b>The theme ___ in the story ___ is ___ compared to ___. Both ___ and ___ are mysteries/adventures with similar patterns of ___.</b> <b>The pattern differences between the mysteries of ___ and ___ are ___. The topic of ___ in both ___ and ___ are treated differently as seen by ___.</b>
St. 10	<b>RL.5.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

**Grade Five: ELA, CCSS Informational Text Standards** with English Language Development Functions and Forms.

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	<b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Inferring	Explaining	<b>Explain</b> appears to, suggests, means that, explained as (verb tenses) are/are not	<b>Explain</b> Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	<b>are/are not</b> _____. Show me ____ (word/phrase/illustration). <b>are/are not</b> _____ because _____. Based on _____ it is _____. Based on _____, I infer that _____. _____ explains why _____ is most/least _____. Based on _____, I infer that _____ because _____. The sentence _____ supports _____. _____ is most important in _____ because _____. As a result of _____, _____ will most likely happen. An example is _____. Explained as _____, _____ is most likely to _____, because _____.
St. 2	<b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Central Message	a. Description b. Summarizing	<b>Describe</b> example of, belongs to, described as, like, identified by, is called, such as (describe main aspects of main idea and details by sequencing) <b>Summarize</b> compound sentences with: and, but, to conclude, in summary, in short, indeed, therefore, consequentially	<b>Describe</b> Students will learn to understand and generate oral and written language skills with present progressive adverbs. <b>Summarize</b> Students will use complex sentences (compound sentences with conjunctions that summarize) with increasingly specific vocabulary.	_____ is _____ (main idea). Is _____ the main idea? Is the main idea _____ or _____ (ask student)? _____ is/is not the main idea because _____. The two main ideas in _____ are _____ and _____. The key details of _____ support _____. Both _____ and _____ support _____. The main ideas of _____ and _____ both _____ (a common factor). The _____ (details) about _____ in _____ (article/text) the ideas of _____ and _____. To conclude, the _____ (article) gives strong evidence for _____ because _____. To summarize the _____ in _____ seems _____ therefore _____. Indeed _____ is the _____ of the text because _____. Consequently _____.
St. 3	<b>RI.5.3</b> 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.	Understanding Structure (integrate with cause/effect).	a. Describing b. Cause and Effect	<b>Describe</b> example of, belongs to, described as, like, identified by, is called, such as (describe main aspects of main idea and details by sequencing) <b>Cause and Effect</b> verb forms & words: because, since, consequently, if....then, led to, due to, explains why, caused	<b>Describe</b> Students will learn to understand and generate oral and written language skills with present progressive adverbs. <b>Cause and Effect</b> Students will support their comparisons with the various cause and effect verbs.	<b>Did _____ happen? What is _____?</b> _____ is _____. _____ is not _____. _____ caused _____. Is _____, _____? The _____ between _____ and _____ led to _____. The different opinions of _____ and _____ resulted in _____. The _____ and _____ (events) influenced _____ by _____. Due to _____ and _____ the _____ was impacted by _____. _____ and _____ interact(ed) when _____ because of _____. Due to the fact that _____ is _____ explains a probable cause of _____.
St. 4	<b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Determine Word Meaning	Defining (conceptualizing nouns, verbs and adjectives)	<b>Define</b> is, a, are, tells, shows that, describes, explains, has, example of	<b>Define</b> Students will learn to define concrete and abstract objects and concepts with correct nouns, pronouns, and adjectives. (Defining unknown words includes a strong focus on context clues).	_____ is a _____. A word that means _____ is _____. _____ means _____ (contain specific word) _____ is _____. The word _____ in paragraph _____ means _____. _____ means _____ as used in _____. The word/phrase _____ clarifies the meaning of _____ because _____. _____ helps the reader understand _____. Both _____ and _____ clarify _____. _____ described as _____ is another way of saying _____. The word/phrase _____ in _____ (reference) to _____ is intended to mean _____.
St. 5	<b>RI.5.5</b> 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.	Comparing Text Structures	Compare and contrast	<b>Compare and Contrast</b> is, shows, in, about, is similar to, when _____ of, _____ felt _____ when _____, _____ and _____, both have, _____ creates a _____ but, how does, examples from, what does/is, explain how	<b>Compare</b> Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. <b>Contrast</b> Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	The text _____ is the same as/different than _____. _____ text was more _____ than _____ in _____ (sequencing). _____ (text) showed the _____ leading up to _____. _____ (text) used _____ (cause and effect) to show _____. _____ (text) was more _____ in describing _____ than _____ because _____. An example of description in _____ is _____. It is effective because _____. The _____ (cause and effect) structure fits _____ because _____. Given the _____ of _____ it should be classified as _____ (cause/effect, compare/contrast, description). The overall structure in _____ and _____ are alike/different. An example of their similarities/differences is/are _____.
St. 6	<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Analyzing Multiple Accounts of Point of View	a. Compare and Contrast b. Supporting Opinion	<b>Compare/Contrast</b> is, shows, in, about, is similar to, when _____ of, _____ felt _____ when _____, _____ and _____, both have, _____ creates a _____ but, how does, examples from, what does/is, explain how <b>Support Opinions</b> like/don't, agree/don't, should/not, because/so, IF clauses with modals: can, would, may, must, should	<b>Compare</b> Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. <b>Contrast</b> Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives. <b>Support Opinions</b> Students will learn to express opinion using simple to complex sentence structures.	<b>What is the topic/event? What event/topic? _____ is/is not like _____.</b> _____ (text) is similar to _____ (text). _____ shows _____, but _____ is _____. The account of _____ is similar to/different than _____. _____ account (specific author) has/does not have _____. Both _____ and _____ (authors) reflect the _____ (point of view) that _____. _____ point of view is different than _____ because _____. _____ account is similar to _____ as each author's point of view is _____. An example from _____ account is _____ which supports _____. Although there are differences in how _____ and _____ explain _____, both _____. Whereas _____ creates interest in _____, _____ focuses on _____. Examples of each include _____ and _____.
St. 7	<b>RI.5.7</b> 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.	Using Sources to Locate Answers	Explaining	<b>Explain</b> appears to, suggests, means that, explained as (verb tenses) are/are not	<b>Explain</b> Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	<b>Point to the (diagram, chart, graph, etc.). This is a _____.</b> _____ and _____ are in the _____ (index). _____ text is about _____ (using an index). The information in the _____ (indexes) about _____ helped me decide _____. Several resources for _____ are _____, _____ and _____. According to _____ (online database) the best way to _____ is _____. The website _____ offers the best _____ (advise) to _____ because _____. According to _____ the _____ has _____, but the _____ does not. The _____ appears to suggest that _____ is _____ as seen by _____.
St. 8	<b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Evaluating reasons and evidence	a. Evaluation b. Explaining	<b>Evaluate</b> object adjectives (that, those, each, every), number adjectives, adjectives to limit (few, many, some), correlated "paired" conjunctions (both – and; not only – but also), degrees of certainty/uncertainty, belief/doubt, likelihood <b>Explain</b> appears to, suggests, means that, explained as (verb tenses) are/are not	<b>Evaluate</b> Students will understand and generate complex sentences using an increasing specificity of nouns, verbs, and adjectives and correlative conjunctions. <b>Explain</b> Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	<b>Show me that, those, each, every, some, etc... (students point).</b> The author supports _____ because _____. An example is _____. The _____ (evidence) about _____ shows _____ (much, little) _____. The author _____ (supports) the _____ that _____ increases/decreases _____. _____ reasons _____ the author's _____ because _____. _____ (reasons and/or evidence) provided in _____ do a _____ job of _____ about _____. _____ provides _____ to support _____ (points/facts) he/she makes about _____. _____ does/does not agree that _____ because of the evidence of _____. The _____ ( reasons and/or evidence) the author _____ to support _____ are _____.
St. 9	<b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Integration of Resources	Evaluating (Resources)  Hypothesizing and Speculating	<b>Evaluate</b> object adjectives (that, those, each, every), number adjectives, adjectives to limit (few, many, some), correlated "paired" conjunctions (both – and; not only – but also), degrees of certainty/uncertainty, belief/doubt, likelihood <b>Hypothesize and Speculate</b> auxiliary verbs that indicate futurity: will and shall, indicating desire or intent: would, auxiliary verbs include modal verbs, which may express possibility: may, might, can, could.	<b>Evaluate</b> Students will understand and generate complex sentences using an increasing specificity of nouns, verbs, and adjectives and correlative conjunctions. <b>Hypothesize and Speculate</b> Students learn to hypothesize and speculate using modals and compound tenses.	_____ was _____. The author thinks _____. That is _____ (describing word). _____ (idea or concept) is _____ (adj.) because _____ (evidence/proof). _____ agree/don't agree that _____ is _____. I hypothesize that _____ because _____. _____ states _____, while _____ states _____. So, I can _____ (hypothesize) that _____. _____ and _____ both prove that _____ is _____. The _____ (evidence) from _____ and _____ suggests _____. Given the _____ (evidence) of _____ and _____ explain the causes of _____. According to the _____ ( information) presented in _____ and _____ (multiple texts) explain why _____. According to _____, if _____ had _____, then _____ would have _____. I maintain that _____ is _____ after evaluating _____, _____ and _____ (multiple texts).
St. 10	<b>RI.5.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				