

# Language Arts Pacing Guide Grade 5

To successfully complete fifth grade the learner will

## CORE STANDARD 1: WORD RECOGNITION, FLUENCY, AND VOCABULARY DEVELOPMENT

- Use context clues, knowledge of root words, and word parts, and dictionaries and glossaries to analyze the meaning of complex words.
- Explain the meaning and significance of words used in similes and metaphors.
- Read aloud grade level appropriate literary and informational text with appropriate timing and expression.

### Essential Question:

- *What strategies do good readers use to understand words and word relationships to successfully read grade level appropriate text?*

5.1.1 Read aloud grade-level-appropriate narrative text and expository text fluently and accurately, with appropriate timing, changes in voice, and expression
5.1.4 Know less common roots ( <i>graph</i> = writing, <i>logos</i> = the study of) and word parts ( <i>auto</i> = self, <i>bio</i> = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words ( <i>autograph</i> , <i>autobiography</i> , <i>biography</i> , <i>biology</i> ).
5.1.5 Understand and explain the figurative use of words in similes (comparisons that use <i>like</i> or <i>as</i> : <i>The stars were like a million diamonds in the sky.</i> ) and metaphors (implied comparisons: <i>The stars were brilliant diamonds in the night sky.</i> ).
5.1.6 Understand unknown words by using word, sentence, and paragraph clues to determine meaning.

## LEARNING TARGETS

Concepts: Need to Know (Declarative Knowledge)	Skills: Be Able to Do (Procedural Knowledge)
<b>5.1.1</b> <ul style="list-style-type: none"> <li>• Accurate reading ,fluent reading, timing, changes in voice, and expression</li> </ul>	<b>5.1.1</b> <ul style="list-style-type: none"> <li>• Accurately read grade level text: <ul style="list-style-type: none"> <li>○ (Total number of words read correct divided by Total words read (correct or corrected + uncorrected errors)).</li> <li>○ Interpretation: 99% Correct: Independent Level Reading 95% Correct: Instructional Level Reading, 90% Correct: Frustration Level Reading. <ul style="list-style-type: none"> <li>▪ Fall 80-120 words per minute</li> <li>▪ Winter 100-140 words per minute,</li> <li>▪ Spring 110 150 words per minute.</li> </ul> </li> </ul> </li> </ul>
<b>5.1.4</b> <ul style="list-style-type: none"> <li>• Greek and Latin roots and word parts, prefixes, suffixes</li> </ul>	<b>5.1.4</b> <ul style="list-style-type: none"> <li>• Analyze the meanings of complex words</li> <li>• Apply common roots, Greek and Latin word parts, prefixes and suffixes</li> <li>• Hypothesize the meaning of an unknown word based on known root words</li> </ul>

<b>5.1.5</b> <ul style="list-style-type: none"> <li>• Similes, metaphors, imagery, and symbolism</li> </ul> <b>5.1.6</b> <ul style="list-style-type: none"> <li>• Context clues and prior knowledge</li> </ul>	<b>5.1.5</b> <ul style="list-style-type: none"> <li>• Explain figurative use of words</li> <li>• Create similes and metaphors</li> <li>• Explain and use implied comparisons</li> </ul> <b>5.1.6</b> <ul style="list-style-type: none"> <li>• Analyze word meaning using context clues</li> </ul>
<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Symbolism</p>	

## **CORE STANDARD 2: INFORMATIONAL TEXT: STRUCTURE, COMPREHENSION, AND ANALYSIS**

- Use and explain features and organization of informational text (e.g. diagrams, charts, graphs, maps, sidebars, timelines, chapter headings, cause/effect patterns) to aid in understanding the main idea and supporting points of text.

### Essential Question:

- *How do good readers use text features and organizational tools to understand the main idea and supporting points of nonfiction and informational text?*

5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.

5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.

5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

5.2.5 Distinguish among facts, supported inferences, evidence, and opinions in text.

## **LEARNING TARGETS**

<b>Content: Need to Know (Declarative Knowledge)</b>	<b>Skills: Be Able to Do (Procedural Knowledge)</b>
<b>5.2.1</b> <ul style="list-style-type: none"> <li>• Text features</li> <li>• Text organization</li> </ul> <b>5.2.3</b> <ul style="list-style-type: none"> <li>• Main idea</li> <li>• Supporting details</li> </ul> <b>5.2.4</b> <ul style="list-style-type: none"> <li>• Prior knowledge</li> <li>• Textual evidence</li> </ul>	<b>5.2.1</b> <ul style="list-style-type: none"> <li>• Explain text features used in comprehension of text</li> <li>• Explain text organization used in comprehension of text</li> </ul> <b>5.2.3</b> <ul style="list-style-type: none"> <li>• Interpret and apply information gained from features of informational texts: graphics, diagrams, illustrations, charts, maps to identify and summarize information.</li> </ul> <b>5.2.4</b> <ul style="list-style-type: none"> <li>• Make inferences</li> <li>• Draw conclusions</li> <li>• Form generalizations</li> </ul>

<b>5.2.5</b> <ul style="list-style-type: none"> <li>Facts, supported inferences, evidence, and opinions in text</li> </ul>	<b>5.2.5</b> <ul style="list-style-type: none"> <li>Differentiate between factual information and opinions presented in text</li> </ul>
<div>Inferences</div> <div>Side bars</div> <div>Key Vocabulary</div>	

### CORE STANDARD 3: LITERACY TEXT: COMPREHENSION AND ANALYSIS

- Explain how story elements (conflicts, character traits and actions, setting, plot, main idea, and theme) contribute to the meaning and understanding of the text and author's purpose.

#### Essential Question:

- How do good readers use story elements to understand what they are reading?*

5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved

5.3.4 Understand that theme refers to the central idea of a meaning of a selection and recognize themes, whether they are implied or stated directly.

5.3.7 Evaluate the author's use of various techniques to influence readers' perspectives.

5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

### LEARNING TARGETS

<b>Concepts: Need to Know</b> <b>(Declarative Knowledge)</b>	<b>Skills: Be Able to Do</b> <b>(Procedural Knowledge)</b>
<b>5.3.1</b> <ul style="list-style-type: none"> <li>Characteristics of: poetry, drama, fiction and nonfiction</li> </ul>	<b>5.3.1</b> <ul style="list-style-type: none"> <li>Cite evidence from text to justify or determine author's use of a particular literary form.</li> </ul>
<b>5.3.2</b> <ul style="list-style-type: none"> <li>Conflict and resolution of plot</li> </ul>	<b>5.3.2</b> <ul style="list-style-type: none"> <li>Explain how conflict is created and resolved within a work of fiction</li> </ul>
<b>5.3.3</b> <ul style="list-style-type: none"> <li>Character traits, actions and motives</li> <li>Plot</li> <li>Theme</li> </ul>	<b>5.3.3</b> <ul style="list-style-type: none"> <li>Compare and contrast character actions and how they impact plot/theme.</li> <li>Explain how character differences create conflict, and how character actions lead to resolution.</li> </ul>

<b>5.3.4</b> Theme	<b>5.3.4</b> <ul style="list-style-type: none"> <li>Recognize differences between stated and implied theme.</li> <li>Develop a logical argument stating the theme or central idea based on context clues and character actions.</li> </ul>
<b>5.3.7</b> <ul style="list-style-type: none"> <li>Author's techniques</li> <li>Reader's perspective</li> </ul>	<b>5.3.7</b> <ul style="list-style-type: none"> <li>Relate specific author's techniques to show how they influence reader's perspective.</li> </ul>
<p style="text-align: center;"><b>Key Vocabulary</b></p> Motive                      Symbolism                      Implied                      Imagery	

#### **CORE STANDARD 4: WRITING: INFORMATIONAL, RESEARCH, AND PERSUASIVE TEXTS**

- Use a notebook of ideas and graphic organizers to develop questions for research and writing.
- Choose and develop the most appropriate organizational structure and language for the purpose and audience.
- Use reading and note-taking skills to find and summarize relevant information from sources to be cited.
- Write pieces with multiple paragraphs that have a topic sentence and supporting evidence leading to logical conclusions.
- Revise writing, improving clarity and organization.

#### Essential Question:

- How do good writers use tools and skills to write informational pieces proficiently at grade level?*

<b>5.2.3</b> Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.
<b>5.2.4</b> Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
<b>5.2.5</b> Distinguish among facts, supported inferences, evidence, and opinions in text.
<b>5.4.1</b> Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
<b>5.4.5</b> Use note taking skills when completing research for writing.
<b>5.4.3</b> Write informational pieces with multiple paragraphs that: <ul style="list-style-type: none"> <li>Present important ideas or events in chronological order</li> <li>Provide details and transitions to link paragraphs</li> <li>Offer a concluding paragraph that summarizes important ideas and details</li> </ul>
<b>5.4.11</b> Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering a question.
<b>5.5.2</b> Write responses to literature that: <ul style="list-style-type: none"> <li>Demonstrate an understanding of a literary work</li> <li>Support statements with evidence from the text</li> <li>Develop interpretations that exhibit careful reading and understanding</li> </ul>
<b>5.5.3</b> Write or deliver a research report that has been developed using a systematic research project and that:

<ul style="list-style-type: none"> <li>• Uses information from a variety of sources and document sources</li> <li>• Demonstrates that information has been gathered and summarized</li> <li>• Organizes information by categorizing and sequencing</li> </ul>	
<b>5.5.4 Write persuasive letters or compositions:</b> <ul style="list-style-type: none"> <li>• That state a clear position in support of a proposal</li> <li>• Support a position with relevant evidence and effective emotional appeals.</li> <li>• Follow a simple organizational pattern, with the most appealing statements first and the least powerful one last.</li> <li>• Address reader concerns.</li> </ul>	
<b>5.4.8</b> Review, evaluate, and revise writing for meaning and clarity.	
<b>5.4.9</b> Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.	
<b>5.4.10</b> Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.	
<b>NOTE:</b> These are not a core indicator for Core Standard 4, although it supports Core Standard 4.	
<b>LEARNING TARGETS</b>	
<b>Concepts: Need to Know</b> <b>(Declarative Knowledge)</b>	<b>Skills: Be Able to Do</b> <b>(Procedural Knowledge)</b>
<b>5.2.3</b> <ul style="list-style-type: none"> <li>• Main idea</li> <li>• Supporting details</li> </ul>	<b>5.2.3</b> <ul style="list-style-type: none"> <li>• Interpret and apply information gained from features of informational texts: graphics, diagrams, illustrations, charts, maps to identify and summarize information.</li> </ul>
<b>5.2.4</b>  Prior knowledge <ul style="list-style-type: none"> <li>• Textual evidence</li> </ul>	<b>5.2.4</b> <ul style="list-style-type: none"> <li>○ Make inferences</li> <li>• Draw conclusions</li> <li>• Form generalizations</li> </ul>
<b>5.2.5</b>  Facts, supported inferences, evidence, and opinions in text	<b>5.2.5</b> <ul style="list-style-type: none"> <li>• Differentiate between factual information and opinions presented in text</li> </ul>
<b>5.4.1</b> <ul style="list-style-type: none"> <li>○ Graphic Organizers</li> <li>○ Prior Knowledge</li> </ul>	<b>5.4.1</b> <ul style="list-style-type: none"> <li>• Use graphic organizers and a list or notebook of ideas to plan writing, using prior knowledge and personal experiences.</li> </ul>
<b>5.4.3</b> <ul style="list-style-type: none"> <li>○ Chronological Order</li> <li>○ Transitions</li> <li>○ Details</li> <li>○ Conclusions</li> <li>○ Summaries</li> </ul>	<b>5.4.3</b> <ul style="list-style-type: none"> <li>• Write pieces that provide a well-developed structure and/or sequence of events that fit the purpose/audience and incorporate research, ideas, observations, prior knowledge, and personal experiences.</li> </ul>

<p><b>5.4.5</b> Relevant information</p> <p><b>5.4.11</b> Chronological order Cause/Effect Similarity/Difference</p> <p><b>5.5.2</b> Supporting details Comprehension strategies</p> <p><b>5.5.3</b> Systematic research project Expository text features</p> <p><b>5.5.4</b> Persuasive techniques</p>	<p><b>5.4.5</b> Use reading and note-taking skills to find and summarize relevant information from sources to be cited.</p> <p><b>5.4.11</b> Use common organizational structures in writing such as chronological order, cause and effect, similarity and differences, and posing and answering questions.</p> <p><b>5.5.2</b> Develop interpretations that exhibit careful reading and understanding by providing supporting evidence from the text.</p> <p><b>5.5.3</b> Use notetaking from a variety of sources Document sources Summarize relevant text Organize information by categorizing, sequencing, and outlining</p> <p><b>5.5.4</b> Select and organize arguments and details, as well as predict readers concerns, to support topics in persuasive writing.</p>
<p style="text-align: center;"><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Citations</li> <li>• Bibliographic references</li> </ul>	

## **CORE STANDARD 5: WRITING: LITERARY TEXT**

- Use graphic organizers and a list or notebook of ideas to plan writing.
- Write narratives that contain a beginning, middle and end (e.g., a main conflict and resolution) using descriptive details and action.
- Write informational, persuasive, and descriptive texts that are clear and concise.
- Revise writing for clarity, organization and meaning.

### Essential Question:

- How do good writers make their writing interesting and understandable for the reader?

**5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved**

5.4.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
5.4.2	Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.
5.5.1	Write narratives that: <ul style="list-style-type: none"> <li>• establish a plot, point of view, setting, and conflict.</li> <li>• show, rather than tell, the events of the story.</li> </ul>
5.5.5	Use varied word choices to make writing interesting.
5.5.6	Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.
5.4.8	Review, evaluate, and revise writing for meaning and clarity.
5.4.9	Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
5.4.10	Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.
<b>Note: This is not a Core Indicator at grade 5, but is an MCAS Ongoing Standard.</b>	

#### LEARNING TARGETS

Content: Need to <u>Know</u> (Declarative Knowledge)	Skills: Be Able to <u>Do</u> (Procedural Knowledge)
<b>5.3.2</b> Conflict Resolution Plot <b>5.4.1</b> <ul style="list-style-type: none"> <li>○ Graphic Organizers</li> <li>○ Prior Knowledge</li> </ul> <b>5.4.2, 5.5.1</b> Plot Setting Conclusion  <b>5.4.8, 5.4.9, 5.4.10</b>  Revision techniques Clarity	<b>5.3.2</b> Write narratives that develop a main conflict and pose a resolution, using descriptive details and action  <b>5.4.1</b> <ul style="list-style-type: none"> <li>• Use graphic organizers and a list or notebook of ideas to plan writing, using prior knowledge and personal experiences.</li> </ul> <b>5.4.2, 5.5.1</b> Write narratives that develop a main conflict and pose a resolution, using descriptive details and action  <b>5.4.8, 5.4.9, 5.4.10</b>  Evaluate writing (own and others) to identify possible revisions in order to improve ideas and details, word choice, clarity, meaning, and organization. (Editor's checklist and rubric) <ul style="list-style-type: none"> <li>• <b>Revise writing to improve ideas and details, word choice, clarity, meaning, and organization.</b></li> </ul>

<b>5.5.5</b> Figurative language Synonyms Antonyms Strong verbs and adjectives  <b>5.5.6</b> Tone and style Audience Writing genres	<b>5.5.5</b> Select interesting words (synonyms, strong verbs, adjectives, alliteration, etc) to vary word choice.  <b>5.5.6</b> Explain genre choices and how it is appropriate for the selected audience. Support decisions made in writing and how those choices may affect the reader.
<p style="text-align: center;"><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Point of View</li> <li>• Compositions</li> </ul>	

## CORE STANDARD 6: ENGLISH LANGUAGE CONVENTIONS

- Know and use words that connect ideas within sentences (e.g., however, therefore, and, but, or).
- Write and edit sentences so that the parts (e.g., phrases and clauses, modifiers) are clear and correct.

### Essential Question:

- How do good writers use standard language conventions to help the audience understand their writing?

<b>5.6.8 Use simple sentences and compound sentences in writing</b>	
<b>Learning Target</b>	
<ul style="list-style-type: none"> <li>• Distinguish between dependent and independent clauses by using rules of sentence structure.</li> <li>• Use punctuation clues as indicators for identifying types of clauses.</li> <li>• Distinguish between characteristics of fluent sentence structure, and sentences containing run-ons and fragments.</li> <li>• Construct a variety of sentences using simple and compound sentence structure.</li> </ul>	
5.6.4 Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns ( <i>he/his, she/her, they/their, it/its</i> )	
5.6.2 Use transitions ( <i>however, therefore, on the other hand</i> ) and conjunctions ( <i>and, or, but</i> ) to connect ideas.	
5.6.1 Identify and correctly use prepositional phrases ( <i>for school or In the beginning</i> ), appositives ( <i>We played the Cougars, the team from Newport</i> ), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).	
5.6.6 Use correct capitalization.	
<ul style="list-style-type: none"> <li>• 5.6.6 is not a core indicator although it supports a core standard.</li> </ul>	
5.6.7 Spell roots or bases of words, prefixes, suffixes, contractions and syllable constructions correctly.	
<ul style="list-style-type: none"> <li>• 5.6.7 is not a core indicator although it supports a core standard.</li> </ul>	
<b>LEARNING TARGETS</b>	
<b>Concepts: Need to Know</b>	<b>Skills: Be Able to Do</b>



<p style="text-align: center;"><b>(Declarative Knowledge)</b></p> <p><b>5.6.1</b> Prepositional phrases Appositives Main clauses Subordinate clauses</p> <p><b>5.6.2</b> Transitions Conjunctions</p> <p><b>5.6.4</b> Modifiers Pronouns</p> <p><b>5.6.8</b> Simple and compound sentences</p>	<p style="text-align: center;"><b>(Procedural Knowledge)</b></p> <p><b>5.6.1</b></p> <ul style="list-style-type: none"> <li>Differentiate between independent and dependent clauses using rules of sentence structure.</li> <li>Label prepositional phrases within sentences.</li> <li>Create appositives to rename the item being described. (subject/object)</li> </ul> <p>Construct sentences in stories using prepositional phrases and clauses that add variety and description.</p> <p><b>5.6.2</b></p> <ul style="list-style-type: none"> <li>Recognize transitions and dependent clauses within story writing.</li> <li>Use transitional phrases to improve writing fluency.</li> </ul> <p><b>5.6.4</b></p> <ul style="list-style-type: none"> <li>Recognize adjectives and adverbs, and apply within story writing.</li> <li>Correctly recognize and rename nouns with appropriate pronoun(s).</li> <li>Categorize parts of speech within sentences.</li> </ul> <p><b>5.6.8</b></p> <ul style="list-style-type: none"> <li>Determine the effect of using simple and compound sentences in writing.</li> </ul>
<p style="text-align: center;"><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Main Clause</li> <li>Subordinate clause</li> <li>Transitions</li> <li>Present participle, past participle</li> <li>Modifier</li> <li>Colon</li> </ul>	

## **CORE STANDARD 7: LISTENING AND SPEAKING**

- Deliver narrative, descriptive, and informational presentations that contain a focus, a structure appropriate to the purpose, and supporting details or evidence.
- Use gestures and phrasing to emphasize main points and enhance meaning.
- Ask relevant questions that extend ideas and seek new information.

### Essential Question:

- How does listening clearly and speaking clearly help one learn and communicate with others?

5.7.1 Ask questions that seek information not already discussed.
5.7.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
5.7.3 Make inferences or draw conclusions based on an oral report.
5.7.4 Select a focus, organizational structure, and point of view for an oral presentation.

5.7.5 Clarify and support spoken ideas with evidence and examples.
5.7.4 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.
5.7.13 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.
5.7.9 Deliver narrative (story) presentations that: <ul style="list-style-type: none"> <li>Establish a situation, plot, point of view, and setting with descriptive words and phrases.</li> <li>Show, rather than tell, the listener what happens.</li> </ul>
5.7.15 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
5.7.10 Deliver informative presentations about an important idea, issue, or event by the following means: <ul style="list-style-type: none"> <li>Frame questions to direct the investigation.</li> <li>Establish a controlling idea or topic.</li> <li>Develop the topic with simple facts, details, examples, and explanations.</li> </ul>
5.7.11 Deliver oral responses to literature that: <ul style="list-style-type: none"> <li>Summarize important events and details.</li> <li>Demonstrate an understanding of several ideas or images communicated by the literary work.</li> <li>Use examples from the work to support conclusions.</li> </ul>

#### LEARNING TARGETS

<b>Concepts: Need to Know</b> <b>(Declarative Knowledge)</b>	<b>Skills: Be Able to Do</b> <b>(Procedural Knowledge)</b>
<b>5.7.1, 5.7.2, 5.7.3</b> Nonverbal and verbal messages Conclusions and inferences	<b>5.7.1, 5.7.2, 5.7.3</b> <ul style="list-style-type: none"> <li>Ask questions that clarify partial understanding.</li> <li>Restate or paraphrase to check understanding.</li> <li>Define, identify or recognize nonverbal messages.</li> <li>Make inferences or draw conclusions.</li> </ul> Cite evidence or examples from oral report to support conclusion or inferences.
<b>5.7.4, 5.7.5, 5.7.6, 5.7.13</b> Oral presentations Speaking strategies	<b>5.7.4, 5.7.5, 5.7.6, 5.7.13</b> <ul style="list-style-type: none"> <li>Select or identify interest or topic considering audience and purpose.</li> <li>Develop supports for topic; develop logical argument; cite evidence, supports and/or examples.</li> <li>Apply speaking strategies to add meaning to words <ul style="list-style-type: none"> <li>Volume</li> <li>Phrasing</li> <li>Timing</li> <li>Gestures (nonverbals)</li> </ul> </li> </ul> Organizational structures to support meaning (handouts, charts, graph, sequence of information)
<b>5.7.9, 5.7.10, 5.7.11, 5.7.15</b> Narrative, descriptive, and informative presentations Literature responses	<b>5.7.9, 5.7.10, 5.7.11, 5.7.15</b> Deliver narrative, descriptive, informational presentations, and responses to

	literature that contain a focus, a structure appropriate to the purpose, and supporting details or evidence.
<p style="text-align: center;"><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Perspective</li> <li>• Volume</li> <li>• Phrasing</li> <li>• Timing</li> </ul>	

**English Language Arts Teaching Models and Suggested supplementary materials may include:**

- *Making Meaning Comprehension Curriculum and/or Harcourt Reading Collections and resources*
- *Oxford/Sadlier Vocabulary* <http://www.sadlier-oxford.com/vocabulary/student.cfm>
- *Four Blocks Resources*
- *Wilson Reading Resources*
- *Compass Odyssey*
- *Indiana State Standards ELA Resources: Curriculum Frameworks*
- *Becoming a Writer*
- *Write Source*

**English Language Arts Academic Milestones to be achieved by all fifth graders by the end of the current school year:**

- 80% accuracy on HB Reading/Writing Performance Assessment/Making Meaning Assessment Record Book.
- Achieve targeted RIT score on Fall and Spring NWEA test.
- Earn minimum rubric scores of 4 in Ideas and Content, Organization, Style and Voice and a score of 3 in Language Conventions as measure by the MCAS Writing Rubric.
- Write a 500 word essay.

**NOTE TO THE TEACHER:**

- The quarter in which a standard is listed is when this standard is EMPHASIZED. It is assumed these standards will be taught throughout the school year.

Time-frame	Content/Performance Standard Indicators Addressed	Assessment Suggestions
On-going:	<p>5.1.1 Read aloud grade-level-appropriate narrative text and expository text fluently and accurately, with appropriate timing, changes in voice, and expression.</p> <p>5.1.6 Understand unknown words by using word, sentence, and paragraph clues to determine meaning.</p> <p>5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidences and prior knowledge.</p> <p>5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose</p> <p>5.3.4 Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.</p> <p>5.3.7 Evaluate the author's use of various techniques to influence readers' perspectives.</p> <p>5.3.8 Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in a story.</p> <p>5.4.11 Use common organizational structures for providing information in writing, such as chronological order, cause-and-effect, or similarity and difference, and posing and answering a question.</p> <p>5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.</p> <p>5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.</p> <p>5.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.</p> <p>5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.</p> <p>5.7.2 Interpret a speaker's verbal and nonverbal message, purposes, and perspectives.</p> <p>5.7.3 Make inferences or draw conclusions based on an oral report.</p>	<p>HB Quarterly Reading/Writing Performance Assessment</p> <p>Making Meaning Assessment Records</p> <p>Teacher Observations/Anecdotal Records</p> <p>Daily Assignments</p> <p>Daily Oral Language</p> <p>Vocabulary/Spelling Tests</p> <p>Student self- selected reading records</p> <p>Accelerated Reading Records</p> <p>STAR Test</p> <p>Curriculum Frameworks</p> <p>United Streaming Assignment builder and quiz builder</p> <p>Responding to Literature</p> <p>Narrative, Descriptive, and Expository Writing</p> <p>Journal Writing</p> <p>Summary Writing</p> <p>Oral Presentations</p> <p>Compass Odyssey Learning Paths created using Indiana State Standards</p> <p>Timed Quarterly Writing Assessments</p> <p>NWEA Fall and Spring Assessments</p>

Bank Day: Data Analysis/Evaluation of Assessments

Highlighted items: "Power/Critical Standard Indicators"



Time-frame	Content/Performance Standard Indicators Addressed	Teaching Timeline With Resources And Teaching Models	Assessment Suggestions
Second Quarter	<p>5.1.2 Use word origins to determine the meaning of unknown words.</p> <p>5.2.5 Distinguish among facts, supported inferences, and opinions in text.</p> <p>5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p> <p>5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</p> <p>5.3.8 Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.</p> <p>5.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of a literary work;</li> <li>support judgments through references to the text and to prior knowledge; and develop interpretations that exhibit careful reading and understanding.</li> </ul> <p>5.5.4 Write persuasive letters or compositions that: state a clear position in support of a proposal; support a position with relevant evidence and effective emotional appeals; follow a simple organizational pattern, with the most appealing statements first and the last powerful ones last; address reader concerns.</p> <p>5.6.2 Use transitions and conjunctions to connect ideas.</p> <p>5.6.3 Identify and correctly use appropriate tense for verbs that are often misused.</p> <p>5.6.4 Identify and correctly use modifiers and pronouns.</p> <p>5.6.5 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions.</p> <p>5.7.7 Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.</p>	<p>Bank Day: Data Analysis/Evaluation of Assessments</p> <p>Reading: Making Meaning (MM) Units 3 &amp; 4 HB Holistic Assessment Reading Theme 1</p> <p>Writing/Language Arts: Persuasive Writing Assessment Theme 1 from HB correlates well with MM and writing assessment. Write Source Being A Writer</p>	<p>Compass Learning Odyssey Learning Path ...pre and post tests. Quarterly District-wide writing assessments. HB Reading/Writing Performance Assessments Making Meaning Assessments Teacher Observations/Anecdotal Records</p> <p>Daily Assignments Daily Oral Language Vocabulary/Spelling Tests Student self- selected reading records Accelerated Reading Records STAR Test Curriculum Frameworks</p> <p>Responding to Literature Journal Writing Summary Writing</p> <p>Oral Presentations</p>

\* Bank Day: Data Analysis/Evaluation of Assessments

Highlighted items: "Power/Critical Standards"

Time-frame	Content/Performance Standard Indicators Addressed	Teaching Timeline With Resources And Teaching Models	Assessment
Third quarter	<p>5.1.4 Know less common roots and word parts from Greek and Latin and use this knowledge to analyze the meaning of complex words.</p> <p>5.4.5 Use note-taking skills.</p> <p>5.3.2 Identify the main problem or conflict of the plot, and explain how it is resolved.</p> <p>5.4.3 Write informational pieces with multiple paragraphs.</p> <p>5.5.3 Write research reports about important ideas, issues, or events by using the following guidelines: Frame questions that direct the investigation; establish a main idea or topic; develop the topic with simple facts, details, examples, and explanations; use a variety of information sources, including firsthand interviews, reference materials, &amp; electronic resources, to locate information for the report.</p> <p>5.2.6 Follow multiple-step instructions in a basic technical manual.</p> <p>5.6.1 Identify and correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.</p> <p>5.7.4 Select a focus, organizational structure, and point of view for an oral presentation.</p> <p>5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.</p> <p>5.7.13 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.</p> <p>5.7.15 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p> <p>5.7.10 Deliver informative presentations about an important idea, issue, or event by the following means: frame questions to direct the investigation; establish a controlling idea or topic.</p>	<p>Bank Day: Data Analysis/Evaluation of Assessments</p> <p>Reading: Making Meaning (MM) Units 5&amp; 6 HB Holistic Assessment Reading Theme 3</p> <p>Writing/Language Arts: Narrative (Descriptive) Writing Assessment Theme 3 from HB correlates well with MM and writing assessment. Write Source Being A Writer</p>	<p>Compass Learning Odyssey Learning Path ...pre and post tests. Quarterly District-wide writing assessments. HB Reading/Writing Performance Assessments Making Meaning Assessments Teacher Observations/Anecdotal Records</p> <p>Daily Assignments Daily Oral Language Vocabulary/Spelling Tests Student self- selected reading records Accelerated Reading Records STAR Test Curriculum Frameworks Responding to Literature Journal Writing Summary Writing Oral Presentations</p>

\* Bank Day: Data Analysis/Evaluation of Assessments

Highlighted items: "Power/Critical Standard Indicators"

Time-frame	Content/Performance Standard Indicators Addressed	Teaching Timeline With Resources And Teaching Models	Assessment Suggestions
Fourth Quarter	<p>5.3.6 Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.</p> <p>5.4.4 Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.</p> <p>5.7.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p> <p>5.7.12 Give precise directions and instructions.</p> <p>Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.</p>	<p>Bank Day: Data Analysis/Evaluation of Assessments</p> <p>Reading: Making Meaning (MM) Units 7 HB Holistic Assessment Reading Theme 1</p> <p>Writing/Language Arts: Expository Writing Assessment before Theme 5 from HB correlates well with MM and writing assessment. Write Source Being A Writer</p>	<p>Compass Learning Odyssey Learning Path ...pre and post tests.</p> <p>Quarterly District-wide writing assessments.</p> <p>NWEA Spring Assessment</p> <p>HB Reading/Writing Performance Assessments Making Meaning Assessments Teacher Observations/Anecdotal Records</p> <p>Daily Assignments Daily Oral Language Vocabulary/Spelling Tests Student self- selected reading records Accelerated Reading Records STAR Test Curriculum Frameworks Responding to Literature Journal Writing Summary Writing Oral Presentations</p>

\* Bank Day: Data Analysis/Evaluation of Assessments

Highlighted items: "Power/Critical Standard Indicators