

GRADE LEVEL: FIFTH GRADE

SUBJECT: ENGLISH/LANGUAGE ARTS

DATE: 2019-2020

GRADING PERIOD: QUARTER 1

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: FOUNDATIONS					
Learning Outcome	5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.	<ul style="list-style-type: none"> Read fluently with appropriate pausing, phrasing, and expression. Use punctuation to guide phrasing and expression. 	<ul style="list-style-type: none"> Fountas & Pinnell Benchmark Assessments Running records Fluency rubric 	<ul style="list-style-type: none"> Fluency Accuracy Expression Punctuation Phrases(ing) Pausing 	
Phonics <ul style="list-style-type: none"> Syllables Patterns Prefixes Suffixes Roots 	5.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context. (ongoing) <u>Most Common Affixes List</u>	<ul style="list-style-type: none"> Identify syllable/vowel patterns in words. Use syllable/vowel patterns to read unknown words. Identify prefixes, suffixes, and Greek/Latin roots within words. Learn words with prefixes, suffixes, and common roots. 	<ul style="list-style-type: none"> Fountas & Pinnell Benchmark Assessments Running records Weekly vocab worksheets Quizzes Spelling Inventory 	<ul style="list-style-type: none"> Syllables Patterns Prefixes Suffixes Roots 	IMPORTANT
Fluency	5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<ul style="list-style-type: none"> Read aloud more complex texts with accuracy, fluency, and comprehension. 	<ul style="list-style-type: none"> Fountas & Pinnell Benchmark Assessments Running records Reading conferences Fluency rubric 	<ul style="list-style-type: none"> Fluency Expression Accuracy Comprehension 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: LITERATURE					
Learning Outcome	5.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> Comprehend increasingly complex literature independently. 	<ul style="list-style-type: none"> Fountas & Pinnell Benchmark Assessments Reading conferences 		
Key Ideas and Textual Support <ul style="list-style-type: none"> Character Setting Event Plot 	5.RL.2.3: Describe 2 or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot. (Q2)	<ul style="list-style-type: none"> Describe characters using details from the text. Explain details about the setting of a story. Predict future events based on details about the character or setting. 	<ul style="list-style-type: none"> Reader response journal Graphic organizers Story maps Exact Path Study Island 	<ul style="list-style-type: none"> Character Setting Event Plot Predict 	CRITICAL
Structural Elements and Organization <ul style="list-style-type: none"> Chapters Scenes Stanzas Poems Plays Prose 	5.RL.3.1: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.	<ul style="list-style-type: none"> Identify the components of a story, play and poem. Explain how chapters, scenes or stanzas fit together. 	<ul style="list-style-type: none"> Classroom discussion Graphic organizers Exact Path Study Island 	<ul style="list-style-type: none"> Chapter Scene Stanza Structure Organization Prose 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: NONFICTION					
Learning Outcome	5.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> Comprehend increasingly complex nonfiction text. 	<ul style="list-style-type: none"> Quizzes Reading conferences 		
Key Ideas and Textual Support <ul style="list-style-type: none"> Main Idea Supporting Details 	5.RN.2.2: Determine 2 or more main ideas of text and explain how they are supported by key details; summarize the text. (Q2)	<ul style="list-style-type: none"> Express the main ideas for the text. Give examples of key details supporting the main ideas. Utilize the introduction and conclusion to help determine main ideas. Utilize text features to help determine main ideas. 	<ul style="list-style-type: none"> Quizzes Graphic organizers Response journal Class discussion Exact Path Study Island 	<ul style="list-style-type: none"> Main idea Supporting details 	CRITICAL
Synthesis and Connection of Ideas <ul style="list-style-type: none"> Claims Reasons Evidence 	5.RN.4.1: Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.	<ul style="list-style-type: none"> Identify the claim in a text. Explain the reasons and evidence that support each claim. 	<ul style="list-style-type: none"> Graphic organizers Response journals Class discussion Exact Path Study Island 	<ul style="list-style-type: none"> Claim Evidence Reason 	IMPORTANT
READING: VOCABULARY					
Learning Outcome	5.RV.1: Build and use accurately general academic and content-specific words and phrases.	<ul style="list-style-type: none"> Use academic and content-specific words and phrases in speaking and writing. 	<ul style="list-style-type: none"> Quizzes Class discussion 		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: VOCABULARY					
Vocabulary Building <ul style="list-style-type: none"> Context Clues Text Features 	5.RV.2.1: Select and apply context clues (<i>e.g., word, phrase, sentence, and paragraph clues</i>) and text features to determine the meanings of unknown words.	<ul style="list-style-type: none"> Apply context clues to determine the meaning of unknown words. Identify words and phrases in a text that give clues to the meaning of the unknown word. Point out text features that give clues to word meaning. 	<ul style="list-style-type: none"> Class discussion Quizzes Reading conferences Exact Path Study Island 	<ul style="list-style-type: none"> Context clues Text features 	CRITICAL
<ul style="list-style-type: none"> Word Structure Prefixes Suffixes Greek & Latin Roots Parts of Speech 	5.RV.2.4: Apply knowledge of word structure elements known words, and word patterns to determine meaning (<i>e.g., common Greek and Latin affixes and roots, parts of speech</i>). (ongoing) <u>Most Common Affixes List</u>	<ul style="list-style-type: none"> Classify words into groups based on structure. Explain common patterns and meanings of words based on structure. Define meanings of common roots, prefixes, suffixes. Identify endings and state the part of speech associated with word endings. Compose words utilizing structural elements. 	<ul style="list-style-type: none"> Quizzes Worksheets Exact Path Study Island Spelling Inventory 	<ul style="list-style-type: none"> Prefixes Suffixes Affixes Greek-Latin roots Structure Verbs Adverbs Present tense Past tense Nouns Plurals 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: VOCABULARY					
Vocabulary in Literature and Nonfiction Texts <ul style="list-style-type: none"> Imagery Symbolism Figurative language Similes Metaphors Hyperbole Allusion 	5.RV.3.1: Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (<i>e.g., similes, metaphors, hyperbole, or allusion</i>)	<ul style="list-style-type: none"> Identify examples of imagery, symbolism, and figurative language in literature and poetry. Explain the meanings of instances of imagery, symbolism, and figurative language in literature and poetry. 	<ul style="list-style-type: none"> Class discussion Response journals Quizzes Worksheets Exact Path Study Island 	<ul style="list-style-type: none"> Imagery Symbolism Figurative language Similes Metaphors Personification Hyperbole Allusion 	CRITICAL
<ul style="list-style-type: none"> Nonfiction Academic & Content-Specific Words 	5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.	<ul style="list-style-type: none"> Identify word meanings related to fifth grade topics and subjects. 	<ul style="list-style-type: none"> Unit tests Quizzes 		CRITICAL
WRITING					
Learning Outcome	5.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	<ul style="list-style-type: none"> Write for a various purposes and audiences. Write responses to text. 	<ul style="list-style-type: none"> Writing products Writer's notebook Response journals 	<ul style="list-style-type: none"> Purpose Audience Reflection Literature Nonfiction 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
WRITING					
Persuasive Compositions <ul style="list-style-type: none"> • Introductions • Position • Audience 	5.W.3.1: Write persuasive compositions in a variety of forms that– <ul style="list-style-type: none"> • Clearly present a position in an introductory statement to an identified audience. 	<ul style="list-style-type: none"> • Identify a position and audience. • Write introductory statements that clearly states a position. 	<ul style="list-style-type: none"> • Paragraph • Letter • Essay • Writer’s notebook • Writing products 	<ul style="list-style-type: none"> • Persuasive • Composition • Introduction • Opinion • Audience • Position • Statement 	CRITICAL
Informative Compositions <ul style="list-style-type: none"> • Introductions • Topics • Organization • Paragraphs 	5.W.3.2: Write informative compositions on a variety of topics that – <ul style="list-style-type: none"> • Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. 	<ul style="list-style-type: none"> • Write an introduction that clearly introduces the topic. • Organize sentences and paragraphs logically. 	<ul style="list-style-type: none"> • Paragraph • Essay • Writer’s notebook • Writing products • Exact Path • Study Island 	<ul style="list-style-type: none"> • Informative • Expository • Topic • Introduction • Paragraph • Organization • Logical 	CRITICAL
Narrative Compositions <ul style="list-style-type: none"> • Setting • Narrator • Character 	5.W.3.3: Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> • Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters. 	<ul style="list-style-type: none"> • Write narratives. • Describe the setting. • Establish the situation. • Introduce the narrator and/or characters. 	<ul style="list-style-type: none"> • Paragraph • Story • Writer’s notebook • Story maps • Graphic organizers • Writing products 	<ul style="list-style-type: none"> • Narrative • Exposition • Setting • Situation • Story Elements • Plot • Narrator • Character 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
The Writing Process <ul style="list-style-type: none"> Drafts Topic Purpose Genre Revision Reference materials Ideas Organization Sentence fluency Word choice Conventions Editing Technology Collaboration 	5.W.4: Apply the writing process to— <ul style="list-style-type: none"> Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g. <i>quality of ideas, organization, sentence fluency, word choice</i>; edit writing for format and standard English conventions. Use technology to interact and collaborate with others to publish legible documents. (Q3) 	<ul style="list-style-type: none"> Generate drafts. Select and organize ideas related to topic, purpose, and genre. Revise drafts to improve writing traits. Consult reference materials. Edit writing for Standard English and format. 	<ul style="list-style-type: none"> Writer's notebook Writing products Writing conferences 	<ul style="list-style-type: none"> Drafts Purpose Genre Audience Reference Materials Ideas Organization Sentence fluency Word choice Voice Conventions Standard English Collaborate Publish 	
Conventions of Standard English Grammar and Usage	5.W.6.1: Demonstrate command of English grammar and usage, focusing on:	<ul style="list-style-type: none"> Use correct English grammar and usage in writing. 			CRITICAL
Sentences <ul style="list-style-type: none"> Types of Sentences Simple, Compound, and Complex Sentences Correlative Conjunctions 	5.W.6.1e: Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences using correlative conjunctions (e.g., <i>either/or, neither/nor</i>). (Q2)	<ul style="list-style-type: none"> Write simple declarative, interrogative, imperative, and exclamatory sentences. 	<ul style="list-style-type: none"> Quizzes Worksheets Writing products Writer's notebook Exact Path Study Island 	<ul style="list-style-type: none"> Simple Declarative Interrogative Imperative Exclamatory 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Conventions of Standard English Capitalization <ul style="list-style-type: none"> • Proper Nouns 	5.W.6.2a: Capitalization - Applying correct usage of capitalization in writing.	<ul style="list-style-type: none"> • Use correct capitalization in writing. • Capitalize proper nouns. • Capitalize titles correctly. • Apply correct capitalization in quotations. 	<ul style="list-style-type: none"> • Quizzes • Worksheets • Writing products • Writer's notebook • Exact Path • Study Island 	<ul style="list-style-type: none"> • Capitalize • Proper noun • Quotation 	CRITICAL
Spelling	5.W.6.2c: Spelling – Applying correct spelling patterns and generalizations in writing.	<ul style="list-style-type: none"> • Use spelling patterns and generalizations to write single and multi-syllable words. 	<ul style="list-style-type: none"> • Spelling inventory • Tests • Writing products • Writer's notebook 		CRITICAL
SPEAKING AND LISTENING					
Learning Outcome	5.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> • Communicate effectively with a variety of audiences for different purposes. • Listen actively. 	<ul style="list-style-type: none"> • Class discussion • Observation Rubrics 	<ul style="list-style-type: none"> • Audience • Purpose 	
Discussion and Collaboration	5.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.	<ul style="list-style-type: none"> • Discuss grade appropriate ideas and topics in small and large groups. 	<ul style="list-style-type: none"> • Class discussion • Observation • Rubrics 		ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
SPEAKING AND LISTENING					
Discussion and Collaboration <ul style="list-style-type: none"> Discussion 	5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.	<ul style="list-style-type: none"> Combine information from readings and background knowledge to discuss ideas. 	<ul style="list-style-type: none"> Class discussion Observation Rubrics 		ADDITIONAL
<ul style="list-style-type: none"> Rules & Roles 	5.SL.2.3: Establish and follow agreed-upon rules for discussion	<ul style="list-style-type: none"> Follow rules and assigned roles during discussions. 	<ul style="list-style-type: none"> Class discussion Observation Rubrics 	<ul style="list-style-type: none"> Roles Responsibilities 	ADDITIONAL
<ul style="list-style-type: none"> Discussion Responses Elaboration 	5.SL.2.4: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	<ul style="list-style-type: none"> Ask questions during group discussions. Respond to questions during discussions. Elaborate on the remarks of others during discussions. 	<ul style="list-style-type: none"> Class discussion Observation Rubrics 	<ul style="list-style-type: none"> Respond Elaborate 	ADDITIONAL
Comprehension <ul style="list-style-type: none"> Oral Summaries Responses Visual Presentations 	5.SL.3.1: Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> Summarize ideas from read alouds or presentations – orally, visually, or quantitatively. Discuss evidence to support thinking from text or presentation. 	<ul style="list-style-type: none"> Class discussion Observation Rubrics 	<ul style="list-style-type: none"> Media Summarize Evidence 	IMPORTANT

GRADE LEVEL: FIFTH GRADE

SUBJECT: ENGLISH/LANGUAGE ARTS

DATE: 2019-2020

GRADING PERIOD: QUARTER 2

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	CRITICAL
READING: LITERATURE					
Learning Outcome	5.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> Comprehend increasingly complex literature independently. 	<ul style="list-style-type: none"> Fountas & Pinnell Benchmark Assessments Reading conferences 		
Key Ideas and Textual Support <ul style="list-style-type: none"> Quotes Inferences 	5.RL.2.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> Quote accurately from a text when explaining where an inference was made. Identify evidence in the text to support explanations and inferences. 	<ul style="list-style-type: none"> Reader's response journal Class discussion Graphic organizers (T-charts) Reading conferences Exact Path Study Island 	<ul style="list-style-type: none"> Quote Inference 	CRITICAL
<ul style="list-style-type: none"> Theme Characters Summary 	5.RL.2.2: Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<ul style="list-style-type: none"> Use details from the text to identify the theme of a story, play, or poem. Explain how characters react to challenges in a text. Explain how the speaker of a poem reflects on a topic. Write a summary of a text. 	<ul style="list-style-type: none"> Reader's response journal Exact Path Study Island Reading conferences 	<ul style="list-style-type: none"> Theme Characters Summary Topic 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: LITERATURE					
Key Ideas and Textual Support <ul style="list-style-type: none"> • Character • Setting • Event • Plot 	5.RL.2.3: Describe 2 or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.	<ul style="list-style-type: none"> • Describe how the setting, character, and events impact the plot. 	<ul style="list-style-type: none"> • Reader's response journal • Graphic organizers • Story maps • Class discussion • Exact Path • Study Island 	<ul style="list-style-type: none"> • Character • Setting • Event • Plot • Predict 	CRITICAL
Structural Elements and Organization <ul style="list-style-type: none"> • Narrator • Point of View 	5.RL.3.2: Describe how a narrator's or speaker's point of view influences how events are portrayed.	<ul style="list-style-type: none"> • State the point of view of a text. • Identify details to determine how the point of view influences the events of a text. 	<ul style="list-style-type: none"> • Class discussion • Reader's response journal • Exact Path • Study Island 	<ul style="list-style-type: none"> • Narrator • Point of view • First person • Third person 	IMPORTANT
READING: NONFICTION					
Learning Outcome	5.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> • Comprehend increasingly complex nonfiction text. 	<ul style="list-style-type: none"> • Quizzes • Reading conferences 		
Key Ideas and Textual Support <ul style="list-style-type: none"> • Main Idea • Supporting Details 	5.RN.2.2: Determine 2 or more main ideas of text and explain how they are supported by key details; summarize the text.	<ul style="list-style-type: none"> • Utilize main ideas and details to summarize the text. • Determine the main idea. • Identify details that support the main idea. 	<ul style="list-style-type: none"> • Quizzes • Graphic organizers • Response journal • Class discussion • Exact Path • Study Island 	<ul style="list-style-type: none"> • Main idea • Supporting details 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: NONFICTION					
Key Ideas and Textual Support <ul style="list-style-type: none"> Relationships Interactions 	5.RN.2.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<ul style="list-style-type: none"> Explain how the details of a text show how relationships of individuals, events, ideas, or concepts interact together. 	<ul style="list-style-type: none"> Class discussion Reader's response journal Exact Path Study Island 	<ul style="list-style-type: none"> Relationships Interactions 	IMPORTANT
Features and Structures <ul style="list-style-type: none"> Text Features Sources 	5.RN.3.1: Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	<ul style="list-style-type: none"> Identify text features of a nonfiction text. Compare multiple print and digital sources. Utilize information from multiple print and digital sources to locate information, gain meaning, or solve a problem. 	<ul style="list-style-type: none"> Class discussion Cooperative group project Science investigations Exact Path Study Island 	<ul style="list-style-type: none"> Text features Print source Digital source 	CRITICAL
<ul style="list-style-type: none"> Text Structure 	5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.	<ul style="list-style-type: none"> Compare and contrast the structure of two or more texts. 	<ul style="list-style-type: none"> Graphic organizer Compare & contrast short answer Exact Path Study Island 	<ul style="list-style-type: none"> Compare Contrast Text structure 	CRITICAL
WRITING					
Learning Outcome	5.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	<ul style="list-style-type: none"> Write for a various purposes and audiences. Write responses to text. 	<ul style="list-style-type: none"> Writing products Writer's notebook Response journals 	<ul style="list-style-type: none"> Purpose Audience Reflection Literature Nonfiction 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Writing Genres Persuasive Compositions <ul style="list-style-type: none"> Organizational Structure Purpose Conclusion 	5.W.3.1: Write persuasive compositions in a variety of forms that - <ul style="list-style-type: none"> Use an organizational structure to group related ideas that support the purpose. Provide a concluding statement or section related to the position presented. 	<ul style="list-style-type: none"> Organize related ideas to support a purpose. Compose a persuasive piece to support your purpose. Write a conclusion statement to support the position of your writing. 	<ul style="list-style-type: none"> Graphic organizer Personal letter Writer's notebook Writing products 	<ul style="list-style-type: none"> Persuade Purpose Conclusion 	CRITICAL
Informative Compositions <ul style="list-style-type: none"> Facts Quotations Sources Conclusion 	5.W.3.2: Write informative compositions on a variety of topics that - <ul style="list-style-type: none"> Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. Provide a concluding statement or section related to the information or explanation presented. 	<ul style="list-style-type: none"> Locate and use facts and information from various sources to support your topic. Compose an informative piece around one specific topic. Write a conclusion statement to support your topic. 	<ul style="list-style-type: none"> Graphic organizer Essay Writer's notebook 	<ul style="list-style-type: none"> Quotations Sources Conclusion 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Writing Genres Narrative Compositions <ul style="list-style-type: none"> Sequence Conclusion 	5.W.3.3: Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. Provide an ending that follows from the narrated experiences or events. <u>Graphic Organizers</u>	<ul style="list-style-type: none"> Develop an event sequence that connects ideas and events. Compose a narrative piece around the event sequence. Use transitions to connect ideas and events. Write a conclusion to support the events. 	<ul style="list-style-type: none"> Graphic organizer Writer's notebook 	<ul style="list-style-type: none"> Sequence Conclusion Conflict Climax Resolution Transition 	CRITICAL
The Research Process Finding, Assessing, Synthesizing, and Reporting Information <ul style="list-style-type: none"> Research Summary Paraphrase Direct Quotation Sources 	5.W.5: Conduct short research assignments and tasks on a topic. <ul style="list-style-type: none"> With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?). Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. 	<ul style="list-style-type: none"> Develop a research question to support your topic. Conduct research to find facts to support the research question. Summarize the important facts found during research. Include direct quotations when necessary Cite information. 	<ul style="list-style-type: none"> Graphic organizer Cooperative group project Writer's notebook Writing prompts 	<ul style="list-style-type: none"> Research Summary Paraphrase Direct quotation Sources Bibliography 	CRITICAL
Conventions of Standard English Grammar and Usage	5.W.6.1: Demonstrate command of English grammar and usage, focusing on:	<ul style="list-style-type: none"> Use correct English grammar and usage in writing. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Conventions of Standard English <ul style="list-style-type: none"> Verbs Verb Tense 	5.W.6.1b: Verbs <ul style="list-style-type: none"> Write sentences that use the perfect verb tenses. (<i>e.g., I have walked, I had walked, I will have walked</i>) Correct using verbs that are often misused. (<i>e.g., lie/lay, sit/set, rise/raise</i>) 	<ul style="list-style-type: none"> Write sentences that use the perfect verb tense. Apply verbs correctly that are often misused. 	<ul style="list-style-type: none"> Worksheet Quiz Writer's notebook Exact Path Study Island 	<ul style="list-style-type: none"> Verbs Verb tenses 	CRITICAL
<ul style="list-style-type: none"> Sentences Simple Compound Complex Conjunctions 	5.W.6.1e: Usage Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (<i>e.g., either/or, neither/nor</i>).	<ul style="list-style-type: none"> Compose simple, compound, and complex sentences correctly. Use conjunctions in compound and complex sentences. 	<ul style="list-style-type: none"> Worksheet Quiz Writer's notebook Exact Path Study Island 	<ul style="list-style-type: none"> Simple sentence Compound sentence Complex sentence Conjunctions 	CRITICAL
SPEAKING AND LISTENING					
Learning Outcome	5.SL.1: Listen actively and adjust the use of spoken language (<i>e.g., conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> Communicate effectively with a variety of audiences for different purposes. Listen actively. 	<ul style="list-style-type: none"> Class discussion Observation Rubrics 	<ul style="list-style-type: none"> Audience Purpose 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
SPEAKING AND LISTENING					
Presentation of Knowledge and Ideas <ul style="list-style-type: none"> • Introduction • Conclusion • Main Idea 	5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.	<ul style="list-style-type: none"> • Present information using grade-level appropriate vocabulary. • Use an introduction and a conclusion. • Include appropriate facts and details to support main idea. • Speak clearly and at an appropriate pace. 	<ul style="list-style-type: none"> • Rubric • Observation 	<ul style="list-style-type: none"> • Introduction • Conclusion • Main idea • Theme • Pace 	ADDITIONAL
MEDIA LITERACY					
<ul style="list-style-type: none"> • Electronic Source • Print Source • Mass Media 	5.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.	<ul style="list-style-type: none"> • Classify the purpose of a variety of media sources. • Identify evidence to support the purpose of media sources. 	<ul style="list-style-type: none"> • Class discussion • Writer's response journal • Study Island 	<ul style="list-style-type: none"> • Electronic source • Print source • Mass media 	IMPORTANT

GRADE LEVEL: FIFTH GRADE

SUBJECT: LANGUAGE ARTS

DATE: 2019-2020

GRADING PERIOD: QUARTER 3

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	LEARN
READING: LITERATURE					
Learning Outcome	5.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> Comprehend increasingly complex literature independently. 	<ul style="list-style-type: none"> Fountas & Pinnell Benchmark Assessments Reading conferences NWEA 		
Key Ideas and Textual Support <ul style="list-style-type: none"> Quotes Inferences 	5.RL.2.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> Quote accurately from a text when explaining where an inference was made. Identify evidence in the text to support explanations and inferences. 	<ul style="list-style-type: none"> Reader's response journal Class discussion Graphic organizers (T-charts) Reading conferences Exact Path Study Island 	<ul style="list-style-type: none"> Quote Inference 	CRITICAL
Synthesis and Connection of Ideas <ul style="list-style-type: none"> Compare Contrast Theme 	5.RL.4.2: Compare and contrast stories in the same genre on their approaches to similar themes and topics.	<ul style="list-style-type: none"> Identify similarities and differences in themes and topics when studying a genre. Compare and contrast common themes of stories within the same genre. 	<ul style="list-style-type: none"> Class discussion Cooperative group project Response journals Reading conferences Exact Path Study Island 	<ul style="list-style-type: none"> Compare Contrast Theme 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: NONFICTION					
Learning Outcome	5.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> Comprehend increasingly complex nonfiction text. 	<ul style="list-style-type: none"> Quizzes Reading conferences NWEA 		
Key Ideas and Textual Support <ul style="list-style-type: none"> Quotes from Text Inferences 	5.RN.2.1: Quote accurately from text when explaining what a text says or when drawing inferences from the text.	<ul style="list-style-type: none"> Explain what a text says. Quote accurately from a text when explaining where an inference was made. Identify evidence and examples in the text to support explanations and inferences. 	<ul style="list-style-type: none"> Reader's response journal Class discussions Reading conferences Exact Path Study Island 	<ul style="list-style-type: none"> Quote Inference 	CRITICAL
Structural Elements and Organization Features and Structures <ul style="list-style-type: none"> Multiple Accounts Similarities Differences Perspectives 	5.RN.3.3: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.	<ul style="list-style-type: none"> Describe the similarities and differences of multiple accounts of the same event/topic but from difference perspectives. 	<ul style="list-style-type: none"> Class discussion Reader's response journal Exact Path Study Island 	<ul style="list-style-type: none"> Perspective Point of view 	IMPORTANT
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN

READING: VOCABULARY					
Learning Outcome	5.RV.1: Build and use accurately general academic and content-specific words and phrases.	<ul style="list-style-type: none"> • Use academic and content-specific words and phrases in speaking and writing. 	<ul style="list-style-type: none"> • Quizzes 		
Vocabulary Building <ul style="list-style-type: none"> • Multiple Meanings • Synonyms • Antonyms • Homographs • Metaphors • Similes • Analogies 	5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	<ul style="list-style-type: none"> • Identify multiple meaning words, synonyms, antonyms, homographs, metaphors, similes, and analogies. • Explain relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies. 	<ul style="list-style-type: none"> • Class discussion • Reader's response journal • Worksheet • Quiz • Reading conferences • Exact Path • Study Island 	<ul style="list-style-type: none"> • Homograph • Metaphor • Simile • Analogy • Synonym • Antonym • Multiple meaning words 	CRITICAL
WRITING					
Learning Outcome	5.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	<ul style="list-style-type: none"> • Write for a various purposes and audiences. • Write responses to text. 	<ul style="list-style-type: none"> • Writing products • Writer's notebook • Response journals 	<ul style="list-style-type: none"> • Purpose • Audience • Reflection • Literature • Nonfiction 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Persuasive Compositions <ul style="list-style-type: none"> Qualitative and Quantitative Facts Details Sources Audience 	5.W.3.1: Write persuasive compositions in a variety of forms that- <ul style="list-style-type: none"> Support the position with qualitative and quantitative facts and details from various sources, including texts. Use language appropriate for the identified audience. 	<ul style="list-style-type: none"> Include qualitative and quantitative facts and details in a persuasive piece. Identify the audience of a composition. Use language appropriate for the audience. 	<ul style="list-style-type: none"> Graphic organizer Writer's notebook Writing products Writing conferences 	<ul style="list-style-type: none"> Qualitative facts Quantitative facts Audience 	CRITICAL
Informative Compositions <ul style="list-style-type: none"> Transition Words Sentence Variety Audience Tone 	5.W.3.2: Write informative compositions on a variety of topics that – <ul style="list-style-type: none"> Connect ideas within and across categories using transition words (e.g., therefore, in addition). Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. 	<ul style="list-style-type: none"> Use transition words to connect ideas within and across categories. Use language, vocabulary, and sentence variety to convey meaning. Use appropriate language and tone for the topic and audience. 	<ul style="list-style-type: none"> Graphic organizer Writer's notebook Writing products Writing conferences 	<ul style="list-style-type: none"> Transition words Sentence variety Audience Tone 	CRITICAL
Narrative Compositions <ul style="list-style-type: none"> Dialogue Description Pacing Character 	5.W.3.3: Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. 	<ul style="list-style-type: none"> Utilize narrative techniques (dialogue, description, pacing) to develop experiences and events. Utilize narrative techniques to show the responses of characters to situations. 	<ul style="list-style-type: none"> Graphic organizer Writer's notebook Writing products Writing conferences 	<ul style="list-style-type: none"> Dialogue Description Pacing 	CRITICAL
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN

WRITING					
The Writing Process <ul style="list-style-type: none"> Drafts Topic Purpose Genre Revision Reference Materials Ideas Organization Sentence Fluency Word Choice Conventions Editing Technology Collaboration 	5.W.4: Apply the writing process to— <ul style="list-style-type: none"> Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g. <i>quality of ideas, organization, sentence fluency, word choice</i>; edit writing for format and standard English conventions. Use technology to interact and collaborate with others to publish legible documents. 	<ul style="list-style-type: none"> Use technology to interact and collaborate with others and publish. 	<ul style="list-style-type: none"> Writer's notebook Writing products Writing conferences 	<ul style="list-style-type: none"> Drafts Purpose Genre Audience Reference Materials Ideas Organization Sentence fluency Word choice Voice Conventions Standard English Collaborate Publish 	CRITICAL
Conventions of Standard English Grammar and Usage <ul style="list-style-type: none"> Prepositions Prepositional Phrases 	5.W.6.1d: Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.	<ul style="list-style-type: none"> Explain the role of a preposition/prepositional phrase. Write sentences that include prepositions. 	<ul style="list-style-type: none"> Worksheets Quizzes Exact Path Study Island Writing products Writer's notebook Writing conferences 	<ul style="list-style-type: none"> Prepositions Prepositional phrases 	CRITICAL
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN

WRITING					
Conventions of Standard English Capitalization, Punctuation, and Spelling <ul style="list-style-type: none"> • Apostrophes • Quotation Marks • Commas 	5.W.6.2b: Punctuation – Applying correct usage of apostrophes and quotation marks in writing. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.	<ul style="list-style-type: none"> • Implement correct usage of apostrophes and quotation marks in writing. • Use a comma for appositives, to set off words from rest of sentence, and to indicate direct address. 	<ul style="list-style-type: none"> • Worksheets • Quizzes • Exact Path • Study Island • Writing products • Writer’s notebook 	<ul style="list-style-type: none"> • Apostrophes • Quotation marks • Comma • Appositives • Direct address 	CRITICAL
SPEAKING AND LISTENING					
Learning Outcome	5.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> • Communicate effectively with a variety of audiences for different purposes. • Listen actively. 	<ul style="list-style-type: none"> • Class discussion • Observation rubrics • Oral presentations 	<ul style="list-style-type: none"> • Audience • Purpose 	
Discussion and Collaboration <ul style="list-style-type: none"> • Draw Conclusions 	5.SL.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.	<ul style="list-style-type: none"> • Identify key ideas and draw conclusions in reference to information and knowledge gained from discussions. 	<ul style="list-style-type: none"> • Class discussions • Reading conferences • Oral presentations 	<ul style="list-style-type: none"> • Draw conclusions 	ADDITIONAL
Comprehension <ul style="list-style-type: none"> • Main Idea • Supporting Details • Claims • Evidence 	5.SL.3.2: Summarize a speaker’s points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.	<ul style="list-style-type: none"> • Summarize the main idea and supporting details from a speaker. • Identify how claims are supported by reasons and evidence. 	<ul style="list-style-type: none"> • Classroom discussions • Graphic organizers • Written responses 	<ul style="list-style-type: none"> • Main idea • Supporting details • Claims • Evidence 	IMPORTANT
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
MEDIA LITERACY					

Learning Outcome	5.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.	<ul style="list-style-type: none"> Classify the purpose of a variety of media sources. Identify evidence to support the purpose of media sources. Explain the media sources impact on society. 	<ul style="list-style-type: none"> Class discussion Response journal 	<ul style="list-style-type: none"> Electronic source Print source Mass media 	
Media Literacy <ul style="list-style-type: none"> Claims Media Evidence 	5.ML.2.1: Review claims made in various types of media and evaluate evidence used to support these claims.	<ul style="list-style-type: none"> State claims made in different forms of media. Evaluate evidence used to support claims. 	<ul style="list-style-type: none"> Class discussion Worksheets Response journal Writing products Oral presentations 	<ul style="list-style-type: none"> Claims Media Evidence 	IMPORTANT
<ul style="list-style-type: none"> Media Opinion 	5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.	<ul style="list-style-type: none"> Identify the role that media has in getting people to focus on events. State how this role influences people in forming their opinions on an issue. 	<ul style="list-style-type: none"> Class discussion Response journal Writing products Oral presentations 	<ul style="list-style-type: none"> Opinion 	IMPORTANT

GRADE LEVEL: FIFTH GRADE

SUBJECT: ENGLISH/LANGUAGE ARTS

DATE: 2019-2020

GRADING PERIOD: QUARTER 4

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: LITERATURE					
Learning Outcome	5.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> Comprehend increasingly complex literature independently. 	<ul style="list-style-type: none"> Fountas & Pinnell Benchmark Assessments Reading conferences NWEA 		
Synthesis and Connection of Ideas <ul style="list-style-type: none"> Visuals Multimedia 	5.RL.4.1: Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.	<ul style="list-style-type: none"> Analyze visual and multimedia presentations. Explain how visual or multimedia presentations enhance the meaning of text. Summarize information learned from visual/multimedia information. 	<ul style="list-style-type: none"> Class discussion Observation Reader response journal Reading conferences Exact Path Study Island 	<ul style="list-style-type: none"> Visual Multimedia 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: NONFICTION					
Learning Outcome	5.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.	<ul style="list-style-type: none"> Comprehend increasingly complex nonfiction text. 	<ul style="list-style-type: none"> Quizzes Reading conferences NWEA 		
Synthesis and Connection of Ideas <ul style="list-style-type: none"> Main Idea Supporting Details 	5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	<ul style="list-style-type: none"> Integrate information from multiple sources to demonstrate knowledge on a topic. 	<ul style="list-style-type: none"> Quizzes Graphic organizers Response journal Class discussion Exact Path Study Island 	<ul style="list-style-type: none"> Digital sources 	IMPORTANT
READING: VOCABULARY					
Learning Outcome	5.RV.1: Build and use accurately general academic and content-specific words and phrases.	<ul style="list-style-type: none"> Use academic and content-specific words and phrases in speaking and writing. 	<ul style="list-style-type: none"> Quizzes 		
Vocabulary Building <ul style="list-style-type: none"> Reference Materials Dictionary Thesaurus Pronunciation Meanings 	5.RV.2.5: Consult reference materials, both print & digital, (e.g., dictionary thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.	<ul style="list-style-type: none"> Utilize reference materials (print and digital) to explain the correct pronunciation of a word/phrase. Utilize reference materials (print and digital) to find the precise meaning of a word/phrase. 	<ul style="list-style-type: none"> Response journals Quizzes Worksheets Exact Path Study Island 	<ul style="list-style-type: none"> Reference materials Pronunciation 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
READING: VOCABULARY					
Vocabulary in Literature and Nonfiction Texts <ul style="list-style-type: none"> • Proverbs • Adages • Idioms 	5.RV.3.3: Analyze the meanings of proverbs, adages, and idioms in context.	<ul style="list-style-type: none"> • Infer the meanings of proverbs, adages, and idioms in context. 	<ul style="list-style-type: none"> • Class discussion • Observation • Response journals • Quizzes • Worksheets • Exact Path • Study Island 	<ul style="list-style-type: none"> • Proverbs • Adages • Idioms 	IMPORTANT
WRITING					
Learning Outcome	5.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	<ul style="list-style-type: none"> • Write for a various purposes and audiences. • Write responses to text. 	<ul style="list-style-type: none"> • Writing products • Writer's notebook • Response journals 	<ul style="list-style-type: none"> • Purpose • Audience • Reflection • Literature • Nonfiction 	
Writing Genres Persuasive Compositions <ul style="list-style-type: none"> • Organization • Transitions • Paragraphing 	5.W.3.1: Write persuasive compositions in a variety of forms that <ul style="list-style-type: none"> • Connect reasons to the position using words, phrases, and clauses. 	<ul style="list-style-type: none"> • Write persuasive compositions that connect reasons to the position using words, phrases, and clauses. • Use transitions to connect ideas. • Write transition sentences to connect paragraphs. 	<ul style="list-style-type: none"> • Graphic organizer • Writer's notebook • Writing products 	<ul style="list-style-type: none"> • Transitions • Position • Claim • Phrase • Clause 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Informative Compositions <ul style="list-style-type: none"> Text Features Multimedia 	5.W.3.2: Write informative compositions on a variety of topics that – <ul style="list-style-type: none"> Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. 	<ul style="list-style-type: none"> Generate informative compositions that include text features and multimedia to aid comprehension. 	<ul style="list-style-type: none"> Poster Presentation Essay Writer's notebook Writing products 	<ul style="list-style-type: none"> Text features Graphics Format Multimedia 	CRITICAL
Narrative Compositions <ul style="list-style-type: none"> Precise Language Figurative Language 	5.W.3.3: Write narrative compositions in a variety of forms that- <ul style="list-style-type: none"> Use precise and expressive vocabulary and figurative language for effect. 	<ul style="list-style-type: none"> Use precise and expressive vocabulary and figurative language for effect. 	<ul style="list-style-type: none"> Writer's notebook Writing products 	<ul style="list-style-type: none"> Figurative language 	CRITICAL
The Research Finding, Assessing, Synthesizing, and Reporting Information <ul style="list-style-type: none"> Primary Sources Secondary Sources Research Presentations Plagiarism Paraphrasing 	5.W.5: Conduct short research assignments and tasks on a topic. <ul style="list-style-type: none"> Identify and acquire information through reliable primary and secondary sources. Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. Present the research information, choosing from a variety of sources. 	<ul style="list-style-type: none"> Identify reliable/credible sources. Identify primary and secondary sources. Summarize information from primary and secondary sources in own words. 	<ul style="list-style-type: none"> Graphic organizer Cooperative group project Writer's notebook Present research information to the class. Rubrics Exact Path Study Island 	<ul style="list-style-type: none"> Research Summary Paraphrase Direct quotation Sources Plagiarism Primary source Secondary source 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
WRITING					
Conventions of Standard English Grammar and Usage	5.W.6.1: Demonstrate command of English grammar and usage, focusing on:	<ul style="list-style-type: none"> Use correct English grammar and usage in writing. 			CRITICAL
<ul style="list-style-type: none"> Compound Complex Correlative Conjunctions 	5.W.6.1e: Usage Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (<i>e.g., either/or, neither/nor</i>).	<ul style="list-style-type: none"> Compose compound and complex sentences correctly. Use correlative conjunctions in compound and complex sentences. 	<ul style="list-style-type: none"> Worksheet Quiz Writer's notebook Writing products Exact Path Study Island 	<ul style="list-style-type: none"> Compound sentence Complex sentence Correlative conjunctions 	CRITICAL
SPEAKING AND LISTENING					
Learning Outcome	5.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> Communicate effectively with a variety of audiences for different purposes. Listen actively. 	<ul style="list-style-type: none"> Class discussion Observation Rubrics 	<ul style="list-style-type: none"> Audience Purpose 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
SPEAKING AND LISTENING					
Presentation of Knowledge and Ideas <ul style="list-style-type: none"> • Introduction • Conclusion • Main idea • Theme • Presentation 	5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.	<ul style="list-style-type: none"> • Present information using grade-level appropriate vocabulary. • Use an introduction and a conclusion. • Include appropriate facts and details to support main ideas and themes. • Speak clearly and at an appropriate pace. • Create presentations on a topic, text, narrative, or opinion in an organized manner. 	<ul style="list-style-type: none"> • Rubrics • Observation • Presentations • Group projects 	<ul style="list-style-type: none"> • Introduction • Conclusion • Main idea • Theme • Organizational structure 	ADDITIONAL
<ul style="list-style-type: none"> • Multimedia • Visuals 	5.SL.4.2: Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none"> • Create oral presentations that use multimedia to engage the audience and enhance the theme or main ideas. 	<ul style="list-style-type: none"> • Class discussion • Observation • Rubrics • Oral presentation • Group project 	<ul style="list-style-type: none"> • Multimedia • Visual displays 	ADDITIONAL