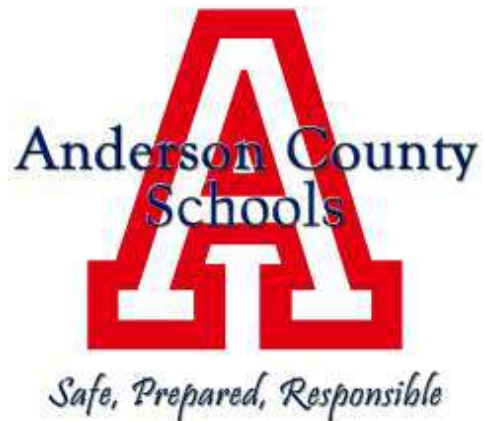


Fifth Grade – English/Language Arts

Kentucky Core Academic Standards with Targets

Student Friendly Targets

Pacing Guide



College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to ten broad College and Career Readiness (CCR) anchor standards. The CCR and grade specific standards are necessary complements, that together define the skills and understandings that all students must demonstrate.

English Language Arts (ELA) is divided into four strands: 1) Reading, 2) Writing (W), 3) Speaking and Listening (SL), and 4) Language (L). Within the reading strand, there are three sections: Reading Literature (RL), Reading Informational (RI), Reading Foundational Skills (FS).

In Reading, the ten standards are divided into four sections.

Standards 1-3	Key Ideas and Details
Standards 4-6	Craft and Structure
Standards 7-9	Integration of Knowledge and Ideas
Standard 10	Range of Reading and Level of Text Complexity

In Writing, the ten standards are divided into four sections.

Standards 1-3	Text Types and Purposes
Standards 4-6	Production and Distribution of Writing
Standards 7-9	Research to Build and Present Knowledge
Standard 10	Range of Writing

In Speaking and Listening, the ten standards are divided into two sections.

Standards 1-3	Comprehension and Collaboration
Standards 4-6	Presentation of Knowledge and Ideas

In Language, the standards are divided into three sections.

Standards 1-2	Conventions of Standard English
Standard 3	Knowledge of Language
Standards 4-6	Vocabulary Acquisition and Use

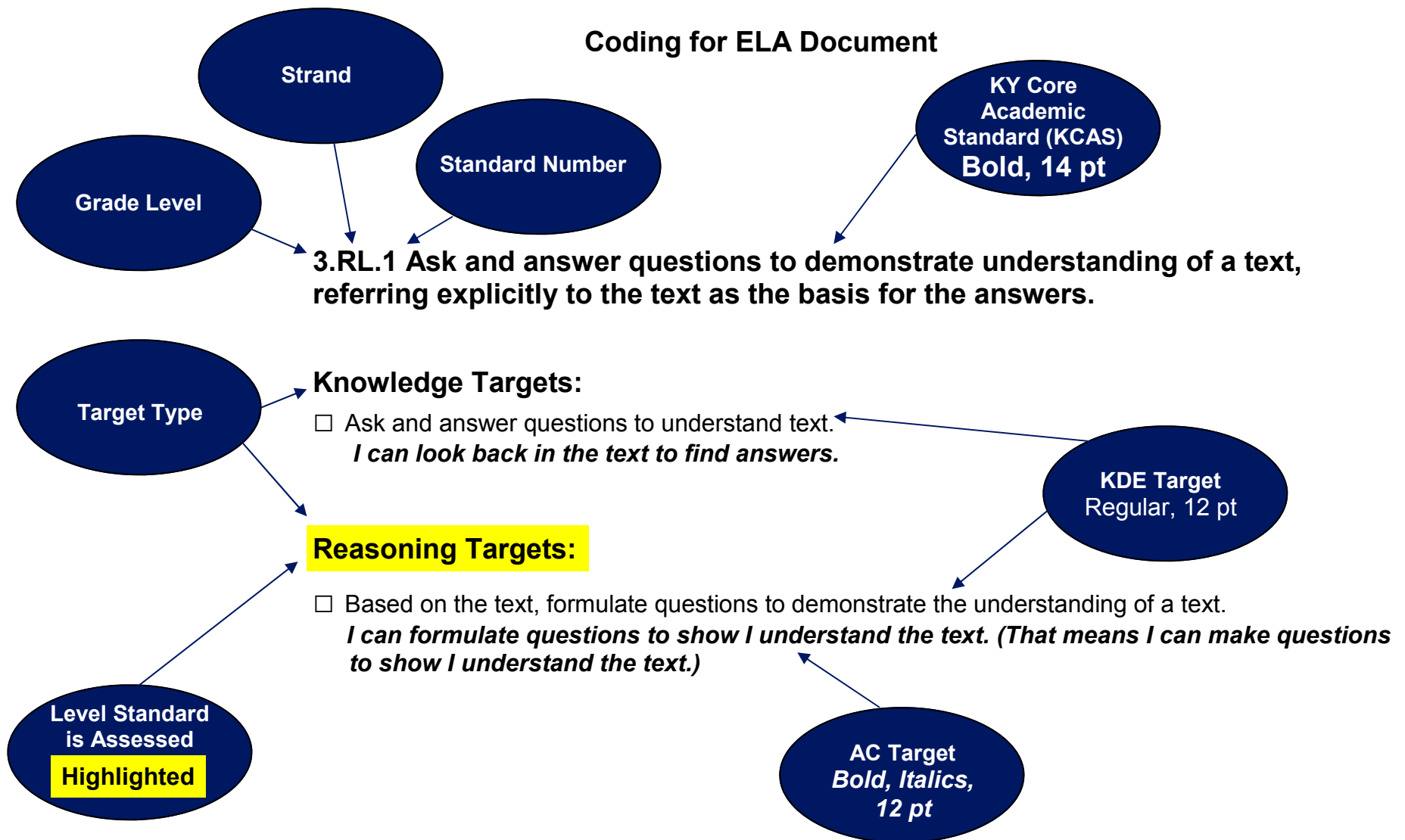
Development of Pacing Document

During the summer 2011, Anderson County teachers and administrators developed learning targets for each of the Kentucky Core Academic Standards in English Language Arts. In winter 2012, curriculum resource teachers verified the congruency of the standards and targets and recommended revisions. Teachers refined the work and began planning the development of common assessments to ensure students learn the intended curriculum.

Anderson County Schools would like to thank each of our outstanding teachers and administrators who contributed to this important English Language Arts curriculum project. Special thanks to Robin Arnzen Brandy Beasley, Sam Blackburn, Stacey Blakeman,, Julie Bowen, Carol Carter, Heather Chilton, Julie Conley, Tanya Cook, Alicia Copenhaver, LauraLee Currens, Becky Drury, Amanda Ellis, Connie Gott, Beth Harley, Carolyn Hatchett, Nicole Hicks Linda Hill, Ashley Holloman, Lisa Hudson, Katie Hutton, Sharon Jackman, Penny Johnson, Steve Karsner, Nicole Kidwell, Teresa Miller, Kim Penn, Wayne Reese, Krista Sawyer, Jennifer Sea, Annette Shields, Holly Sills, Ashley Sims, Jeanna Slusher, Sue Welsh, Amy Wilder, Julie Wise, and Lissa Woodyard. Thanks also to Leslie Mitchell (ACMS), Mickey Ray (ACHS), and Bridget Wells (ACHS) for providing comments to the work.

North Carolina State Board of Education created a most helpful document entitled “Common Core Instructional Support Tools - Unpacking Standards”. The document answers the question “What do the standards mean that a student must know and be able to do?” The “unpacking” is included in our “What Does This Standard Mean?” section. The complete North Carolina document can be found at <http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/unpacking/ela/5.pdf>

Coding for ELA Document



Anderson County Elementary

Pacing Guide

English/Language Arts Grade 5
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Reading Literature

Standard	What Does This Standard Mean?	Dates Taught
5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Knowledge Targets: ☐ Explain what the text says by quoting accurately from the text. <i>I can explain what the text says by quoting from it accurately.</i> Reasoning Targets: ☐ Draw inferences using textual information. <i>I can draw inferences from the text.</i>	Fifth grade students are required to quote accurately from the text to support their answers. "Quote accurately" may include using their own words. Determining a theme continues to be a focus and students should be giving more thought to characters' actions in a text. They are required to refer to specific details in the text when finding the similarities and differences between two or more characters, settings, or events. Use questions and prompts such as: • Can you tell me the reasons why you think...? Show where you linked your thinking to the text. • What are the most important events that happened in the story? How do you know? • What is the theme of this text? • Summarize the story from beginning to end in a few sentences. • Can you tell me how the character solved the problem in this story? • Describe how these two characters are the same. How are they different?	October November
5.RL.2 Determine the 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;		October November

summarize the text. Knowledge Targets: ☐ Determine the theme of a story using details in the text. <i>I can determine the theme of a story using details.</i> ☐ Determine the theme of a drama using details in the text. <i>I can determine the theme of a drama using details.</i> ☐ Determine the theme of a poem using details in the text. <i>I can determine the theme of a poem using details.</i> ☐ Summarize the text. <i>I can summarize the text.</i> Reasoning Targets: ☐ Explain how characters in a story or drama respond to challenges. <i>I can explain how characters in a story or drama respond to challenges.</i> ☐ Explain how the speaker in a poem reflects upon a topic. <i>I can explain how the speaker in a poem reflects on a topic.</i> ☐ Summarize key ideas and details of a story including how characters respond to challenges. <i>I can summarize key ideas and details of a story.</i> ☐ Summarize key ideas and details of a drama including how characters respond to challenges. <i>I can summarize key ideas and details of a drama.</i> ☐ Summarize key ideas and details for a poem including how the speaker in a poem reflects upon a topic. <i>I can summarize key ideas and details for a poem.</i>		
5.RL.3 Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or action).		August September

Knowledge Targets:

- ☐ Define compare and contrast. (Underpinning)

I can define compare and contrast.

- ☐ Identify the character, setting, and/or events in a story.

I can identify the character, setting, and/or events in a story.

- ☐ Identify specific details about characters, settings and events in a story or drama. (Underpinning)

I can identify specific details about characters, setting, and events in a story or drama.

- ☐ Identify similarities of two or more characters, settings and events in a story or drama. (Underpinning)

I can identify similarities of two or more characters, settings, and events in a story or drama.

- ☐ Identify differences of two or more characters, settings and events in a story or drama. (Underpinning)

I can identify difference of two or more characters, settings, and events in a story or drama.

Reasoning Targets:

- ☐ Compare two or more characters in a text using specific details from a text.

I can compare two or more characters using specific details from a text.

- ☐ Compare two or more settings in a text using specific details from a text.

I can compare two or more setting using specific details from a text.

- ☐ Compare two or more events in a text using specific details from a text.

I can compare two or more events using specific details from a text.

- ☐ Contrast two or more characters in a text using specific

details from a text. <i>I can contrast two or more characters using specific details from a text.</i> ☐ Contrast two or more settings in a text using specific details from a text. <i>I can contrast two or more setting using specific details from a text.</i> ☐ Contrast two or more events in a text using specific details from a text. <i>I can contrast two or more events using specific details from a text.</i>		
5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Knowledge Targets: ☐ Recognize examples of figurative language in text, such as similes and metaphors. (Underpinning) <i>I can recognize figurative language in text.</i> <i>I can describe the meaning of metaphors and similes.</i> Reasoning Targets: ☐ Determine the meaning of words and phrases in texts. <i>I can determine the meaning of words and phrases in texts.</i> ☐ Determine the meaning of words and phrases including metaphors and similes, as used in a text. <i>I can determine the meaning of words and phrases including metaphors and similes as used in a text.</i>	Students will continue to tell the meaning of words and phrases in a text and focus on figurative language. Students should tell how chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem. The students must continue identifying the narrator's point of view and also explain how it impacts the events in the text. Use questions and prompts such as: • What do you do when you come to words or phrases you do not know? (use context) • Can you tell me how this text is presented/ organized? • Think about what you read. Who is telling the story? • Can you tell how the person telling the story is thinking? How does this affect the events of the story?	November December
5.RL.5 Explain how a series of chapters scenes or stanzas fit together to provide the overall structure of a particular story, drama or poem.		August September

Knowledge Targets: ☐ Explain how a series of chapters fits together to provide the overall structure of a story. <i>I can explain how a series of chapters creates a structure of a story.</i> ☐ Explain how a series of scenes fits together to provide the overall structure of a drama. <i>I can explain how a series of scenes fit together to create a structure of a drama.</i> ☐ Explain how a series of stanzas fits together to provide the overall structure of a poem. <i>I can explain how a series of stanzas fit together to create a structure of a poem.</i>		
5.RL.6 Describe how narrators or speaker’s point of view influences how events are described. Knowledge Targets: ☐ Define influences. <i>I can define “influences.”</i> ☐ Identify narrator’s or speaker’s point of view. (Underpinning) <i>I can identify a narrator’s (or speaker’s) point of view.</i> ☐ Describe narrator’s or speaker’s point of view. (Underpinning) <i>I can describe a narrator or speaker’s point of view of an event.</i> ☐ Identify relevant events <i>I can identify relevant events.</i> Reasoning Targets: ☐ Infer the characteristics of the narrator or speaker. <i>I can make inferences about the character, narrator or speaker.</i> ☐ Describe how the narrator’s point of view influences the description of the event.		January February March

<i>I can describe a narrator or speaker's point of view of an event.</i>		
5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). Knowledge Targets: ☐ Define analyze. (Underpinning) <i>I can define analyze.</i> ☐ Identify multimedia and visual elements within a text. (Underpinning) <i>I can identify multimedia and visual elements within a text.</i> ☐ Recognize meaning of a text. (Underpinning) <i>I can identify the meaning of text.</i> ☐ Recognize tone of a text. (Underpinning) <i>I can identify the tone of a text.</i> ☐ Recognize beauty of a text. (Underpinning) <i>I can identify the beauty of a text.</i> Reasoning Targets: ☐ Analyze how visual elements contribute to meaning in the text. <i>I can analyze how visual elements contribute to text meaning.</i> ☐ Analyze how visual elements contribute to tone in the text. <i>I can analyze how visual elements contribute to tone in the text.</i> ☐ Analyze how visual elements contribute to beauty in the text. <i>I can analyze how visual elements contribute to the beauty of the text.</i> ☐ Analyze how multimedia elements contribute to text meaning.	Fifth grade students must examine what is heard and/or viewed to gain an appreciation and understanding of the text. Students will find similarities and differences in themes and topics when reading stories of the same genre. Use questions and prompts such as: • Can you tell how the illustrations affect the mood of the text? • Does this hypertext or embedded video help you better understand the text? What does it tell you about what you read? • In reading books of this genre, what happened to the characters that are the same? What happened that is different? • In reading books of this genre, how did characters solve problems in different ways across texts? • In reading books of this genre, how are the plots the same or different across texts?	April

<i>I can analyze how multimedia elements contribute to text meaning.</i> ☐ Analyze how multimedia elements contribute to text tone. <i>I can analyze how multimedia elements contribute to the tone of the text.</i> ☐ Analyze how multimedia elements contribute to text beauty. <i>I can analyze how multimedia elements contribute to the beauty of the text.</i>		
5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories on their approaches to similar themes and topics. Knowledge Targets: ☐ Identify the characteristics of a theme. (Underpinning) <i>I can identify the characteristics of a theme.</i> ☐ Identify the characteristics of a topic. (Underpinning) <i>I can identify the characteristics of a topic.</i> ☐ Identify the characteristics of genre. (Underpinning) <i>I can identify the characteristics of genre.</i> Reasoning Targets: ☐ Compare and contrast how two or more stories of the same genre approach a similar theme. <i>I can compare and contrast how two or more stories of the same genre approach a similar theme.</i> ☐ Compare and contrast how two or more stories of the same genre approach a similar topic. <i>I can compare and contrast how two or more stories of the same genre approach a similar topic.</i>		January February March
5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text	Fifth grade students are capable of reading and understanding a variety of literature at the higher end of grades 4-5 independently.	On-going

complexity band independently and proficiently.. Knowledge Targets: ☐ Identify key ideas and details in literary texts at appropriate complexity. <i>I can identify key ideas and details in a literary text.</i> ☐ Identify craft and structure in literary texts at appropriate complexity. <i>I can identify different forms of writing based on structure.</i> ☐ Identify integration of knowledge and ideas in literary text at appropriate complexity. <i>I can identify how the author includes knowledge and ideas in their writing.</i> Reasoning Targets: ☐ Comprehend key ideas and details in literary text at appropriate complexity. <i>I can understand key ideas and details in a literary text.</i> ☐ Comprehend craft and structure in literary text at appropriate complexity. <i>I can understand different forms of writing based on structure.</i> ☐ Comprehend integration of knowledge and ideas at appropriate complexity. <i>I can understand how the author includes knowledge and ideas in their writing.</i>	“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade „staircase“ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.” “Students also acquire the habits of reading independently and closely, which are essential to their future success.” Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.	
5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Knowledge Targets: ☐ Explain explicitness of text by quoting accurately from the text. <i>I can quote accurately from informational text.</i>	Students at this level should be able to quote correctly from the text to explain what the text is about and when drawing conclusions. Students must identify two or more main ideas and find the most important details that strengthen these main ideas. They should also be able to summarize the text in their own words. At this level, students describe the connections between two or more people, events, ideas, or concepts in a historical, scientific, or “how to” texts by using the text to support their findings.	October November

Reasoning Targets: ☐ Draw inferences using textual information. <i>I can draw inference using textual information.</i>	Use questions and prompts such as: • Can you tell me the reasons why you think...? Show where you linked your thinking to the text. • Can you find at least two of the main ideas of this text and key details that support them? • Summarize the main points of the text. • Can you tell me how these ideas, people, and events are the same? Can you tell me how they are different? Show me in the text. • Think about these historical events. Tell how they are connected.	
5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Knowledge Targets: ☐ Explain how the supporting details of a text determine the main ideas. (Underpinning) <i>I can explain how the supporting details of a text determine the main idea.</i> ☐ Summarize text. (Underpinning) <i>I can summarize text.</i> Reasoning Targets: ☐ Determine two or more ideas of a text. <i>I can determine two or more main ideas from informational text.</i> ☐ Explain how multiple ideas are supported by key ideas. <i>I can explain how many ideas are supported by key ideas.</i> ☐ Summarize the multiple ideas of a text using key details. <i>I can summarize the multiple ideas of a text using key details.</i>		October November
5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or		August September

concepts in a historical, scientific, or technical text based on specific information in the text. Knowledge Targets: ☐ Define relationships. (Underpinning) <i>I can define relationships.</i> ☐ Define interaction. (Underpinning) <i>I can define interaction.</i> Reasoning Targets: ☐ Explain the relationships or interactions between two or more individuals in multiple types of informational text. <i>I can explain relationships or interactions between two or more individuals in multiple types of informational text.</i> ☐ Explain the relationships or interactions between two or more events in multiple types of informational text. <i>I can explain relationships or interactions between two or more events in multiple types of informational text.</i> ☐ Explain the relationships or interactions between two or more ideas in multiple types of informational text. <i>I can explain relationships or interactions between two or more ideas in multiple types of informational text.</i> ☐ Explain the relationships or interactions between two or more concepts in multiple types of informational text. <i>I can explain relationships or interactions between two or more concepts in multiple types of informational text.</i>		
5.RI.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. Knowledge Targets: ☐ Identify general academic words and phrases in a text relevant to a grade 5 topic or subject area.	Fifth grade students continue to find the meaning of general vocabulary words specific to fifth grade topics or subjects. Students must explain how the events, ideas, or concepts fit into the overall structure of a text by finding the similarities and differences in two or more texts. Students are required to discuss the similarities and differences unique to the various perspectives presented in the text. They will give descriptions about how the information is presented for each perspective.	April

<i>I can identify general academic words and phrases in a text on a grade 5 level.</i> ☐ Identify domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. <i>I can identify specialized vocabulary (domain-specific) words and phrases in a text on a grade 5 level.</i> Reasoning Targets: ☐ Determine the meaning of general academic words and phrases in a text relevant to grade 5 topic or subject area. <i>I can determine the meaning of general academic words and phrases on a grade 5 level.</i> ☐ Determine the meaning of domain-specific words and phrases in a text relevant to grade 5 topic or subject area. <i>I can determine specialized vocabulary (domain-specific) words and phrases on a grade 5 level.</i>	Use questions and prompts such as: • What do you do when you come to words or phrases you do not know? (glossary, use context) • What features in the text help you find important information about what you are reading? • How is the information presented/organized in this text? • What does the author want the reader to understand about this text? • What is similar and different about how the information is presented in these texts?	
5.RI.5 Compare and Contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. Knowledge Targets: ☐ Determine the overall structure of a text or part of a text (e.g., chronology, comparison, cause/effect, problem/solution). (Underpinning) <i>I can determine the overall structure of a text or part of a text.</i> ☐ Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events in a text or part of a text. (Underpinning) <i>I can describe the overall structure of events in a text or part of a text.</i> ☐ Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of		August September

ideas/concepts in a text or part of a text. (Underpinning) <i>I can describe the overall structure of ideas/concepts in a text or part of a text.</i> ☐ Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of information in a text or part of a text. (Underpinning) <i>I can describe the overall structure of information in a text or part of a text.</i> Reasoning Targets: ☐ Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events in two or more texts. <i>I can compare and contrast the overall structure of events in two or more texts.</i> ☐ Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of ideas in two or more texts. <i>I can compare and contrast the overall structure of ideas in two or more texts.</i> ☐ Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of concepts in two or more texts. <i>I can compare and contrast the overall structure of concepts in two or more texts.</i> ☐ Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of information in two or more texts. <i>I can compare and contrast the overall structure of information in two or more texts.</i>		
5.RI.6 Analyze multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.		January February March

Knowledge Targets: ☐ Describe the events or main ideas of multiple accounts. (Underpinning) <i>I can describe the events or main ideas of multiple accounts.</i> ☐ Distinguish between firsthand or second hand accounts. (Underpinning) <i>I can distinguish between firsthand or second hand accounts.</i> Reasoning Targets: ☐ Compare and contrast multiple accounts of the same event or topic. <i>I can compare and contrast multiple accounts of the same event or topic.</i> ☐ Describe the similarities and differences in each point of view. <i>I can describe the similarities and difference in each point of view.</i> ☐ Support your analysis with evidence from the texts. <i>I can support my analysis with evidence from the texts.</i>		
5.RI.7 Draw on information from multiple print or digital sources demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Knowledge Targets: ☐ Obtain information from sources. <i>I can gather information from sources.</i> ☐ Recognize digital sources. <i>I can gather information from digital sources.</i> ☐ Identify problem solving steps.	Students at this level can use media efficiently to answer questions and to solve problems. Students continue to give explanations about how an author uses proof to support a point in the text. In addition they must prove each point with evidence from the text. Students will combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject. Use questions and prompts such as: • Can you find the information in this text that supports your thinking? • What does this diagram/image tell you about this topic? • Can you find the part the author uses as evidence to support his/her claims?	April

Reasoning Targets: ☐ Collect information/data. <i>I can collect data/information to solve a problem.</i> ☐ Locate an answer or solve problem efficiently from various print sources. <i>I can locate an answers from print to solve problems.</i> ☐ Locate an answer or solve problem efficiently from various digital sources. <i>I can locate answers from digital sources to solve problems.</i> ☐ Organize information to answer efficiently. <i>I can organize information to answer questions efficiently.</i>	• Can you find the reasons the author gives for his/her thinking? • What is the same about the points presented in these texts? What is different? • How can you group together (gather) facts and pieces of evidence from these texts to support your thinking about this topic?	
5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. Knowledge Targets: ☐ Identify an author's particular points in a text. (Underpinning) <i>I can identify an author's points in a text.</i> ☐ Identify which evidence and reasons support each point. (Underpinning) <i>I can identify evidence and reasons to support a point.</i> Reasoning Targets: ☐ Explain how an author uses evidence and reasons to support particular points in a text. <i>I can explain how an author uses evidence and reasons to support a point in a text.</i>		October November

5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Knowledge Targets: ☐ Identify the information from each text on the same topic. (Underpinning) <i>I can identify the information from a text on the same topic.</i> Reasoning Targets: ☐ Integrate information from several texts on the same topic. <i>I can integrate information from several texts on the same topic. That means, I can combine information.</i>		January February March
5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. Knowledge Targets: ☐ Identify key ideas and details in an informational text. <i>I can identify key ideas and details in an informational text.</i> ☐ Identify craft and structure in an informational text. <i>I can identify craft and structure in an informational text.</i> ☐ Identify integration of knowledge and ideas in an informational text. <i>I can identify integration of knowledge and ideas in an informational text.</i> Reasoning Targets: ☐ Comprehend independently key ideas and details in an	Students are required to read and understand a wide range of informational texts within the higher end of the fourth to fifth grade text level efficiently by the end of the year. “The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade „staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.” “Students also acquire the habits of reading independently and closely, which are essential to their future success.” Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.	On-going

informational text. <i>I can comprehend independently key ideas and details in an informational text.</i> ☐ Comprehend independently craft and structure in an informational text. <i>I can comprehend independently craft and structure in an informational text.</i> ☐ Comprehend independently integration of knowledge and ideas in an informational text. <i>I can comprehend independently integration of knowledge and ideas in an informational text.</i>	Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.	
3.FS.3 Know and apply grade level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Knowledge Targets: ☐ Know grade level-level phonics and word analysis skills in decoding words. (Underpinning) <i>I can decode words using phonics and word analysis skills.</i> ☐ Identify syllabication patterns. (Underpinning) <i>I can identify syllabication patterns.</i> ☐ Identify root words. <i>I can identify root words. UNDERPINNING</i> ☐ Explain meanings of prefixes and suffixes. <i>I can explain meanings of prefixes and suffixes. UNDERPINNING</i> ☐ Accurately read words with Latin roots. <i>I can accurately read words with Latin roots.</i>	Students continue learning specific strategies for decoding words in texts. They are required to apply the specific strategies for decoding and spelling multi-syllabic words. • Use questions and prompts such as: • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like ...? • You said ...does it look like ...?	August September

Reasoning Targets: ☐ Apply grade level-level phonics and word analysis skills in decoding words. <i>I can use phonics skills to decode words.</i> ☐ Synthesize phonics and word analysis skills to decode words. <i>I decode words by producing phonics.</i> Performance Skill Targets: ☐ Read accurately unfamiliar multisyllabic words in context and out of context. <i>I can accurately read unfamiliar words in context and out of context.</i>		
5. FS.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Knowledge Targets: ☐ To support comprehension, identify the purpose and understanding of text. (Underpinning) <i>I can identify the purpose of text to better understand what I read.</i> ☐ To support comprehension, identify oral reading with accuracy, appropriate rate, and expression on successive readings. <i>I can identify accurate oral reading with appropriate rate and expression.</i>	Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage reread texts as needed to support understanding. Use questions and prompts such as: • Make your reading sound like the characters are talking. • Go back and reread when it doesn't sound or look like you think it should.	November December On-going

- ☐ To support comprehension, identify rereading, when necessary, as a strategy when confirming or self-correcting words in text.

I can identify that rereading is a strategy to self correct words.

- ☐ To support comprehension, understand how context can help to confirm or self correct word recognition.

I can understand how context can help me understand what I am reading.

Reasoning Targets:

- ☐ To support comprehension, determine the purpose for reading on-level text. (Underpinning)

I can determine the purpose for reading text on my level.

- ☐ To support comprehension, apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings.

I can apply reading strategies to help me read for accuracy, fluently and with expression.

- ☐ To support comprehension, confirm or self correct word recognition and understanding by using context.

I can use the meaning of the text to self correct words.

Performance Skill Targets:

- ☐ To support comprehension, read on-level text fluently and accurately.

I can fluently and accurately read on level.

- ☐ support comprehension, reread with fluency as necessary.

I can fluently re-read to help me understand what I read.

- ☐ Read with accuracy.

I can read with accuracy.

- ☐ Read with appropriate rate.

I can read with an appropriate rate. .

- ☐ Read with expression on successive readings.

I can read with expression.

5.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.**
- b. Provide logically ordered reasons that are supported by facts and details.**
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).**
- d. Provide a concluding statement or section related to the opinion presented.**

Knowledge Targets:

- ☐ Explain and identify words and phrases used to link opinion and reasons (e.g., consequently, specifically).

I can explain and identify words and phrases used to link opinion and reasons.

- ☐ Explain and identify clauses used to link opinion and reasons (e.g., consequently, specifically).

I can explain and identify clauses used to link opinion and reasons.

- ☐ Recognize organizational structures that provide logical grouping of ideas.

I can identify organizational structures that provide logical grouping of ideas.

- ☐ Explain writer's purpose.

I can explain writer's purpose.

Reasoning Targets:

- ☐ Determine how to introduce the topic or text clearly.

Fifth grade students should write opinion pieces that clearly state their preferences and supply the reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion, search and find facts to support their viewpoint, and share this thinking. Students build their argument by linking ideas together in a logical manner. At this level, students use a variety of sentence structures and more complex sentences. They are developing the use of more complex sentences with clauses (consequently, specifically).

Students need to engage in behaviors (turn and talk, small group discussion, and numerous writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, fifth grade students need to be able to choose precise vocabulary to explain their thinking about a topic.

Fifth grade students are required to include both an introduction and a concluding statement or section in their writing. Students continue using strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding their thoughts (using summary statements) when writing. They are learning to further organize their writing by developing the use of text features (headings, sections, illustrations, and multimedia). Students also write with complex sentences to link the parts of their writing together. Fifth grade students write informative/explanatory pieces as well. They must be able to find and group information together in a logical way. In order to do so, students need strategies for researching a topic (gathering data), selecting relevant information (note taking), grouping like ideas, and developing a way to present the ideas from beginning to end (format and organization of written presentation). Fifth grade students write real and imaginative stories. Students are expected to use description to show characters' thoughts and feelings as well as the details of characters' interaction through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.

<i>I can determine how to introduce the topic or text clearly.</i> ☐ Formulate an opinion about a topic or text. <i>I can formulate and opinion about a topic or text.</i> ☐ Group related ideas logically to support purpose. <i>I can put ideas together in a way that makes sense and supports the purpose.</i> ☐ Determine reasons supported by facts and details. <i>I can identify reasons supported by facts and details.</i> ☐ Establish links between opinions and reasons using words, phrases, and clauses. <i>I can find links between opinions and reasons using words, phrases and clauses.</i> ☐ Plan a concluding statement or section that is related to the opinion presented. <i>I can write a concluding statement based on a given opinion.</i> Product Targets: ☐ Write an opinion piece on a topic or text, supporting a point of view with logical reasons and information, including a clear introduction of topic or text, statement of opinion, logical organizational structure, reasons that are supported by facts and details, links between opinion and reasons using words and phrases and a concluding statement or section related to the opinion presented. <i>I can write an opinion piece on a topic or text and logically support my point of view, including a clear introduction of the topic or text, statement of opinion, logical organization, and reasons that are supported by facts and details. And a concluding statement.</i>		
5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general		

observation and focus, and group related information logically; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. Knowledge Targets: ☐ Identify a topic including formatting, illustrations, and multimedia to aid comprehension. <i>I can identify a topic including formatting, illustrations, and multimedia to aid in comprehension.</i> ☐ Identify related information grouped logically including formatting, illustrations, and multimedia to aid comprehension. <i>I can identify related information to aid comprehension.</i> ☐ Support a topic with facts. <i>I can support a topic with facts.</i> ☐ Support a topic with definitions related to the topic. <i>I can support a topic with definitions related to the topic.</i> ☐ Support a topic with concrete details related to the topic. <i>I can support a topic with concrete details.</i> ☐ Support a topic with quotations related to the topic.		
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<i>I can support a topic with quotations relate to the topic.</i> ☐ Support a topic with other information related to the topic. <i>I can support a topic with other information related to the topic.</i> ☐ Support a topic with examples related to the topic. <i>I can support a topic with examples related to the topic.</i> ☐ Identify linked ideas within and across categories of information using words, phrases, and clauses. <i>I can identify linked ideas within and across categories of information using words, phrases, and clauses.</i> ☐ Identify precise language and domain-specific vocabulary to inform about or explain the topic. <i>I can identify precise language and domain-specific vocabulary to inform about or explain the topic.</i> Identify a concluding statement or section related to the information or explanation presented. <i>I can identify a concluding statement or section related to the information or explanation given.</i> Reasoning Targets: ☐ Develop a topic written clearly including formatting, illustrations, and multimedia to aid in comprehension. <i>I can develop a clearly written topic, using illustrations, and multimedia to aid in comprehension.</i> ☐ Develop related information grouped logically including formatting, illustrations, and multimedia to aid in comprehension. <i>I can develop related information grouped logically including formatting, illustrations, and multimedia to aid in comprehension.</i> ☐ Determine related facts that develop the topic. <i>I can determine related definitions that develop the topic.</i> ☐ Determine related definitions that develop the topic. <i>I can determine related definitions that develop the topic.</i> ☐ Determine related concrete details that develop the topic. <i>I can determine related concrete details that develop the</i>		
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topic.

- ☐ Determine related quotations that develop the topic.

I can find quotations that help develop a topic.

- ☐ Determine related other information that develop the topic.

I can find other information that helps develop the topic.

- ☐ Determine related examples that develop the topic.

I can find related examples that help develop the topic.

- ☐ Determine appropriate words and phrases that link ideas that within and across categories of information using words, phrases, and clauses.

I can determine appropriate words and phrases that link ideas within and across categories of information using words, phrases, and clauses.

- ☐ Determine a concluding statement or section that related to information presented.

I can find the concluding statement or section that is related to the information given.

Product Targets:

- ☐ Write an informative/explanatory text that includes a topic written clearly, a general observation and focus, related information grouped logically including formatting, illustrations, multimedia when useful to aiding comprehension.

I can write an informative/explanatory text that includes clearly written topic, a general observation and focus, related information grouped logically including formatting, illustrations, and multimedia when useful to aiding comprehension.

- ☐ Develop a topic with facts, definitions, concrete details, quotations, other information, examples related to the topic.

I can develop a topic with facts, definitions, concrete details, quotations, and other information/examples related to the topic.

- ☐ Include linked ideas within and across categories of information using words, phrases, and clauses, precise

language and domain-specific vocabulary to inform about or explain the topic, a concluding statement or section related to the information or explanation presented. <i>I can</i> Include linked ideas within and across categories of information using words, phrases, and clauses, precise language and domain-specific vocabulary to inform about or explain the topic, a concluding statement or section related to the information or explanation presented		
5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. Knowledge Targets: ☐ Describe the use of story elements in narratives. <i>I can describe the use of story elements in narratives.</i> ☐ Describe the use of characteristics of narratives.		

I can describe the use of characteristics of narratives.

- ☐ Explain how the sequence of events affects the story's conclusion.

I can explain how the sequence of events affects the story's conclusion

- ☐ Explain how the transitional words, phrases and clauses advances the sequence of events.

I can explain how the transitional words, phrases and clauses advances the sequences of events.

- ☐ Describe narrative techniques such as dialogue.

I can identify narrative techniques such as dialogue.

- ☐ Describe narrative techniques such as description.

I can identify narrative techniques such as description.

- ☐ Describe narrative techniques such as pacing.

I can identify narrative techniques such as pacing.

Reasoning Targets:

- ☐ Establish a situation, a narrator and/or characters.

I can establish a situation, a narrator and/or characters.

- ☐ Organize story events to determine logical sequence that results in a conclusion.

I can organize story events to determine logical sequence that results in a conclusion.

- ☐ Use a variety of transitions to move the events along.

I can use a variety to transitions to move the events along.

- ☐ Use dialogue and description to develop experiences and events.

I can use dialogue and description to develop experiences and events.

- ☐ Use concrete and/or sensory details to develop experiences or events.

I can use concrete and/or sensory details to develop experiences or events.

- ☐ Develop characters through dialogue.

I can develop characters through dialogue.

☐ Develop characters through description. <i>I can develop characters through description.</i> ☐ Develop characters through actions. <i>I can develop characters through actions.</i> ☐ Develop characters through reactions. <i>I can develop characters through reactions.</i> Product Targets: ☐ Write a narrative that effectively establishes a situation, uses techniques such as dialogue and description to develop experiences, events characters, utilizes appropriate transitional words/phrases, includes sensory details, leads to a conclusion. <i>I can write a narrative that effectively establishes a situation, uses techniques such as dialogue and description to develop experiences, events characters, utilizes appropriate transitional words/phrases, includes sensory details, leads to a conclusion.</i>		
5.W.4 Produce clear and cohesive writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Knowledge Targets: ☐ (The underpinning knowledge targets can be found in Writing Standards 1, 2, 3, 7, 8, 9, and Language Standards 1-6). Reasoning Targets: ☐ Analyze the reason for writing a piece to decide on task. <i>I can analyze the reason for writing a piece to decide on a</i>	Fifth grade students are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment) and purpose (the writer's designated reason for writing) should be reflected in the student's organization and development of a topic. With assistance from adults and peers, students should develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing). Students in fifth grade are developing strategies with peers and adults to use digital tools. At this level, they should not	

task. ☐ Analyze the reason for writing a piece to decide on purpose. <i>I can analyze the reason for writing a piece to decide on purpose.</i> ☐ Analyze the reason for writing a piece to decide on audience. <i>I can analyze the reason for writing a piece to decide on audience.</i> ☐ Determine suitable idea development strategies appropriate to task, purpose and audience. <i>I can determine suitable idea development strategies appropriate to task, purpose and audience.</i> ☐ Determine suitable organization appropriate to task, purpose and audience. <i>I can determine suitable organization appropriate to task, purpose and audience.</i> ☐ (Additional underpinning reasoning targets are found Writing Standards 1, 2, 3, 7, 8, 9). Performance Skill Targets: ☐ (The underpinning skill targets are found in Writing Standards 5, 6, 7, 10). Product Targets: ☐ Produce a writing piece that is clear and cohesive with idea development and organization appropriate to task, purpose and audience. <i>I can produce a writing piece that is clear and cohesive with idea development and organization appropriate to task, purpose and audience.</i> ☐ (Grade specific expectations and writing types are found in Writing Standards 1-3).	only use technology for producing and publishing writing, but also to collaborate with others. Fifth grade students are required to be proficient in keyboarding skills (typing at least two pages in a single setting).	
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5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29).

Knowledge Targets:

- ☐ With guidance and support from peers and adults, students recognize how to plan, revise, edit, rewrite, try a new approach.

I can recognize how to plan, revise, edit, rewrite, and try a new approach to writing.

- ☐ Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 5)

I can edit for conventions of writing.

Reasoning Targets:

- ☐ With guidance and support from peers and adults, develop and strengthen writing by planning.

I can develop and strengthen writing by planning.

- ☐ With guidance and support from peers and adults, develop and strengthen writing by revising.

I can develop and strengthen writing by revising.

- ☐ With guidance and support from peers and adults, develop and strengthen writing by editing.

I can develop and strengthen writing by editing my work.

- ☐ With guidance and support from peers and adults, develop and strengthen writing by rewriting.

I can.

- ☐ With guidance and support from peers and adults, develop and strengthen writing by trying a new approach.

I can develop and strengthen writing by trying a new approach.

5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. Knowledge Targets: ☐ With some guidance and support, use keyboarding skills. <i>I can use keyboarding skills.</i> ☐ With some guidance and support, know how to use technology software to produce and publish writing. <i>I can use technology to produce and publish writing.</i> ☐ With some guidance and support, know how to use the Internet to communicate with others. <i>I can use the internet to communicate with others.</i> Reasoning Targets: ☐ With some guidance and support, evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others. <i>I can evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others.</i> Performance Skills Targets: ☐ With some guidance and support, use technology, including the Internet, to produce and publish writing. <i>I can use technology, including the internet, to produce and publish writing.</i> ☐ With some guidance and support, use technology to interact and collaborate with others.		
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<i>I can use technology to interact and collaborate with others.</i> ☐ With some guidance and support, use keyboarding skills to type two or more pages in a single sitting. <i>I can use keyboarding skills to type two or more pages in a single sitting.</i>		
5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Knowledge Targets: ☐ Identify the various research sources. <i>I can identify the various research sources.</i> ☐ Identify different aspects of a topic. <i>I can identify different aspects of a topic.</i> Reasoning Targets: ☐ Discriminate between various research sources (i.e. atlas, map, encyclopedia, internet). <i>I can discriminate between various research sources.</i> ☐ Compare/contrast information from various research sources. <i>I can compare/contrast information from various research sources.</i> ☐ Interpret information derived from various sources. <i>I can interpret information gotten from various sources.</i> ☐ Participate in short research and writing projects. <i>I can participate in short research and writing projects.</i> ☐ Conduct investigation on a different aspects of a topic. <i>I can.</i> ☐ Question information to build knowledge of a topic. <i>I can question information to build knowledge of a topic.</i>	Fifth grade students are required to research a topic through investigation of the topic. Investigation includes exploring a topic in greater detail by developing a research question that helps bring focus to the topic. Students learn how to locate information from print and digital sources as well as integrate information from their own experiences. A list of sources they used should be included. At this level, students take notes, organize their information into categories, and list their sources. Fifth grade students use strategies for reading literary and information text as they investigate topics: • When reading literary text: fifth grade students are required to refer to specific details in the text when finding the similarities and differences between two or more characters, settings or events. • When reading informational text: students at this level give explanations about how an author uses proof to support a point in the text. In addition they must prove each point with evidence from the text. Students will combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.	

5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. Knowledge Targets: ☐ Define summarize. <i>I can summarize information.</i> ☐ Define paraphrase. <i>I can paraphrase information.</i> ☐ Recall relevant information from experiences. <i>I can recall relevant information from experiences.</i> ☐ Gather relevant information from print and digital sources. <i>I can get relevant information form print and digital sources.</i> ☐ Identify source list. <i>I can identify a source list.</i> Reasoning Targets: ☐ Summarize information in notes and finished work. <i>I can summarize information in notes and finished work.</i> ☐ Paraphrase information in notes and finished work. <i>I can paraphrase information in notes and finished work.</i>		
5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 reading standards to literature. (e.g. Compare and contrast two or more...). b. Apply grade 5 reading standards to informational texts. (e.g., Explain how an author uses...).		

Knowledge Targets: ☐ Identify key ideas and details which provide evidence to support conclusions about the text accessed through research. <i>I can identify key ideas and details which provide evidence to support conclusions about the text, found through research.</i> ☐ Cite textual evidence to support analysis of what the text says explicitly. <i>I can cite evidence from the text to support analysis of what the text says explicitly.</i> Reasoning Targets: ☐ Draw evidence from key ideas and details as support for research. <i>I can draw evidence from key ideas and details as support for research.</i> ☐ Analyze key ideas and details in a text as evidence for support understanding of text. <i>I can analyze key ideas and details in a text to support understanding.</i> ☐ Reflect on key ideas and details in a text as evidence for support understanding of text. <i>I can reflect on key ideas and details in a text as evidence for support and understanding of text.</i>		
5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences. Knowledge Targets: ☐ Identify the various purposes for writing.	Students are required to produce numerous pieces of writing over various time frames in order to develop skills in research and allow time for reflection and revision. Task (type of writing assignment), audience (the intended reader), and purpose (the writer's designated reason for writing) should be reflected in the student's development of a topic related to the content area for which they are writing about.	

<i>I can identify the various purposes for writing.</i> ☐ Identify and understands the various organizational structures related to different genres or purposes for writing. <i>I can identify and understand different organizational structures related to different genres or purposes for writing.</i> Reasoning Targets: ☐ Determine when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences. <i>I can decide when to write for short or extended time frames for a variety of tasks, purposes, and audiences.</i> ☐ Determine the appropriate organizational structure needed for specific audiences and purposes. <i>I can determine the structure needed depending on the audience and purpose.</i> Performance Targets: ☐ Write for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences. <i>I can write for various purposes and audiences.</i>		
5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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.	Students in grade five will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc). Fifth grade students will also summarize a written text read aloud or information presented in multiple formats.	

b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of the information and knowledge gained from the discussions. Knowledge Targets: ☐ Identify key ideas from reading material. <i>I can identify key ideas from reading material.</i> ☐ Identify ways to listen effectively. <i>I can identify ways to listen effectively.</i> ☐ Describe discussion rules and roles. <i>I can describe discussion rules and roles.</i> ☐ Know how to pose questions and provide feedback. <i>I can know how to ask questions and provide feedback.</i> ☐ Identify key ideas presented during discussion. <i>I can identify key ideas presented during discussion.</i> Reasoning Targets: ☐ Relate information read to discussion topics. <i>I can discuss information I have read.</i> ☐ Evaluate implementation of discussion rules and roles. <i>I can think about discussion rules and roles</i> ☐ Formulate questions and responses based on comments made by others during discussion. <i>I can create questions and answers based on comments made by others during discussion.</i> ☐ Explain the topic using personal ideas, opinions, and reasoning. <i>I can explain the topic using my ideas, opinions, and reasoning.</i>	At this level, students are now expected to be able to identify the reasons and evidence a speaker provides to support claims. This can be done through listening, questioning, and gathering information for deeper understanding of a topic.	
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☐ Think critically about ideas posed to draw conclusions. <i>I can think about ideas and draw conclusions.</i> ☐ Justify responses by providing evidence to support reasoning. <i>I can give evidence to support my reasoning.</i> Performance Skill Targets: ☐ Engage in a variety of discussions by sharing acquired and prior knowledge of grade 5 topics and texts. <i>I can participate in groups discussions and share what I know and what I have gotten form grade 5 texts.</i> ☐ Listen actively to discussions and presentations. <i>I can listen to discussions and presentations.</i> ☐ Follow agreed-upon rules during discussion. <i>I can follow discussion rules.</i> ☐ Carry out assigned roles during discussions. <i>I can carry out assigned roles during discussions.</i> ☐ Pose and respond to specific questions to clarify understanding of discussion or presentation. <i>I can ask and answer questions to help me understand a discussion or presentation.</i> ☐ Connect comments to the remarks of others. <i>I can connect comments to the remarks of others.</i> ☐ Express ideas clearly. <i>I can express myself clearly.</i>		
5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. Knowledge Targets: ☐ Summarize a written text read aloud. <i>I can summarize a written text verbally.</i> ☐ Summarize information presented in diverse media, including visually, quantitatively, and orally.		

<i>I can summarize in formation presented visually, quantitatively, and orally.</i>		
5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Knowledge Targets: ☐ Define summarize. <i>I can summarize the points made by a speaker.</i> ☐ Identify a speaker's points. <i>I can identify a speakers points.</i> ☐ Identify a speaker's claims. <i>I can identify a speaker's claims.</i> ☐ Identify a speaker's reasons and evidence. <i>I can identify a speaker's reasons and evidence.</i> Reasoning Targets: ☐ Summarize the points a speaker makes. <i>I can summarize the points a speaker makes.</i> ☐ Explain how each of a speaker's claims is supported by reasons and evidence. <i>I can explain how each of a speakers claims is supported by reasons and evidence.</i>		
5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Knowledge Targets: ☐ Identify topic. <i>I can identify the topic.</i>	While adept at reporting on a topic or text, telling a story, or recounting an event, fifth graders will focus on doing so in an organized, logical manner. The aforementioned items should be done orally and in coherent, spoken sentences. Fifth graders will do so at an appropriate <i>pace</i>. Having the opportunity to present a personal opinion is important in the fifth grade. Students in the fifth grade will combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes. At this level, they may identify these components as <i>multimedia components</i>.	

☐ Identify text.

I can identify the text.

☐ Identify opinion.

I can identify opinion.

☐ Identify facts.

I can identify facts.

☐ Identify relevant, descriptive details.

I can identify relevant, descriptive details.

☐ Identify clearly pronounced and enunciated words.

I can identify clearly pronounce and enunciated words.

☐ Identify understandable pace.

I can identify understandable pace.

Reasoning Targets:

☐ Sequence ideas logically.

I can sequence ideas logically.

☐ Determine appropriate facts.

I can determine appropriate facts.

☐ Determine relevant descriptive details to support main ideas or themes.

I can determine relevant descriptive details to support main ideas or themes.

Performance Skills Targets:

☐ Speak clearly at an understandable pace while reporting on a topic or text sequencing ideas logically and using appropriate facts and relevant, descriptive details that support main ideas or themes.

I can speak clearly and at an understandable pace while reporting on a topic or text, using a logical sequence, appropriate facts and relevant, descriptive details that support the main idea or theme.

☐ Speak clearly at an understandable pace while presenting an opinion.

I can speak clearly at an understandable pace while presenting an opinion.

Students in the fifth grade should be exposed to a numerous variety of speaking tasks so they may be able to distinguish between formal and informal discourse. Small-group discussions and formal presentations would be one example of each type of discourse. Fifth graders should be comfortable adapting their speech to a variety of contexts and tasks.

☐ Sequencing ideas logically and using appropriate facts and relevant, descriptive details that support main ideas or themes. <i>I can sequence ideas logically and using facts and details that support the main ideas or themes.</i>		
5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. Knowledge Targets: ☐ Define multimedia components. <i>I can tell what multimedia components are.</i> Reasoning Targets: ☐ Determine when it's appropriate to add graphics in presentations to enhance development of main ideas or themes. <i>I can decide when to add graphics in presentations.</i> ☐ Determine when it's appropriate to add sound in presentations to enhance development of main ideas or themes. <i>I can determine when to add sound in presentations to enhance development of the main idea or theme.</i> ☐ Determine when it's appropriate to add visual displays in presentations to enhance development of main ideas or themes. <i>I can determine viisual displays in presentations to enhance development of main ideas or themes.</i> Performance Skill Targets: ☐ Add graphics to enhance the main idea or theme when		

appropriate during presentations. <i>I can add graphics to enhance the main idea or theme when appropriate during presentations.</i> ☐ Add sound to enhance the main idea or theme when appropriate during presentations. <i>I can add sound to enhance the main idea or them when appropriate during presentations.</i> ☐ Add visual displays to enhance the main idea or theme when appropriate during presentations. <i>I can add visual displays to enhance the main idea or theme during presentations.</i>		
5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) Knowledge Targets: ☐ Identify audience, task, and situation. <i>I can identify audience, task, and situation.</i> ☐ Identify characteristics of formal and informal speaking. <i>I can identify characteristics of formal and informal speaking.</i> ☐ (The underpinning knowledge targets are found in Language standards 1 and 3). Reasoning Targets: ☐ Determine between formal and informal speech. <i>I can decide between formal and informal speech.</i> ☐ Analyze situation to determine appropriate speech use (formal English or informal discourse). <i>I can analyze a situation and decide appropriate speech use.</i>		

Performance Skill Targets: ☐ Speak appropriately for a variety of contexts and tasks, adapting speech as needed. <i>I can speak appropriately for a variety of contexts and tasks, adapting my speech as needed.</i> ☐ Speak using formal English when appropriate to task and situation. <i>I can speak formal English when appropriate to task and situation.</i>		
5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, ,and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor). Knowledge Targets: ☐ Identify conjunctions. <i>I can identify conjunctions.</i> ☐ Identify interjections. <i>I can identify interjections.</i> ☐ Identify correlative conjunctions. <i>I can identify correlative conjunctions.</i> ☐ Recognize perfect verb tenses.	An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.” Fifth grade student must have a strong command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English. In this grade, emphasis is on the function of conjunctions, prepositions, interjections, and verb tenses. With conventions, students must become more adept in the use of commas.	

I can identify perfect verb tenses.

- ☐ Recognize inappropriate changes in verb tense.

I can identify inappropriate changes in verb tense.

Reasoning Targets:

- ☐ Demonstrate command of the conventions of standard English grammar and usage when writing.

I can use correct grammar and usage when writing.

- ☐ Explain the function of conjunctions in particular sentences.

I can tell why conjunctions are used in particular sentences.

- ☐ Explain the function of prepositions in particular sentences.

I can explain the function of prepositions in sentences.

- ☐ Explain the function of interjections in particular sentences.

I can explain the function of interjections in a sentence.

- ☐ Determine when/how to form perfect verb tense.

I can decide when and how to form perfect verb tense.

- ☐ Use verb tense to convey various times.

I can use verb tense to show various times.

- ☐ Use verb tense to convey sequences.

I can use verb tense to show sequence.

- ☐ Use verb tense to convey states.

I can use verb tense to show states of being.

- ☐ Use verb tense to convey conditions.

I can use verb tense to show conditions.

Performance Skill Targets:

- ☐ Demonstrate command of the conventions of standard English grammar and usage when speaking.

I can use standard conventions of grammar when speaking.

- ☐ Use perfect verb tenses.

I can use perfect verb tenses.

- ☐ Use verb tense to convey various times.

I can use correct verb tense to convey various times.

☐ Use verb tense to convey sequences. <i>I can use verb tense to convey sequences.</i> ☐ Use verb tense to show states. <i>I can use verb tense to show states.</i> ☐ Use verb tense to convey various conditions. <i>I can use verb tense to show various conditions.</i> ☐ Correct inappropriate changes in verb tense. <i>I can correct inappropriate verb tense.</i> ☐ Use correlative conjunctions <i>I can correlative conjunctions.</i>		
5.L.2 Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g. Yes, thank you), to set off a tag questions from the rest of the sentence (e.g., it's true, isn't it?), and to indicate direct address (Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. Knowledge Targets: ☐ Apply correct capitalization, punctuation, spelling when writing. <i>I can apply correct capitalization, punctuation, and spelling when writing.</i> ☐ Use commas to separate items in a series.		

<i>I can use commas to separate items in a series.</i> ☐ Use a comma to separate an introductory element from the rest of the sentence. <i>I can use a comma to separate an introductory element from the rest of the sentence.</i> ☐ Use a comma to set off the words yes and no (e.g. Yes, thank you), to set off a tag questions from the rest of the sentences (e.g., it's true, isn't it?) and to indicate direct address (Is that you, Steve? <i>I can use a comma to set off the words yea and no(e.g. Yes, thank you), to set off a tag question from the rest of the sentences (e.g., it's true, isn't it?) and to indicate direct address(Is that you, Steve?).</i> ☐ Know underlining or italics indicate the title of a book, play, film, long musical works, broadcast series and quotation marks indicate a title of other titles such as an article poem, or story. <i>I can Know underlining or italics indicate the title of a book, play, film, long musical works, broadcast series and quotation marks indicate a title of other titles such as an article poem, or story.</i> ☐ Use underlining, quotation marks, or italics to indicate titles of works. <i>I can use underlining, quotation marks, or italics to indicate titles of works.</i> ☐ Recall and apply spelling rules. <i>I can recall and apply spelling rules.</i> ☐ Identify and correct misspelled words. <i>I can identify and correct misspelled words.</i> ☐ Consult references as needed. <i>I can use references as needed.</i>		
5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or	Students in grade 5 will use what they know about HOW language works when they write, speak, read, and listen. Students at this level will develop and use sentence fluency that interests the reader/listener. They will be able to compare	

listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.**
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, drams, or poems.**

Knowledge Targets:

- ☐ Recognize the conventions of language for writing, speaking, reading, listening.

I can identify the conventions of language for writing, speaking, reading, and listening.

- ☐ Recognize various sentence structures.

I can identify different sentence structures.

- ☐ Recognize varieties of English (e.g., dialects, registers) used in stories, dramas, poems)

I can identify varieties of English(e.g. dialects, registers) used in stories, dramas, and poems.

Reasoning Targets:

- ☐ Apply knowledge of language when writing.

I can use my knowledge of language when writing.

- ☐ Apply knowledge of language when reading.

I can apply knowledge of language when reading.

- ☐ Apply knowledge of language when listening.

I can Apply knowledge of language when listening.

- ☐ Apply knowledge of language conventions when writing.

I can apply knowledge of language conventions when writing.

- ☐ Apply knowledge of language conventions when reading.

I can apply knowledge of language conventions when reading.

- ☐ Apply knowledge of language conventions when listening.

- ☐ Determine when to expand sentences for meaning.

and contrast varieties of English used throughout the genres they read. In order to do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.

<i>I can decide when to expand sentences to help meaning.</i> ☐ Determine when to combine sentences for meaning. <i>I can decide when to combine sentences for meaning.</i> ☐ Determine when to reduce sentences for meaning. <i>I can decide when to reduce sentences for meaning.</i> ☐ Determine when to expand sentences for reader/listener interest. <i>I can decide when to expand sentences for reader/listener interest.</i> ☐ Determine when to combine sentences for reader/listener interest. <i>I can decide when to combine sentences for reader/listener interest.</i> ☐ Determine when to reduce sentences for reader/listener interest. <i>I can decide when to reduce sentences for reader/listener interest.</i> ☐ Compare and contrast the varieties of English (e.g., dialects, registers) used in stories. <i>I can compare and contrast the varieties of English used in stories.</i> ☐ Compare and contrast the varieties of English (e.g., dialects, registers) used in dramas. <i>I can compare and contrast the varieties of English used in dramas.</i> ☐ Compare and contrast the varieties of English (e.g., dialects, registers) used in poems. <i>I can compare and contrast the varieties of English used in poems.</i> Performance Skill Targets: ☐ Use knowledge of language when speaking. <i>I can use knowledge of language when speaking.</i> ☐ Use knowledge of language conventions when speaking. <i>I can use knowledge of language conventions when speaking.</i>		
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☐ Expand, combine, and reduce sentences for meaning. <i>I can expand, combine, and reduce sentences for meaning.</i> ☐ Expand, combine, and reduce sentences for reader/listener interest. <i>I can expand, combine, and reduce sentences for reader/listener interest.</i> ☐ Expand, combine, and reduce sentences for style. <i>I can expand, combine, and reduce sentences for style.</i> ☐ Recognize various sentence structures. <i>I can recognize various sentence structures.</i>		
5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparison in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. Knowledge Targets: ☐ Identify and define grade-appropriate Greek and Latin affixes and roots. <i>I can identify and define grade appropriate Greek and Latin affixes and roots.</i>	The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes. Learning words at this stage includes understanding and interpreting the meaning of similes, metaphors, idioms, adages, and proverbs; demonstrating understanding of relationships between words (synonyms and antonyms); growing vocabulary by using known word parts (Greek and Latin affix and root) to acquire unknown words; and developing print and digital reference use (glossary, dictionary, and thesaurus). “Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children.” “General academic vocabulary (Tier 2) words appear in all sorts of texts; informational, technical texts, and literary texts.” “Domain-specific vocabulary (Tier 3) words are specific to a domain or field of study and key to understanding a new	

☐ Identify common context clues in text (e.g., cause/effect relationships, comparisons). <i>I can identify common context clues in text.</i> ☐ Use common print and digital reference materials (e.g., dictionary, glossary, thesaurus). <i>I can use common print and digital reference materials.</i> ☐ Use print and digital reference materials (e.g., dictionaries, glossaries, thesauri) to find pronunciation. <i>I can use print and digital reference materials to find pronunciation.</i> ☐ Use print and digital reference materials (e.g., dictionaries, glossaries, thesauri) to determine the meaning of key words and phrases. <i>I can use print and digital reference materials to determine the meaning of key words and phrases.</i> Reasoning Targets: ☐ Determine the meaning of unknown and multiple-meaning words by examining a text to find clues to the meanings of words (e.g., cause/effect relationships and comparisons in text). <i>I can determine the meaning of unknown and multiple-meaning words by looking at text to find clues to the meaning of words.</i> ☐ Using common Greek and Latin affixes and roots as clues to the meanings of words (eg., photograph, photosynthesis). <i>I can use common Greek and Latin affixes and roots as clues to the meaning of words(e.g. photograph, photosynthesis.).</i> ☐ Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase. <i>I can use a variety of strategies to help me find the meaning of an unknown word or phrase.</i>	concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature.”	
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5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

- a. Interpret figurative language, including similes and metaphors, in context.**
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.**
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.**

Knowledge Targets:

- ☐ Define homograph.

I can define homograph

- ☐ Identify similes in context.

I can identify similes in context.

- ☐ Identify metaphors in context.

I can identify metaphors in context.

- ☐ Recognize idioms.

I can identify idioms.

- ☐ Recognize adages.

I can identify adages.

- ☐ Recognize proverbs.

I can identify proverbs.

- ☐ Identify synonyms.

I can identify synonyms.

- ☐ Identify antonyms.

I can identify antonyms.

- ☐ Identify homographs

I can identify homographs.

Reasoning Targets:

- ☐ Interpret figurative language using similes and metaphors.

I can tell what words mean using similes and metaphors.

☐ Explain meanings of idioms. <i>I can explain what idioms mean.</i> ☐ Explain meanings of adages. <i>I can explain the meaning of adages.</i> ☐ Explain meanings of proverbs. <i>I can explain the meaning of proverbs.</i> ☐ Utilize synonyms to understand figurative language. <i>I can use synonyms to understand figurative language.</i> ☐ Utilize antonyms to understand figurative language. <i>I can use antonyms to understand figurative language.</i> ☐ Utilize homographs to understand figurative language. <i>I can use homographs to understand figurative language.</i>		
5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases including those that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition. Knowledge Targets: ☐ Acquire grade appropriate general academic words and phrases including those that signal contrast. ☐ Acquire grade appropriate general academic words and phrases including those that signal addition. ☐ Acquire grade appropriate general academic words and phrases including those that signal other logical relationships. ☐ Acquire grade appropriate domain-specific words and phrases including those that signal contrast. ☐ Acquire grade appropriate domain-specific words and phrases including those that signal addition. ☐ Acquire grade appropriate domain-specific words and phrases including those that signal other logical relationships.		

I can identify general academic words and phrases including those that signal contrast, addition, logical relationships.

I can identify domain-specific academic words and phrases including those that signal contrast, addition, logical relationships.

Reasoning Targets:

- ☐ Make meaning of grade appropriate general academic vocabulary that signals contrast, addition, and other logical relationships.

I can make meaning of grade appropriate general academic vocabulary that signals contrast, addition, and other logical relationships.

- ☐ Make meaning of grade appropriate domain-specific vocabulary that signals contrast, addition, and other logical relationships.

I can make meaning out of grade appropriate domain-specific vocabulary that signals contrast, addition, and other logical relationships.

- ☐ Use accurately grade appropriate general academic words and phrases including those that signal contrast.

I can use grade use grade appropriate general academic words and phrases including those that signal contrast.

- ☐ Use accurately grade appropriate general academic words and phrases including those that signal addition.

I can use general academic words and phrases including those that signal addition.

- ☐ Use accurately grade appropriate general academic words and phrases including those that signal logical relationships.

I can use general academic words and phrases including

<i>those that signal logical relationships.</i> ☐ Use accurately grad appropriate domain-specific words and phrases including those that signal contrast. <i>I can use domain specific words and phrases including those that signal contrast.</i> ☐ Use accurately grad appropriate domain-specific words and phrases including those that signal addition. <i>I can use domain specific words and phrases including those that signal addition.</i> ☐ Use accurately grad appropriate domain-specific words and phrases including those that signal logical relationships. <i>I can use domain specific words and phrases including those that signal logical relationships.</i>		
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