

Unpacked Content with OCS Priority Standards Identified 2.0

Fifth Grade English Language Arts

CKLA Alignment July 2021

FIFTH GRADE PRIORITY STANDARDS

Priority standards are a “carefully selected subset of the total list of grade-specific and course specific standards within each content area that students must know and be able to do by the end of the school year in order to be prepared for the standards at the next grade level or course. Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course.” (Ainsworth, 2013, p. xv).

The design layout of the ELA Priority Standards has been crafted to ensure a balanced approach to teaching the North Carolina Standard Course of Study. Core instruction will be the driving force for developing comprehensive integrated learning experiences that focus on the **priority** and supporting standards. During each nine-week period, lessons are to reflect a combination of ELA Strands to foster a holistic learning experience. Included in this document: **Cross Curricular Standards, Priority Standards, Supporting Standards, Unpacked Content, Pacing, and Appendix.**

- **Cross Curricular Standards** are a list of standards teachers integrate across all content throughout the whole year.
- **Priority Standards** have been chosen at each grade level that indicate what students need to know and be able to do by the end of the year.
- **Supporting Standards** are complimentary to the priority standards. These offer a balanced approach to teaching in the context of all ELA strands: Reading Literature, Reading Informational Text, Reading Foundational Skills, Speaking and Listening, Writing and Language.
- **Unpacked Content** provides clarification of the standards; what students are expected to know and be able to do. In addition, it gives examples of instructional processes to replicate cognitive rigor on academic tasks and assessments.
- **Pacing** of standards provides teachers adequate time to implement teaching and learning supports for students that encompasses core instruction, differentiation, intervention and assessment.
- **Appendix** is comprised of a comprehensive list of grade level standards that provide descriptors of each standard with clarification and examples of teaching and learning processes.

CCR Anchor Standards for Reading Key Ideas and Evidence

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Complexity

10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text."

CCCR Anchor Standards for Writing Standards Text Types, Purposes, and Publishing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCCR Anchor Standards for Speaking and Listening Collaboration and Communication

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Cross Curricular Standards

Year Long Instructional Focus

<p>RL.5.10</p> <p>By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>RI.5.10</p> <p>By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>
<p>RF.5.2</p> <p>Create readable documents with legible handwriting (manuscript and cursive).</p>	<p>RF.5.5</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p>

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<p style="text-align: center;">RF.5.5</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p style="text-align: center;">SL.51</p> <p>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.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<p style="text-align: center;">L.5.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p>	<p style="text-align: center;">L.5.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p>
<p style="text-align: center;">L.5.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/ listener interest, and style.</p> <p>b. Compare and Contrast the varieties of English used in stories, dramas, or poems.</p>	

**Fifth Grade Instructional Blueprint
Knowledge Units**

Units	Concept(s)	Duration	OCS Priority Standards	Supporting Standards	CKLA Student Support Resources	CKLA Trade Books & Teacher Resources
<p>Unit 1</p>	<p align="center"><u>Personal Narratives</u></p> <p align="center">TOPIC & THEME</p> <p><i>Elements of personal narratives: nonfiction by a first-person narrator involved in the events being described</i></p> <p align="center">READING</p> <p><i>Quote accurately from the text, analyze relationship between characters and theme, and compare and contrast tones and points of view</i></p> <p align="center">WRITING</p> <p><i>Draft personal narratives with attention to tone, point of view, and descriptive language</i></p> <p align="center">ACTIVITY HIGHLIGHTS</p> <p><i>Describe music using similes and metaphors, write dialogue, act out scenes to practice showing rather than telling</i></p> <p align="center">TEXT FEATURES</p> <p><i>Personal narratives with descriptive and figurative language; graphic essay conveying its message through text, charts, diagrams, and primary source material.</i></p> <p>Students study personal narratives and their elements, including a logical sequence of events, dialogue, vivid descriptive language, sensory details, and figurative language. Students absorb the conventions of the personal narrative genre, making meaning from texts by learning to read them critically and closely, improving their facility in literal comprehension and making text-based inferences. They also write extensively in this unit</p>	<p align="center">19 Days</p> <p><i>(15 Lessons with Pausing Points, Unit Review, Unit Assessment, and Culminating Activities)</i></p> <p>This unit includes a beginning-of-year assessment to help determine whether students have adequate preparation for Grade 5 CKLA instruction.</p>	<p align="center">RI.5.2, RI.5.5, RI.5.8</p> <p align="center">W.5.1, W.5.3</p>	<p align="center">RI.5.1, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.10</p> <p align="center">W.5.4, W.5.5, W.5.6, W.5.7, W.5.9, W.5.10</p> <p align="center">RF.5.4</p> <p align="center">SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6</p> <p align="center">L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6</p>	<p>Student Activity Books, Student Reader: <i>Personal Narratives</i>, Digital Components, End of Unit Assessment, E-books/ Audio books</p>	<p>Read Aloud: <i>When I Was Famous</i></p> <p>Teacher Guide, Dialogue Starter Pages, Story Slips, Observational Checklists, Digital Projections, Novel Guides, Vocabulary Toolkit, Assessment & Remediation Guide, Intervention Toolkit, Glossary</p>

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	and reflect on how their heritage and experiences have helped shape their individual identity.					
Additional Trade Book Suggestions: Amplify's 5th Grade Trade Book List						
Unit 2	<p style="text-align: center;"><u>Early American Civilizations</u></p> <p style="text-align: center;">TOPIC & THEME</p> <p><i>Large complex civilizations, such as the Maya, Aztec, and Inca, that developed in the Americas before Europeans arrived</i></p> <p style="text-align: center;">READING</p> <p><i>Describe organizational structures of civilizations and explain the role of European explorers in the fall of these civilizations</i></p> <p style="text-align: center;">WRITING</p> <p><i>Create a codex highlighting a cultural aspect of three different early American civilizations</i></p> <p style="text-align: center;">ACTIVITY HIGHLIGHTS</p> <p><i>Create horizontal and vertical timelines; label maps; paraphrase source material</i></p> <p style="text-align: center;">TEXT FEATURES</p> <p><i>Informational and literary text with maps, charts, headings, and primary source material</i></p> <p>Students explore the geography, climate, flora, and fauna of the Americas while studying an overall history and timeline highlighting the rise and fall of the Maya, Aztec, and Inca civilizations.</p> <p>Students discover innovations and discoveries of the Maya, Aztec, and Inca, and they describe traits those civilizations shared and ones that made them unique from each other. As they uncover the reasons for these civilizations' decline, students also grapple with the detrimental effects of European exploration in the Americas.</p>	<p>19 Days</p> <p><i>(15 Lessons, Pausing Points, Unit Review, Unit Assessment, and Culminating Activities)</i></p>	<p>RL.5.2</p> <p>RI.5.2, RI.5.8</p> <p>W.5.1, W.5.2, W.5.3</p>	<p>RL.5.1, RL.5.3, RL.5.4, RL.5.6, RL.5.10</p> <p>RI.5.1, RI.5.3, RI.5.4, RI.5.9</p> <p>W.5.4, W.5.5, W.5.6, W.5.8, W.5.9, W.5.10</p> <p>RF.5.3, RF.5.4</p> <p>SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6</p> <p>L.5.1, L.5.2, L.5.3, L.5.5, L.5.5, L.5.6</p>	<p>Student Activity Books, Cursive Activity Book, Student Reader: <i>Early American Civilizations: Maya, Aztec, and Inca</i>, Digital Components, E-books/ Audio books</p>	<p>Read Aloud: <i>Aztec, Inca, Maya: Artifacts of Empires</i></p> <p>Teacher Guide, Essential Questions & Writing Prompts Guide, Digital Projections, Novel Study Guides, Assessment & Remediation Guide, Intervention Toolkit, Vocabulary Toolkit, Narrative Checklists, Pronunciation Guide, Civilization Cards</p>

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<p>Unit 3</p>	<p style="text-align: center;"><u>Poetry</u></p> <p style="text-align: center;">TOPIC & THEME <i>The formal elements of poetry and how to read and write poems with those elements</i></p> <p style="text-align: center;">READING <i>Identify building blocks of poetry, explore tone, anaphora, figurative language, and rhyme scheme</i></p> <p style="text-align: center;">WRITING <i>Create original poems, including list poems, villanelles, advice poems, and rhyming poems</i></p> <p style="text-align: center;">ACTIVITY HIGHLIGHTS <i>Explain similes, give and receive feedback, develop a personal motto or mantra</i></p> <p style="text-align: center;">TEXT FEATURES <i>Poetry featuring literary devices such as personification, allusion, imagery, metaphor, and rhyme</i></p> <p>This unit introduces students to the study of poetry. It presents poems drawn from various literary traditions over the last several centuries. Students learn about many of the formal elements of poetry as they identify those elements in the text, practice close reading, and write original poetry. Students apply what they are learning in original poems of their own that they often share and discuss with classmates, further increasing their understanding of others' experiences.</p>	<p style="text-align: center;">18 Days</p> <p style="text-align: center;"><i>(15 Lessons, Pausing Point, Unit Review, Unit Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;">RL.5.2, RL.5.5</p> <p style="text-align: center;">W.5.3</p>	<p style="text-align: center;">RL.5.1, RL.5.3, RL.5.4, RL.5.6, RL.5.10 W.5.4, W.5.5, W.5.8, W.5.9, W.5.10 RF.5.3, RF.5.4 RF.3.3 SL.5.1, SL.5.2 L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6</p>	<p style="text-align: center;">Student <i>Poet's Journal</i>, Student Reader, Digital Components, End of Unit Assessment, E-books/ Audio books</p>	<p style="text-align: center;">Teacher Guide, Essential Questions & Writing Prompts Guide, Digital Projections, Novel Study Guides, Assessment & Remediation Guide, Intervention Toolkit, Vocabulary Toolkit</p>
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<p>Unit 4</p>	<p style="text-align: center;"><u>Adventures of Don Quixote</u></p> <p style="text-align: center;">TOPIC & THEME <i>Character development and archetypes</i></p> <p style="text-align: center;">READING <i>Observe how an author develops a character</i></p> <p style="text-align: center;">WRITING <i>Focus on and analyze a character’s development and impact throughout a longer literary text</i></p> <p style="text-align: center;">ACTIVITY HIGHLIGHTS <i>Use textual evidence to construct an argument about a character</i></p> <p style="text-align: center;">TEXT FEATURES <i>Novel with rich character development and lively plot points</i></p> <p>This unit examines the fiction genre through a classic novel, Don Quixote. The text immerses them in the Renaissance, exposing them to its customs and norms and preparing them for further study of this time period in subsequent units. As students focus on character, plot, and literary elements such as characterization, they encounter characters and situations that help them evaluate different ways of moving through the world and interacting with others. Students will write opinion essays debating whether a character’s good intentions justify his destructive actions.</p>	<p style="text-align: center;">19 Days <i>(15 Lessons and Culminating Activities)</i></p>	<p style="text-align: center;">RL.5.2, RL.5.5</p> <p style="text-align: center;">RI.5.8</p> <p style="text-align: center;">W.5.1, W.5.3</p>	<p style="text-align: center;">RL.5.1, RL.5.3, RL.5.4, RL.5.6, RL.5.9, RL.5.10</p> <p style="text-align: center;">RI.5.10</p> <p style="text-align: center;">W.5.4, W.5.5, W.5.8, W.5.9, W.5.10</p> <p style="text-align: center;">RF.5.3, RF.5.4</p> <p style="text-align: center;">SL.5.1, SL.5.2, SL.5.3, SL.5.6</p> <p style="text-align: center;">L.5.1, L.5.2, L.5.3, L.5.5, L.5.5, L.5.6</p>	<p style="text-align: center;">Student Activity Books, Digital Components, Unit Assessment, E-books/ Audio books, <i>Don Quixote</i> Reader</p>	<p style="text-align: center;">Read Aloud: Excerpt from Don Quixote</p> <p style="text-align: center;">Teacher Guide, Essential Questions & Writing Prompts Guide, Digital Projections, Novel Study Guides, Assessment & Remediation Guide, Intervention Toolkit, Vocabulary Toolkit, Persuasive Essay Rubric & Checklist, Pronunciation Guide</p>
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<p>Unit 5</p>	<p style="text-align: center;"><u>The Renaissance</u></p> <p style="text-align: center;">TOPIC & THEME <i>Western Europe during the Renaissance; patrons, artists, and the influence of ancient Greek and Roman philosophers and artists</i></p> <p style="text-align: center;">READING <i>Make inferences, identify main idea and key details, read for gist, and analyze words and phrases</i></p> <p style="text-align: center;">WRITING <i>Paraphrase information, craft informative paragraphs, take notes, plan, draft, edit, and publish a biography about a Renaissance figure</i></p> <p style="text-align: center;">ACTIVITY HIGHLIGHTS <i>Present a biography, analyze headings, and synthesize information using graphic organizers</i></p> <p style="text-align: center;">TEXT FEATURES <i>Informational text with bold print, headings, sidebars, and images of artwork, architecture, and other items from the Renaissance</i></p> <p>Students receive broad exposure to the art and literature of the Renaissance, a cultural movement that began in Italy and swept through Europe, by studying masters such as da Vinci, Michelangelo, Raphael, Brunelleschi, Bruegel, Dürer, Machiavelli, Cervantes, and Shakespeare. This unit provides students with a broad exposure to the art, literature, and architecture of this time period, and it explores the era’s many achievements in these realms. As students learn about the Renaissance and its people, they will come to see the many ways that our era builds on this one from centuries ago.</p>	<p style="text-align: center;">23 Days</p> <p><i>(19 Lessons, Pausing Point, Unit Review, Unit Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;">RI.5.2, RI.5.8</p> <p style="text-align: center;">W.5.2, W.5.3</p>	<p style="text-align: center;">RI.5.1, RI.5.3, RI.5.4, RI.5.7, RI.5.8, RI.5.9, RI.5.10</p> <p style="text-align: center;">W.5.4, W.5.5, W.5.8, W.5.9, W.5.10</p> <p style="text-align: center;">RF.5.3, RF.5.5</p> <p style="text-align: center;">SL.5.1</p> <p style="text-align: center;">L.5.1, L.5.2, L.5.3, L.5.5, L.5.5, L.5.6</p>	<p>Student Activity Books, Student Reader: <i>The Renaissance: Patrons, Artists and Scholars</i>, Digital Components, End of Unit Assessment, E-books/ Audio books</p>	<p>Teacher Guide, Essential Questions & Writing Prompts Guide, Digital Projections, Novel Study Guides, Vocabulary Guides, Assessment & Remediation Guide, Intervention Toolkit, Vocabulary Toolkit, Fluency Supplement, Timeline Cards, Biography Rubric, Enrichment Resources</p>
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<p>Unit 6</p>	<p style="text-align: center;"><u>The Reformation</u></p> <p style="text-align: center;">TOPIC & THEME</p> <p style="text-align: center;"><i>The Reformation, a movement involving religious and political upheaval that shifted the power from the Catholic Church to the state</i></p> <p style="text-align: center;">READING</p> <p style="text-align: center;"><i>Summarize text, cite page numbers from the text, make inferences, and analyze text</i></p> <p style="text-align: center;">WRITING</p> <p style="text-align: center;"><i>Write a friendly letter, use strong verbs, and compose a slide presentation</i></p> <p style="text-align: center;">ACTIVITY HIGHLIGHTS</p> <p style="text-align: center;"><i>Act out historical events, create timelines, create collaborative presentations</i></p> <p style="text-align: center;">TEXT FEATURES</p> <p style="text-align: center;"><i>Literary and informational text with maps, headings, figurative language, and primary source materials</i></p> <p>The Big Idea of this unit is that the Reformation was a movement involving religious and political upheaval that shifted the power in Europe from the Catholic Church to the state and led to the creation of Protestantism. Gutenberg’s invention of an efficient printing press helped fuel the Reformation movement and allowed Martin Luther’s and others’ ideas to spread quickly. Great advances in science were also made during this time, some of which challenged religious doctrine and contributed to the undermining of the power of the Catholic Church.</p>	<p style="text-align: center;">16 Days</p> <p style="text-align: center;"><i>(10 Lessons, Pausing Point, Unit Review, Unit Assessment, and Culminating Activities)</i></p> <p>NOTE: In this unit a Middle-of-Year (MOY) Assessment is provided and should be administered at the end of the unit</p>	<p style="text-align: center;">RL.5.2, RL.5.5</p> <p style="text-align: center;">RI.5.2, RI.5.8</p> <p style="text-align: center;">W.5.1, W.5.2</p>	<p style="text-align: center;">RL.5.1, RL.5.3, RL.5.4, RL.5.6, RL.5.7, RL.5.10</p> <p style="text-align: center;">RI.5.1, RI.5.3, RI.5.4, RI.5.10</p> <p style="text-align: center;">W.5.4, W.5.5, W.5.6, W.5.9, W.5.10</p> <p style="text-align: center;">RF.5.3, RF.5.4</p> <p style="text-align: center;">SL.5.1, SL.5.2, SL.5.4, SL.5.5</p> <p style="text-align: center;">L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6</p>	<p style="text-align: center;">Student Activity Books, Student Reader: <i>The Reformation: Shifts in Power</i>, Digital Components, End of Unit Assessment, E-books/ Audio books</p>	<p style="text-align: center;">Teacher Guide, Essential Questions & Writing Prompts Guide, Digital Projections, Novel Study Guides, Vocabulary Guide, Assessment & Remediation Guide, Intervention Toolkit, Vocabulary Toolkit, Fluency Supplement, Timeline Cards, Slide Presentation Rubric & Checklist</p>
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<p>Unit 7</p>	<p style="text-align: center;"><u>A Midsummer Night’s Dream</u></p> <p style="text-align: center;">TOPIC & THEME</p> <p><i>Shakespeare’s A Midsummer Night’s Dream as literature and as a living text for interpretation and performance</i></p> <p style="text-align: center;">READING</p> <p><i>Analyze Shakespeare’s language, identify a character’s primary motivation, and create character maps</i></p> <p style="text-align: center;">WRITING</p> <p><i>Write about character and setting with descriptive detail; compose advice letters to the play’s characters</i></p> <p style="text-align: center;">ACTIVITY HIGHLIGHTS</p> <p><i>Watch videos of scenes from the play, explore iambic pentameter, play games with Shakespeare’s lines</i></p> <p style="text-align: center;">TEXT FEATURES</p> <p><i>Shakespeare’s play, organized by act and scene and accompanied by support summaries, stage directions, and idiomatic and figurative language</i></p> <p>In this Quest, Students will read, write, act, direct, design, and watch A Midsummer Night’s Dream. Students are asked to think about scenes through the frames of character action and character traits while exploring Shakespeare’s brilliant language. Students engage in close reading, creative writing, and theater activities to enhance their understanding of the play and engage their imaginations, as well as their skills in reading, writing, speaking, and listening. By the end of this unit students will know the story and major characters of A Midsummer Night’s Dream, be able to explain how Shakespeare was and is performed and have a strong set of tools to decipher Shakespeare’s plays (and many other challenging and unfamiliar texts) in print or performance.</p>	<p style="text-align: center;">15 Days</p> <p><i>(15 Lessons, Unit Review, Unit Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;">RL.5.2, RL.5.6</p> <p style="text-align: center;">RI.5.6</p> <p style="text-align: center;">W.5.1, W.5.2, W.5.3</p>	<p style="text-align: center;">RL.5.1, RL.5.3, RL.5.4, RL.5.5, RL.5.7, RL.5.10</p> <p style="text-align: center;">RI.5.1, RI.5.10</p> <p style="text-align: center;">W.5.4, W.5.8, W.5.9, W.5.10</p> <p style="text-align: center;">RF.5.3, RF.5.4</p> <p style="text-align: center;">SL.5.1, SL.5.3, SL.5.4, SL.5.6</p> <p style="text-align: center;">L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6</p>	<p>Student Activity Books, Student Reader: A <i>Midsummer Night’s Dream</i>, Digital Components, End of Unit Assessment, E-books/ Audio books</p>	<p style="text-align: center;">Read Aloud: <i>American Revolution: The road to Independence</i></p> <p>Teacher Guide, Essential Questions & Writing Prompts Guide, Digital Projections, Novel Study Guides, Assessment & Remediation Guide, Intervention Toolkit, Vocabulary Toolkit, Character Cards</p>

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<p>Unit 8</p>	<p style="text-align: center;"><u>Native Americans</u></p> <p style="text-align: center;">TOPIC & THEME</p> <p style="text-align: center;"><i>The effect European explorers, settlers, and Westward Expansion had on Native American land, life, and culture</i></p> <p style="text-align: center;">READING</p> <p style="text-align: center;"><i>Compare and contrast characters, make inferences, use explicit and inferred evidence, and interpret Native American myths</i></p> <p style="text-align: center;">WRITING</p> <p style="text-align: center;"><i>Identify and evaluate the argument and evidence of a persuasive essay, then organize, research, plan, draft, edit, and publish one</i></p> <p style="text-align: center;">ACTIVITY HIGHLIGHTS</p> <p style="text-align: center;"><i>Match images with their geographic location, identify the purpose of a Vision Quest, and complete a chronological narrative</i></p> <p style="text-align: center;">TEXT FEATURES</p> <p style="text-align: center;"><i>Informational text and myth</i></p> <p>Students learn how Native Americans were connected to their landscape and how the policies of the American government and contact with settlers, missionaries, traders, and explorers affected Native American cultures and their relationship with land.</p> <p>The Reader introduces students to diverse Native American tribes to dispel misperceptions that the indigenous people encountered by Europeans were a single, unified group.</p> <p>In the writing lessons, students will engage in an extended writing project while continuing to practice the various stages of the writing process. They will write a persuasive essay in which they convince the reader that a chosen image best shows the connection between Native Americans and the land.</p>	<p style="text-align: center;">19 Days</p> <p style="text-align: center;"><i>(15 Lessons, Pausing Point, Unit Review, Unit Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;">RL.5.3</p> <p style="text-align: center;">W.5.1, W.5.2, W.5.3</p>	<p style="text-align: center;">RL.5.1, RL.5.3, RL.5.6, RL.5.9, RL.5.10</p> <p style="text-align: center;">RI.5.1, RI.5.3, RI.5.4, RI.5.6, RI.5.7, RI.5.8, RI.5.10</p> <p style="text-align: center;">W.5.5, W.5.6, W.5.8, W.5.9, W.5.10</p> <p style="text-align: center;">RF.5.3, RF.5.4</p> <p style="text-align: center;">SL.5.1, SL.5.2</p> <p style="text-align: center;">L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6</p>	<p>Student Activity Books, Student Reader: <i>A Changing Landscape</i>, Digital Components, End of Unit Assessment, E-books/ Audio books</p>	<p style="text-align: center;">Read Aloud: <i>A Changing Landscape</i></p> <p>Teacher Guide, Essential Questions & Writing Prompts Guide, Digital Projections, Novel Study Guides, Assessment & Remediation Guide, Intervention Toolkit, Vocabulary Toolkit, Persuasive Essay Rubric & Checklist, US Regions Map, Native American Culture Images</p>
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FIFTH GRADE PRIORITY STANDARDS

<p>Unit 9</p>	<p style="text-align: center;"><u>Chemical Matter</u></p> <p style="text-align: center;">TOPIC & THEME</p> <p><i>The concept of matter, physical and chemical changes, elements and compounds, and how chemistry affects everyday life</i></p> <p style="text-align: center;">READING</p> <p><i>Integrate information, categorize evidence, track character development, and identify and interpret textual evidence</i></p> <p style="text-align: center;">WRITING</p> <p><i>Create narratives for scientific content, create a police report, and write a detective story</i></p> <p style="text-align: center;">ACTIVITY HIGHLIGHTS</p> <p><i>Participate in an evidence-based debate and deliver an evidence-based presentation</i></p> <p style="text-align: center;">TEXT FEATURES</p> <p><i>Narrative and informational texts incorporating lists and sketches, dialogue, foreshadowing, and an author interview</i></p> <p>Students learn chemical content through a fictional work, The Badlands Sleuth, in which Amy must use her knowledge of chemistry to solve a mystery haunting the fossil camp.</p> <p>This unit introduces students to the concept of matter, physical and chemical changes, and elements and compounds. It is not presented as a standard informational text but written as a detective story. Chemical content is introduced gradually and through the context of the protagonist’s experiences, giving students constant examples of the practical interest of these ideas.</p>	<p style="text-align: center;">19 Days</p> <p><i>(15 Lessons, Pausing Point, Unit Review, Unit Assessment, and Culminating Activities)</i></p> <p>NOTE: In this unit an End-of-Year (EOY) Assessment is provided and should be administered at the end of the unit.</p>	<p style="text-align: center;">RL.5.3</p> <p style="text-align: center;">RI.5.2, RI.5.5</p> <p style="text-align: center;">W.5.1, W.5.2, W.5.3</p>	<p>RL.5.1, RL.5.4, RL.5.5, RL.5.6, RL.5.9, RL.5.10</p> <p>RI.5.1, RI.5.3, RI.5.4, RI.5.7, RI.5.8, RI.5.9, RI.5.10</p> <p>W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10</p> <p>RF.5.3, RF.5.4</p> <p>SL.5.1, SL.5.2, SL.5.3, SL.5.4</p> <p>L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6</p>	<p>Student Activity Books, Student Reader: <i>The Badland Sleuth: The Case of the Missing Fossils</i>, Digital Components, End of Unit Assessment, E-books/ Audio books</p>	<p style="text-align: center;">Read Aloud: <i>Everyday Chemistry</i></p> <p>Teacher Guide, Details Poster, Sharing Poster, Digital Handouts, Digital Worksheet, Contraption App, Geology Reader Pages, Character Maps, Changes in State Diagram, Periodic Table, Fossil Image Poster, Plot Diagram, Narrative Rubric</p>
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FIFTH GRADE PRIORITY STANDARDS

	<p style="text-align: center;"><u>The Robot Quest</u></p> <p>The Robot Quest is a fun and immersive learning experience that uses mystery and narrative to create frequent opportunities to develop and practice writing skills. During the Quest your students will observe, interact with, and follow the exploits of the Robot, a mechanical being that appears one day in the classroom (projected on a screen.) In each lesson, students create pieces of writing that they can use to interact with the Robot and help it grow and develop. Students will eventually teach it how to express itself, how to walk, and even how to speak!</p> <p>The frequent opportunities to write, share their writing and get feedback on the writing are key routines in this Quest and motivate students to push themselves socially and academically as they “build their writing muscles” and immerse themselves in the world of the Robot.</p>	<p>36 Lessons</p>		<p>W.5.4</p> <p>SL.5.1</p>	<p>Contraption Notepads, Contraption Folders, Contraption App</p>	<p>Teacher Guide, Details Poster, Sharing Poster, Digital Handouts, Digital Worksheet</p>
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Grade 5 Pacing Guide

Week 1					Week 2					Week 3					Week 4					Week 5					Week 6									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 1: Personal Narratives															PP					BOY					Unit 2: Early American Civilizations									
															* The Robot Quest: Unit 1																			
Week 7					Week 8					Week 9					Week 10					Week 11					Week 12									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 2					PP					Unit 3: Poetry															PP					Unit 4				
					* The Robot Quest: Unit 2																				* The Robot Quest: Unit 3									
Week 13					Week 14					Week 15					Week 16					Week 17					Week 18									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 4: Adventures of Don Quixote										PP					Unit 5: Renaissance																			
										* The Robot Quest: Unit 4																								
Week 19					Week 20					Week 21					Week 22					Week 23					Week 24									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 5					PP					Unit 6: The Reformation										PP					MOY					Unit 7				
Week 25					Week 26					Week 27					Week 28					Week 29					Week 30									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 7: William Shakespeare's A Midsummer Night's Dream										Unit 8: Native Americans															PP					U9				
Week 31					Week 32					Week 33					Week 34					Week 35														
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Unit 9: Chemical Matter															PP					EOY														

Appendix



APPENDIX

Reading for Literature Standards	Clarification/In the Classroom
<p>RL.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Clarification:</p> <p>Students quote correctly from the text to support their explanations of what the text clearly states as well as the conclusions they have made from the text.</p> <p>In the Classroom:</p> <p>The teacher provides a text for students. He/she poses text-dependent questions about the text. The teacher models how to find the answers that are directly stated in the text by highlighting the exact words. The teacher chooses a poem. Students read the poem to understand its meaning. Using two -column graphic organizers, students write “what the text says” in the first column, and “my inference” in the second column.</p>
<p>RL.5.2</p> <p>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>Clarification:</p> <p>Students establish the theme of a story, drama, or poem by carefully examining key details. Students consider how the characters in a story or a drama react to conflicts, obstacles, and other challenges. Students also consider what a poem’s speaker thinks about the subject. Students provide a summary of the text by using key details.</p> <p>In the Classroom:</p> <p>The teacher uses an anchor chart as a graphic organizer to model how students should analyze a character’s response to a conflict in a story. Thinking aloud, the teacher asks and answers questions such as, “What does this author want me to think about?”, “What ideas stick with me from this story?” or “What details does the author use that provide clues to the theme?” The teacher uses these ideas and models how to develop a theme. Students begin by reading a text or the teacher reads the selection. The teacher models how to look for key details in the text to write a summary. The teacher highlights the opening statement in the beginning, key details in chronological order in the middle, and the conclusion at the end. The teacher and students determine what information is irrelevant or unnecessary, and write the summary using only the information that is important.</p>

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<p>RL.5.3</p> <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text</p>	<p>Clarification:</p> <p>Students compare and contrast two or more characters, settings, or events in a story or drama using specific details. For example, students consider how characters interact with one another, or how two settings influence the events.</p> <p>In the Classroom:</p> <p>The teacher models using a Venn diagram to compare and contrast two characters in a story. Thinking aloud, the teacher asks and answers questions such as, “How would I describe each character’s personality? How do I know this?” or “How do these characters change in the story? What details from the text support this?” Students read a story or drama with several settings. Using graphic organizers, the students record what is similar and different about the settings. Students describe what they noticed about the differences in settings and explain what that observation reveals about the characters.</p>
<p>RL.5.5</p> <p>Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.</p>	<p>Clarification:</p> <p>Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. They identify words that add to the meaning and tone of the text.</p> <p>In the Classroom:</p> <p>The teacher models encountering an unfamiliar word or phrase in a text. He/she chooses one strategy and models using it (for example, re-reading the paragraph to find clues, looking at the pictures and the title, asking questions about the rest of the paragraph). When the class determines the meaning of the word or phrase, the teacher uses guiding questions to assist students in determining the meaning of the text. Working in groups of four, students use a list of terms that describe tone (gloomy, angry, tragic, etc.) to generate words and phrases an author might use to create that tone. These words and phrases should describe the setting, characters, relationships among characters, and the conflict. Next, students read a story or drama. They highlight words and phrases that describe the setting, characters, relationships among characters, and the conflict. Using these words, groups determine the tone of the piece.</p>

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<p>RL.5.5</p> <p>Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.</p>	<p>Clarification:</p> <p>Students describe how chapters, scenes, or stanzas fit together to create the overall structure of a story, drama, or poem.</p> <p>In the Classroom:</p> <p>Using a shared text (novel), teacher and students read several chapters. Using graphic organizers, students determine what each chapter is mostly about. Students communicate how the chapters come together to provide the structure of the story. Students review the stanzas in a poem and explain how they work together to provide a structure. They explain the reason for each stanza and apply them to the poem as a whole.</p>
<p>RL.5.6</p> <p>Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>Clarification:</p> <p>Students explain how a narrator/speaker views events in a story and explain how the point of view impacts how events are described.</p> <p>In the Classroom:</p> <p>The teacher reads aloud a text that has interesting perspectives and points of view. The teacher pauses at different points in the story and asks students to discuss with partners some of the following types of questions: Who is telling the story? How does this affect the events of the story? Why do you think the narrator described the events the way he/she did? This part of the story made me think/feel _____, because_____. Students select an event from the story told by a specific character. Students write clear descriptions of the event, describing how a character's point of view influenced how he/she described the event.</p>

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<p>RL.5.7</p> <p>Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.</p>	<p>Clarification:</p> <p>Students examine visual elements (pictures, drawings, cartoons) and multimedia elements (video, audio, interactive images) to understand how these elements add to the meaning, tone, or beauty of a text, such as a graphic novel or multimedia presentation of fiction, folktale, myth or poem.</p> <p>In the Classroom:</p> <p>Before reading aloud, the teacher previews the pages of the text, modeling (thinking aloud) what he/she notices in the visual or multimedia media elements. During the read aloud, the teacher stops and analyzes the visual or multimedia elements in the text. This modeling shows students how to gather information and how that information adds to or changes the meaning of parts of the text. The teacher reads aloud the words of a story without showing the illustrations. Students discuss the overall meaning and tone. The teacher reads the story again, sharing the illustrations. Students describe to partners how the illustrations changed or enhanced the meaning, tone, or beauty of the text. As students read independently, they stop and jot down notes to explain how the illustrations or graphics helped clarify their understanding of specific text details.</p>
<p>RL.5.8</p>	<p>Not applicable to literature.</p>
<p>RL.5.9</p> <p>Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p>Clarification:</p> <p>Students analyze the similarities and differences in stories of the same genre (e.g., mysteries, adventure stories) focusing on how they deal with similar themes and topics.</p> <p>In the Classroom:</p> <p>The teacher selects two books of the same genre. He/she reads aloud the texts to students. Students discuss with partners how the themes in the stories are similar. The teacher records their ideas on a class chart. The teacher then models (think aloud) the approach the author takes toward these themes that are similar. Students work in pairs and read books of the same genre. After each text is read, students record how each text deals with and conveys the topic.</p>

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<p>RL.5.10</p> <p>By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>Clarification:</p> <p>By the end of grade 5, students competently read and understand literary texts on the high end of the 4-5 text complexity band (Lexile: 740-1010). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p>In the Classroom:</p> <p>The teacher provides students with opportunities to select texts from a teacher-created text set. The teacher also provides reading time for students to read the text independently. While the students are reading, the teacher confers with individual students and small groups to learn what they do well, what they need to work on, and what teaching skills or strategies would help them become better readers.</p> <p>The teacher provides in class time for students to talk and write about the text they are reading independently. Students keep interactive journals where they participate in short written conversations with partners about what they are reading.</p> <p>The teacher confers with students and conducts small reading groups while addressing a skill or strategy they need help with.</p> <p>Students engage in whole class close readings of literary grade level text. The teacher models close reading strategies for students. The teacher works through the text gradually, having students take on more responsibility for the reading and discussing.</p>
<p>Reading for Informational Standards</p>	<p>Clarification/In the Classroom</p>

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<p>RI.5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Clarification:</p> <p>Students quote correctly from the text to support their explanations of what the text clearly states, as well as the conclusions they have made.</p> <p>In the Classroom:</p> <p>The teacher provides examples of passages. Students read each passage. Using graphic organizers, students write what they know from the text, as well as what they know from their own knowledge, and then students combine these to make an inference, quoting accurately from the text.</p> <p>The teacher provides copies of a text for students to read closely. Students read the text in chunks, and at each chunk, the teacher asks a text-dependent question. Students use highlighters to show where the question is answered in the text.</p>
<p>RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>Clarification:</p> <p>Students establish two or more main ideas of a text and point out how they are strengthened through key details. Students provide a summary of the text using key details.</p> <p>In the Classroom:</p> <p>Students work in groups of four to determine two main ideas of a text. Then each group of four divides into pairs. They highlight the key details of their assigned portions of the text and determine the main idea. Students share their findings as a group to establish two main ideas for the text. Using two-column notes, students write key details from each section of a text in the left column and a summary of that section in the right column. Working with partners, they compare their two-column notes, making revisions as necessary. Students combine the summaries of the individual sections to summarize the entire text.</p>
<p>RI.5.3</p> <p>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.</p>	<p>Clarification:</p> <p>Students use the details in a historical, scientific, or technical text to explain how two or more people, events, ideas, or concepts are related or interact with one another.</p> <p>In the Classroom:</p> <p>The teacher models using a double bubble map to compare and contrast two concepts in a scientific text. After the map is completed, the teacher uses guiding questions to help students explain the relationship between the two concepts.</p> <p>Students read an account of a historical event. Using a sequence chart, they draw diagrams or use specific information from the text to show the sequence of events. Between the events, students write how the events are connected and</p>

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	<p>what happened to cause the next event. For example, students may explain how the end of World War I led to the beginning of World War II, or they may explain how the discovery of DNA impacted the scientific community.</p>
<p>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.</p>	<p>Clarification: Students examine the text to figure out the meaning of words and phrases appropriate to fifth grade topics and subject areas, using the context to inform their thinking.</p> <p>In the Classroom: The teacher identifies Tier 2 and Tier 3 words and phrases in a text that students will be reading. He/she pre-teaches the identified words or phrases that students will not be able to figure out using context clues or word parts. As students read, they apply the meanings of the pre-taught words and phrases, and they use context to determine the meanings of the other identified words and phrases.</p> <p>Students read a science or social studies text, highlighting the words and phrases that are unfamiliar to them. Students use yellow to highlight words they can define using context clues, green for those they can define using root words, and orange for those they can't define using these skills. Students complete Frayer models for the words and phrases they have identified.</p>

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<p>RI.5.5</p> <p>Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p>	<p>Clarification:</p> <p>Students find the similarities and differences in the general structure of events, ideas, concepts, or information in two or more texts including chronology, comparison, cause/effect, and problem/solution.</p> <p>In the classroom:</p> <p>The teacher uses an anchor chart that contains common signal words for informational text structures (description, sequence/chronology, cause/effect, problem/solution, compare/contrast) to model identifying the structure of a text by highlighting signal words.</p> <p>Students work in pairs and read different articles on a shared topic. The two articles utilize different text structures. Students discuss the structures of their two articles and how they identified each structure. They use a Venn diagram to compare and contrast the structures of the two articles, and then briefly explain why they think the authors chose the structures that they used</p>
<p>RI.5.6</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>Clarification:</p> <p>Students examine two or more accounts of the same event or topic. Students compare and contrast the points of view represented.</p> <p>In the classroom:</p> <p>The teacher selects texts that demonstrate how details from texts on the same topic/event can provide similar or different perspectives. The teacher reads the texts aloud and models (think aloud) how to use the details to analyze the authors' perspectives. The teacher models recording his/her thinking using a box (point of view) and bullets (reasons and evidence to support the point of view) graphic organizer. After reading more than one text on the issue, the teacher models how to make point of view comparisons across texts.</p> <p>The teacher creates leveled text sets that address the same issue or topic but provide similar and different authors' perspectives on the issues or topics. Students select a few texts to read independently. For each text that students read, they complete a three-column graphic organizer identifying the point of view, reasons (how I know this), and evidence (words and phrases that provide information on the author's point of view). Students share with partners how two or more points of view they identified were similar or different.</p>

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<p>RI.5.7</p> <p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.</p>	<p>Clarification:</p> <p>Students use information from several print or digital sources to answer a question or solve a problem completely.</p> <p>In the Classroom:</p> <p>The teacher poses a question or problem for students to research. The teacher provides students with several print and digital sources to research the answer to the question/ problem. The teacher provides students with a two-column graphic organizer. One column is labeled “resources.” The second column is labeled “information.” Students read each resource and record information on the graphic organizer that addresses the question or problem.</p> <p>Students are presented with a question. They are given a list of print and digital sources and locate the answer to the question. In pairs, students determine which source was the most efficient in finding the answer.</p>
<p>RI.5.8</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Clarification:</p> <p>Students explain how the author supports specific points in a text by using reasons and evidence. They recognize which reasons and evidence support which points.</p> <p>In the Classroom:</p> <p>Using a short informational text, the teacher models for the students how to read and identify the point that the author is trying to make in the text. Using a “boxes and bullets” graphic organizer, the teacher records the point in the box. The teacher models for students how to go back and reread the text to locate reasons or evidence in the text to support the point (the bullets). Students then determine if the reasons and evidence are sufficient.</p> <p>The teacher uses a shared text. Students work with partners to determine the point the author is making. Partners examine the text features and find evidence that supports the point.</p>

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<p>RI.5.9</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Clarification:</p> <p>Students combine information from multiple texts on the same topic when writing or speaking to demonstrate knowledge of the topic.</p> <p>In the Classroom:</p> <p>After the class closely reads several content-area specific texts on the same topic, the teacher models (think aloud) how to combine information from each text in order to create a written text about the topic.</p> <p>The teacher creates student research clubs. The teacher provides each club with texts about a specific topic from science or social studies. Students independently read and group together facts and pieces of evidence from the different texts to support their thinking about the topic. Students meet as research groups and combine their information.</p>
<p>RI.5.10</p> <p>By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>Clarification:</p> <p>By the end of grade 5, students competently read and understand informational texts on the high end of the 4-5 text complexity band (Lexile: 740-1010). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p>In the Classroom:</p> <p>Students engage in whole class close readings of informational grade level texts. The teacher models for students close reading strategies. He/she works through the text, gradually having students take on more responsibility for the reading and discussion.</p> <p>The teacher provides students with different reasons for reading specific texts and the appropriate instruction, so students know what to expect when they encounter these texts. Students keep track of which genres they are reading so they can self-monitor as they read future texts.</p>

FIFTH GRADE PRIORITY STANDARDS

Foundational Skills Standards	Clarification/In the Classroom
<p>RF.5.2</p> <p>Create readable documents with legible handwriting (manuscript and cursive).</p>	<p>Clarification:</p> <p>Students create documents in cursive that are easy for others to read.</p> <p>In the Classroom:</p> <p>At the beginning of the year, the teacher pre-assesses students by giving them copies of quotations or poems and asking them to write them in cursive. This will guide the teacher on how to target instruction in cursive.</p> <p>In lessons, the teacher demonstrates and describes letter and word formation to meet the needs of students. He/she chooses an online resource that describes handwriting strokes to form letters/words.</p>

FIFTH GRADE PRIORITY STANDARDS

<p>RF.5.4</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Clarification:</p> <p>Students read words using grade-level appropriate strategies.</p> <ul style="list-style-type: none"> • Students use what they know about letter-sound correspondences to read words. They are able to decode multisyllabic words by breaking the words into known syllables and by using their knowledge of morphology (e.g. roots and affixes) to break the word into known parts. Students use these skills in context and in isolation. <p>In the Classroom:</p> <p>The teacher reads a list of derivatives with a common trait (e.g. adaptable, compressible, attachable, comfortable) and guide students to notice the similar sounds and sound-syllable correspondence. The teacher then identifies and defines the affix and asks students to articulate what they have learned.</p> <p>Students highlight the root word in several multisyllabic words. They use the root words, as well as any affixes, to determine the unknown word.</p>
<p>RF.5.5</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Clarification:</p> <p>Students read grade-level text smoothly and with enough accuracy so that they understand the text.</p> <ul style="list-style-type: none"> • Students read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.). • Students read stories, poems, and other texts correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings. • Students reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word. <p>In the Classroom:</p> <p>The teacher reads aloud often from a variety of genres to model appropriate rate, phrasing, and expression.</p> <p>Students engage in Reader’s Theatre, recite favorite poems, or practice oral reading in small groups.</p>

Writing Standards	Clarification/In the Classroom
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FIFTH GRADE PRIORITY STANDARDS

<p>W.5.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none">a. Organize information and ideas around a topic to plan and prepare to write.b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.c. Provide logically ordered reasons that are supported by facts and details.d. Link opinion and reasons using words, phrases, and clauses.e. Provide a concluding statement or section related to the opinion presented.f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.	<p>Clarification:</p> <p>Opinion writing is the first developing form of argument writing. Opinion writing has many purposes — to convince the reader that the writer's position is correct, to change the reader's point of view, or to encourage the reader to take action. Writers use reasons and information to support their points of view. At fourth grade, students are able to take a position on a topic or text and provide reasons with facts and details that support the position that has been taken.</p> <p>The teacher supports the development of being able to write opinion pieces by exposing students to rich texts that clearly take a position and provide facts and details in support of this position. The teacher in fourth grade needs to model the writing process for opinion pieces in order to help students understand how to take a position and support it with reasons that are followed by facts and details. This starts by helping students clearly identify topics where an opinion can be stated. Students begin by gathering and organizing information to support their positions. The teacher involves students in both group and individual research in order to find ideas to support the positions students wish to take on the topic. The teacher helps students create graphic organizers to support their drafts with clear positions and supportive facts/details. He/she guides the students to use linking words and phrases to connect opinions and reasons. Students write concluding statements or sections connected to their opinions.</p> <p>Students then revise and edit their writing to ensure their positions have adequate support, follow writing conventions, and use correct grammar and spelling. Peer review and editing are important parts of this process. Additionally, the teacher conducts writing conferences with students through the drafting, revising, and editing processes to help fourth grade students write clear and well-supported opinion pieces. During the revising and editing processes, the teacher and peers guide students and consider the task, purpose, and audience of the writing. Guiding questions for this purpose might include "Do the facts and details support my reasons and point of view?" and "Can my reader clearly understand my position and the reasons why I took this position?"</p>
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FIFTH GRADE PRIORITY STANDARDS

<p>W.5.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>d. Link ideas within and across categories of information using words, phrases, and clauses.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Provide a concluding statement or section related to the information or explanation presented.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as</p>	<p>Clarification:</p> <p>Informative/explanatory writing communicates information. It has many purposes – to increase the reader’s understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer “what,” “how,” and “why” questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge of a given topic. It is imperative for the teacher to make the distinction between informative/explanatory writing and opinion writing. It is important for the teacher to emphasize that Informative/explanatory writing is not meant to convince people of a belief or influence people’s behaviors. Fourth graders write informative/explanatory pieces to investigate a topic and clearly communicate ideas and information about the topic.</p> <p>The teacher supports the development of being able to write informative/explanatory texts by exposing students to relevant, interesting, detailed texts that provide information that can be clearly and easily understood. The teacher in fourth grade needs to model the writing process for informative/explanatory texts in order to help students understand the structure of informative/explanatory writing. This begins by helping students identify a topic they can write an informative/explanatory piece about. The teacher involves students in both group and individual research in order to assist students with gathering information and ideas related to their topic.</p> <p>The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information that will be presented. The teacher ensures that students gather facts, definitions, concrete details, quotations, or any other additional information and examples related to the topic to include in their writing.</p> <p>The teacher guides students’ writing so it is organized to introduce and explain the identified topic clearly and provide sufficient information in support of this explanation. This information is organized in paragraphs or sections to group related information. Students are also encouraged to use precise language to describe the topic under study. In addition, students need to be familiar with the domain-specific vocabulary related to their topic and use it appropriately in their writing. Throughout the text, students also use linking words and phrases to connect ideas within a category of information. To provide closure to their informative/explanatory pieces, students write conclusions in the form of statements or paragraphs that connect to the information or explanation presented. Throughout their writing, students may include formatting (e.g. headings, sections, etc.), use illustrations, and/or use multimedia to help the reader’s understanding of the topic.</p>
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FIFTH GRADE PRIORITY STANDARDS

<p>needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience needed by revising and editing, with consideration to task, purpose, and audience.</p>	<p>Students then revise and edit their writing to ensure their position has adequate support, follows writing conventions, and uses correct grammar and spelling. Peer review and editing are important parts of this process. Additionally, the teacher conducts writing conferences with students through the drafting, revising, editing processes to support students at fourth grade with writing pieces that include clearly identified topics with multiple facts, definitions, concrete details, quotations, precise language, domain-specific vocabulary, and any additional information necessary in order to explain the identified topic. During the editing process, the teacher and peers guide students and consider the task, purpose, and audience the writing addresses. Guiding questions for this might include “Do I clearly identify and introduce my topic?” and “Do I achieve my purpose and clearly explain my topic so the reader can understand what I am explaining?” A final copy is published and shared with readers</p>
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FIFTH GRADE PRIORITY STANDARDS

<p>W.5.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Orient the reader by establishing a situation and introducing a narrator, and/or characters; organize an event sequence that unfolds naturally.</p> <p>c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>f. Provide a conclusion that follows from the narrated experiences or events.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with</p>	<p>Clarification:</p> <p>Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. Fourth graders write narratives to unfold and share real or imagined experiences or events using effective narrative techniques, illustrative details, and a clear sequence of events.</p> <p>The teacher supports the development of narrative writing by exposing students to narrative stories that use rich sensory details to describe an event. The fourth-grade teacher needs to model the writing process for narrative pieces in order to help students understand how to write a story that moves in sensible order and uses concrete details. This begins by helping students generate lists of events they have experienced or can imagine experiencing in order to identify a topic for their narrative pieces. The teacher provides the students with graphic organizers to help them sequence story events and identify relevant details to include.</p> <p>Students begin composing their drafts by acquainting the reader with the circumstances surrounding their chosen topics, including the narrator and/or characters. Students then unfold the sequence of events in a manner that is unforced. Students use dialogue and description to add to the experience and events. To signal the order of events, students use temporal transition words and phrases to maintain the progression of events. To develop their characters, students use dialogue and describe the characters’ thoughts, feelings, and actions to show their responses to other characters and circumstances in the narratives. Students also use words, phrases, and imagery to tell the story in a way that is more tangible or realistic. Students end their narratives in a way that connects to the experiences or events shared in the narrative.</p> <p>Students then revise their writing to ensure that their narrative uses effective narrative techniques, concrete details, and a natural order of events. Students edit their writing to ensure their narrative follows writing conventions, uses correct grammar, and contains proper spelling. Peer review and editing are important parts of this process. Additionally, the teacher conducts writing conferences with students through the drafting, revising, and editing processes to support fifth grade students with narrative writing. During the editing process, the teacher and peers guide students through rewriting and trying a new approach as well as considering the task, purpose, and audience of the piece. Guiding questions for this purpose might include “Does the order of this story make sense?” and “Do the details in my narrative specifically describe the events?”</p>
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FIFTH GRADE PRIORITY STANDARDS

consideration to task, purpose,
and audience.

FIFTH GRADE PRIORITY STANDARDS

<p>W.5.4</p> <p>With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others: demonstrate sufficient command of word processing skills.</p>	<p>Clarification:</p> <p>Students use digital tools and resources to compose and publish original writing. They use these tools and resources to collaborate with peers. Students exhibit effective word processing skills. The teacher provides limited support and guidance.</p> <p>In the Classroom:</p> <p>The teacher models how to use digital tools, such as an online message board, to interact and collaborate on a piece of writing. Students use these tools to comment on each other’s work.</p> <p>Students put a previously completed writing assignment into a word processing document. They practice changing fonts, adding titles, embedding images, adding charts, etc.</p>
<p>W.5.5</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>Clarification:</p> <p>Students investigate different angles of a topic using a variety of sources. They use the information to complete short research projects that build knowledge about the topic.</p> <p>In the Classroom:</p> <p>Students use student-friendly search engines, printed texts, images, etc. to investigate a research question. They use graphic organizers to collect their thinking. Using the notes from the graphic organizers, the students create infographics explaining their research.</p> <p>Students choose a topic (from teacher created list) that they would like to research. They brainstorm different aspects of that topic and place them on a graphic organizer. Beside the noted aspect, students write what source they are going to begin with to learn more about that aspect of the topic.</p>

FIFTH GRADE PRIORITY STANDARDS

<p>W.5.6</p> <p>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.</p>	<p>Clarification:</p> <p>Students think about and use pertinent personal experiences and/or pertinent information collected from print and digital resources. Students summarize or paraphrase information as they take notes, as well as in their final drafts. They also provide lists of sources they used.</p> <p>In the Classroom:</p> <p>The teacher models how to summarize or paraphrase while note taking. He/she highlights important sentences from a section of text, and on the side of the paper or on a notecard, summarizes or paraphrases the information. In partners, students practice summarizing or paraphrasing information from different sections of the same text.</p> <p>The teacher writes a short piece on a studied topic. He/she includes relevant and irrelevant information about the topic. As a class, the students read the teacher's writing and discuss and highlight the relevant information.</p>
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FIFTH GRADE PRIORITY STANDARDS

Speaking and Listening Standards	Clarification/In the Classroom
<p>SL.5.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>Clarification:</p> <p>Students participate in discussions (one-on-one, in groups, and teacher-led) with different peers on third grade topics and texts. They communicate their own ideas and add to what others are saying.</p> <ul style="list-style-type: none"> • Students prepare for discussions ahead of time by reading texts and researching assigned material. During the discussions, they use what they know about the topic and what they learned (citing textual evidence). • Students know the rules for class discussions and take on meaningful roles by following those guidelines. • Students ask and answer specific questions to deepen understanding, clear up any confusion, and connect to others' comments. • Following a discussion, students review key ideas made during the discussion, explain their own ideas, and communicate their understanding of the topic. • Following a discussion, students review key ideas made during the discussion and draw conclusions about the knowledge they gained. <p>In the Classroom:</p> <p>To teach students how to elaborate and make connections, the teacher provides sentence stems, such as: "I agree with ____ because ____" and "I was thinking about what ____ said, and now I am wondering ____." The teacher might also ask students to use nonverbal cues to indicate the type of comment they want to make (e.g. a thumb up for building on an idea, holding up a pointer finger to ask a question, or the hang loose sign for introducing a new idea).</p> <p>Using a shared text, the teacher models for students how to make marks in the margins or in the text to prepare for a discussion. Notes may include asking a question for clarity, highlighting important information, and making note of something new. The teacher shows students how to use the notes in a discussion.</p>

FIFTH GRADE PRIORITY STANDARDS

<p>SL.5.2</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Clarification:</p> <p>Students give accounts of the main points from a written text that has been read aloud or information that is presented to them in various ways and forms, such as visuals (images, videos, art, graphics), text with numbers or measures (charts, tables, graphs), and oral presentations (speeches, audios, videos).</p> <p>In the Classroom:</p> <p>The teacher reads aloud a text and students collect main ideas and supporting details on graphic organizers. They share what they have collected with the whole class. The teacher records what they found. As a class, students take turns stating a summary out loud using their notes.</p> <p>Students use graphic organizers to record main ideas and details as they listen to or view different kinds of texts, such as: a live or recorded speech, presentation, chart, pie or bar graph, map, photograph, video clip, or political cartoon. They present a summary of the information to a partner using their graphic organizers as a guide</p>
<p>SL.5.3</p> <p>Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>Clarification:</p> <p>Students summarize the speaker’s ideas and explain how each claim is backed up by reasons and evidence.</p> <p>In the Classroom:</p> <p>The teacher selects an engaging speech for students to hear. Throughout the speech, the teacher models on a chart how he/she recognizes the main points the speaker is making, as well as noting the supporting reasons and evidence. The teacher asks questions such as: What do you think the speaker wants us to know? How does the speaker support that idea? The teacher and students summarize the information orally using the information from the chart.</p> <p>In pairs, students listen to a speech and track the main points the speaker makes. They listen to the speech a second time and list reasons and evidence for each main point. As a team, they recite a summary of the information using their charts.</p>

FIFTH GRADE PRIORITY STANDARDS

<p>SL.5.4</p> <p>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; adapt speech to a variety of contexts and tasks.</p>	<p>Clarification:</p> <p>Students use a logical order when presenting information or opinions. They use relevant facts, and vivid, related details that support main ideas or themes. They modify their speech to suit different situations and assignments.</p> <p>In the Classroom:</p> <p>To teach students to logically order their ideas, the teacher gives a speech that is not in order. Students work in partners to reorder the text. The teacher shares the correct order and together they discuss why this is the best order. Students review a speech of their own to evaluate the order of the ideas they used.</p> <p>To practice adapting speech to different situations, the teacher asks students to give impromptu speeches to the class on a variety of familiar topics. The teacher leads a class discussion on how the speeches were suitable for that audience. He/she then asks students to think about how their speeches would be different if they were giving the speech in a different setting/situation (antagonistic audience, very young audience, uninterested audience, very knowledgeable audience).</p>
<p>SL.5.5</p> <p>Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Clarification:</p> <p>Students include visual and multimedia elements in their presentations to strengthen the development of main ideas and themes.</p> <p>In the Classroom:</p> <p>The teacher emphasizes the importance of choosing multimedia carefully to support main ideas. To do this, the teacher creates a presentation that includes distracting fonts or animation, extended video clips, poor image quality, and/or distracting sound effects. The class discusses why these effects were ineffective and the importance of deliberate design. Students review their presentations and identify which parts can better be supported more clearly and effectively by the use of multimedia components or visual displays.</p> <p>Students and teacher co-construct a list of guidelines to use when choosing multimedia and visual components to enhance the development of main ideas/themes. They consider do's and don'ts. Students apply these guidelines to their presentations.</p>

FIFTH GRADE PRIORITY STANDARDS

Language Standards	Clarification/In the Classroom
<p>L.5.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p>	<p>Clarification:</p> <p>See Language Grammar Continuum</p>
<p>L.5.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p>	<p>Clarification:</p> <p>See Language Grammar Continuum</p>
<p>L.5.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English used in stories, dramas, or poems</p>	<p>Clarification:</p> <p>Students use what they know about language and its grammar and usage to make effective choices in their writing or speaking or to aid their comprehension when reading or listening</p> <ul style="list-style-type: none"> • Students use a variety of sentences to affect meaning and style and maintain the interest of the reader. • Students differentiate between the various forms of English, such as dialects and registers, used in stories, dramas, or poems <p>In the classroom:</p> <p>The teacher explains that sentence length is a writer’s choice. Using a mentor text, the teacher and students find simple, compound, and complex sentences and determine the reasoning for the author’s use of each. Students examine their own writing for sentence variety. They expand, combine, and reduce sentences to create a style or particular effect.</p> <p>The teacher provides examples of long or run-on sentences and shows students how to reduce them. Students choose a draft of their writing, find one or two run-on sentences, and practice reducing them.</p>

FIFTH GRADE PRIORITY STANDARDS

	<p>Students work in pairs and read excerpts from several stories the teacher has chosen that contain different dialects. Using graphic organizers, students record the similarities and differences in the dialects that are used and what this says about the characters.</p>
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FIFTH GRADE PRIORITY STANDARDS

<p>L.5.4</p> <p>Determine and/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: context clues, word parts, word relationships, and reference materials.</p>	<p>Clarification:</p> <p>Students figure out and/or confirm the meaning of grade 5 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies:</p> <ul style="list-style-type: none">• Context clues: Students use definitions, examples, or restatements in the text to determine the meaning of the word or phrase.• Word parts: Students use common affixes and roots as clues to the meaning of words. For example, the root “photo” means “light” in the words photograph, photosynthesis.• Word relationships: Students use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.• Reference materials: Students consult reference materials such as dictionaries, glossaries, thesauruses, in print and digital formats to verify how to pronounce a word and to determine the exact meaning of the words and phrases in context. <p>In the classroom:</p> <p>The teacher demonstrates the process of breaking apart words into prefixes, roots, and suffixes to determine their meanings using a three-column graphic organizer. He/she provides students with examples of sentences from grade 5 content that contain words with prefixes, roots and suffixes, leaving out one part of the word (for example: ____portation—the prefix trans is missing). Using a provided word bank with the prefixes, suffixes, or roots that fit into the blanks, students identify the missing part, based on the context of the sentence, and provide the meaning of the word, along with the meaning of each part of the word (prefix, root, and suffix).</p> <p>The teacher models for students how to figure out an unknown word when they are reading grade 5 content using reference materials. Students may refer to dictionaries, thesauruses, or glossaries to decide which definition best fits the meaning of the word within the context of what is being read. The teacher uses a read aloud/think aloud process to determine which meaning best fits the unfamiliar word.</p>
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FIFTH GRADE PRIORITY STANDARDS

<p>L.5.5</p> <p>Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>Clarification:</p> <p>Students show they understand figurative language and subtle differences in word meanings.</p> <ul style="list-style-type: none"> • Students decipher the meaning of figurative language, such as metaphors and similes from context. • Students identify and explain the meaning of familiar idioms, adages, and proverbs. <p>In the classroom:</p> <p>Using the lyrics to a popular song, the teacher points out similes and metaphors and underlines the words and phrases that provide clues to the meaning of the figurative language example. Students are given additional song lyrics and highlight the similes and metaphors they find. They underline any words in the lyrics that helped them determine the meaning. In pairs, students share their examples.</p> <p>The teacher provides direct instruction to help students identify idioms, adages, and proverbs by reading phrases from the shared text to discuss how the meaning is different from the literal meanings. (e.g. Dan decided to hit the books (meaning- study). Students find examples of idioms, adages, or proverbs from the text to determine the meanings to share with the class. Students determine what the relationship is, and how it relates to and affects the meaning of the text.</p>
<p>L.5.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>	<p>Clarification:</p> <p>Students learn and correctly use Tier 2 and Tier 3 words and phrases. They use words that indicate contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>In the Classroom:</p> <p>The teacher provides texts and exemplar pieces of writing containing words and phrases that signal contrast, addition and other logical relationships. He/she highlights words and phrases and asks students to identify the type and why they are used. Students then work in pairs and use sticky notes to mark in the text where they find these types of words and phrases and how they are used. Students record their findings on three-column organizers, labeled “Word or Phrase”, “Addition, Contrast, or Other Logical Relationship”, and “Meaning” (how they are used). The teacher compiles students’ words and phrases on a chart for the classroom. Students use a piece of their writing and revise to include these types of words and phrases.</p>

FIFTH GRADE PRIORITY STANDARDS

Reading Literature and Reading Informational Text Priority Standards

KINDERGARTEN	
PRIORITY STANDARDS	
RL.K.3: With prompting and support, identify characters , settings, and major events in a story.	RI.K.3: With prompting and support, describe the connection between two individuals, events , ideas, or pieces of information in a text .
RI.K.5: With prompting and support, ask and answer questions about words in a text .	RF.K.1: Demonstrate understanding of the organization and basic features of print. (a-d)

FIRST GRADE	
PRIORITY STANDARDS	
RL.1.2: Retell stories, including key details , and demonstrate understanding of their central message or lesson.	RL.1.9: Compare and contrast the adventures and experiences of characters in stories.
RI.1.2: Identify the main topic and retell key details of a text .	RI.1.5: Know and use various text features to locate key facts or information in a text .

SECOND GRADE	
PRIORITY STANDARDS	
RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message , lesson, or moral .	RI.2.3: Describe the connection between a series of historical events , scientific ideas or concepts, or steps in technical procedures in a text .
RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.	

THIRD GRADE	
PRIORITY STANDARDS	
RL.3.3: Describe characters in a story and explain how their actions contribute to the sequence of events .	RL.3.5: Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.

FIFTH GRADE PRIORITY STANDARDS

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.8: Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.
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FOURTH GRADE

PRIORITY STANDARDS

RL.5.2: Determine a theme of a story, drama , or poem from details in the text; summarize the text.	RL.5.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RI.5.3: Explain events , procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RI.5.6: Compare and contrast a firsthand and secondhand account of the same event or topic ; describe the differences in focus and the information provided.

FIFTH GRADE

PRIORITY STANDARDS

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.	RL.5.5: Explain how chapters , scenes, or stanzas provide the overall structure of a particular story, drama , or poem .
RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details ; summarize the text.	RI.5.5: Compare and contrast the overall structure of events , ideas, concepts, or information in two or more texts.
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).	