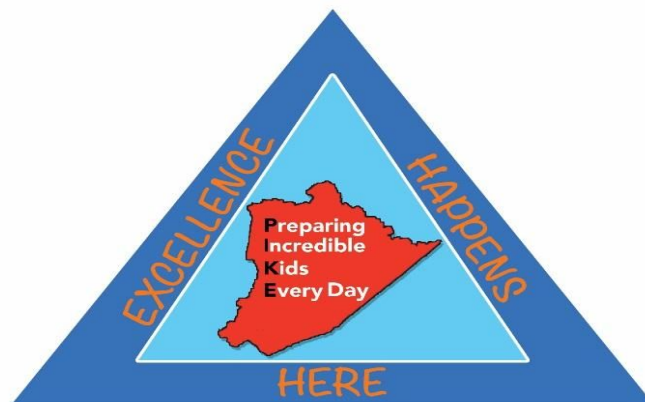


***Pike County School District
Standards Mastery Document***

5th Grade Reading and Writing
Revised 2019



Pike County School District
Standards Mastery Document - Revised 2019
5th Grade Reading and Writing

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Interdisciplinary Literacy Practices

| | |
|------------|--|
| 1. | Recognize that text is anything that communicates a message. |
| 2. | Employ, develop, and refine schema to understand and create text. |
| 3. | View literacy experiences as transactional, interdisciplinary, and transformational. |
| 4. | Utilize receptive and expressive language arts to better understand self, others, and the world. |
| 5. | Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. |
| 6. | Collaborate with others to create new meaning. |
| 7. | Utilize digital resources to learn and share with others. |
| 8. | Engage in specialized, discipline-specific literacy practices. |
| 9. | Apply high level cognitive processes to think deeply and critically about text. |
| 10. | Develop a literacy identity that promotes lifelong learning. |

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Reading Foundations – Grade 5

| Print Concepts | |
|-------------------------------------|---|
| RF.5.1 | No Print Concepts standard for grade 5. |
| Phonological Awareness | |
| RF 5.2 | No Phonological Awareness standard for grade 5. |
| Phonics and Word Recognition | |
| RF.5.3 | 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 to accurately read unfamiliar multisyllabic words. |
| Fluency | |
| RF.5.4 | Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

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Reading Foundations

Standard: RF.5.3 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 to read accurately unfamiliar multisyllabic words.

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Letter sounds➤ Syllabication patterns➤ Roots➤ Affixes (prefix, suffix) | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Students must be able to break words into syllables.➤ Students must be able to use context clues to figure out the meaning of words. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will know and apply grade-level phonics and word analysis skills in decoding words. |
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Reading Foundations

Standard: FS.5.4 Read **fluently (accuracy, speed and prosody) on grade levels** to support comprehension.

- a. Read **grade-level** text with purpose and understanding.
- b. **Fluently** read **grade-level** prose and poetry orally on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ What fluent reading sounds like➤ Grade level vocabulary➤ How to read with prosody | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Students determine pronunciation and meaning of unknown words using context and rereading to correct themselves and improve accuracy and understanding. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will read with sufficient accuracy and fluency to support comprehension. |
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Reading Standards for Literature-Grade 5

| Key Ideas and Details | |
|--|--|
| RL.5.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| RL.5.2 | Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking. |
| RL.5.3 | Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text. |
| Craft and Structure | |
| RL.5.4 | Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning. |
| RL.5.5 | Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures. |
| RL.5.6 | Describe how a narrator’s or speaker’s perspective influences how events are described. |
| Integration of Knowledge and Ideas | |
| RL.5.7 | Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts. |
| RL.5.8 | (Not applicable to literature) |
| RL.5.9 | Compare/contrast stories in the same genre on their approaches to similar themes and topics. |
| Range of Reading and Level of Text Complexity | |
| RL.5.10 | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |

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Reading Literature

Guiding Principle 1: Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusion.

Standard: RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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| <p>Know : <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Correct way to use explicit (clearly expressed) quotes to express their understanding of the text.➤ Draw inferences (clues) from text | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Students must be able to answer questions about the text, using direct quotes and specific textual evidence.➤ Students must be able to answer questions about the text using information gained from making inferences (reading between the lines). | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will accurately explain-either verbally or in written form- the events of the story or what the poem says using explicit, accurate quotes directly from the text.➤ Students will accurately provide quotes from the text to support inferences. |
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Reading Literature

Guiding Principle 2: Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Standard: RL.5.2 Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.

| Know : <i>What content does the student need to know to demonstrate this standard?</i> | Do: <i>What skill must the student demonstrate?</i> | Mastery: <i>How does the student demonstrate the learning of the standard?</i> |
|--|--|---|
| <ul style="list-style-type: none"> ➤ How to define theme(the central message, lesson, or moral) of a story, drama or poem. ➤ Determine the difference between implicit (Inferred) and explicit (clearly stated) evidence. ➤ How to cite evidence from the text. | <ul style="list-style-type: none"> ➤ Determine a theme of a story from implicit and explicit details in a text. ➤ Determine a theme of a drama from implicit and explicit details in the text. ➤ Determine a theme of a poem from implicit and explicit details in the text. ➤ Correctly cite relevant implicit and explicit evidence from the text. | <ul style="list-style-type: none"> ➤ Students will accurately analyze a theme of a story, drama, or poem citing specific evidence from the text. |

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Reading Literature

Guiding Principle 3: Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Standard: RL.5.3 Compare/contrast characters, settings, or events in a story or drama, using specific details to analyze their interaction over the course of the text.

| Know: <i>What content does the student need to know to demonstrate this standard?</i> | Do: <i>What skill must the student demonstrate?</i> | Mastery: <i>How does the student demonstrate the learning of the standard?</i> |
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| <ul style="list-style-type: none">➤ Difference between compare and contrast.➤ Understand the basic literary elements (I.e. characters, setting, plot, climax).➤ Understand character traits.➤ Use specific details in the text to describe in depth the character, setting, or event in a story or drama. | <ul style="list-style-type: none">➤ Student must be able to identify the similarities and differences between characters, settings and events in a story.➤ Students must be able to use specific details from the text to support their comparisons.➤ Students must consider interactions between characters in order to formulate their comparison. | <ul style="list-style-type: none">➤ Students will accurately compare and contrast two or more characters, setting or events in a story or drama.➤ Students will accurately use specific details from the text to demonstrate their understanding of the comparisons. |

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Reading Literature

Guiding Principle 4: Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meaning, and analyze how specific word choices shape meaning or tone.

Standard: RL.5.4 Determine the meaning of words and phrases as they are used in a text including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.

| Know : <i>What content does the student need to know to demonstrate this standard?</i> | Do: <i>What skill must the student demonstrate?</i> | Mastery: <i>How does the student demonstrate the learning of the standard?</i> |
|---|---|---|
| <ul style="list-style-type: none"> ➤ How to use context clues to determine meaning of unknown words. ➤ Difference between literal and figurative language. (metaphors, similes, etc.) ➤ How tone affects the meaning of a text. ➤ Use both literal and non-literal words to shape meaning | <ul style="list-style-type: none"> ➤ Students must use context clues to determine meaning of unknown words. ➤ Students must distinguish between literal and figurative connotations of words. ➤ Students must identify and interpret the meaning of figurative language in a text, including metaphors, similes, etc. ➤ Students should be able to identify and interpret tone. ➤ Students must be able to describe how literal and non-literal words shape meaning. | <ul style="list-style-type: none"> ➤ Students will accurately use surrounding sentences and context clues to determine the meaning of unknown words and phrases. ➤ Students will accurately determine the meaning of figurative language by considering the author’s intended purpose, as well as how it enhances the meaning of text. ➤ Students will accurately understand how the tone of the text relates to what the characters are thinking and doing. ➤ Students will accurately analyze how the words and phrases shape meaning |

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Guiding Principle 5: Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Standard: RL.5.5 Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures.

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Structural elements of poems, drama, and prose. ➤ Linear Structure-follows a sequence of time-bound events, moving from point A to point B. ➤ Nonlinear Structure-plot events may be presented outside time-bound sequence including multiple story lines and flashbacks. ➤ Circular Structure- plot moves one event at a time, ending where the story began, closure is provided through a return to the beginning material. | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Students must be able to break down the structure of a text to explain how one chapter, scene or stanza builds upon the next. ➤ Distinguish between linear, nonlinear, and circular structures. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will accurately analyze and explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama or poem. ➤ Students will accurately analyze and explain how the plot develops throughout the text. ➤ Students will accurately analyze and explain the overall structure of the text, including but not limited to linear, nonlinear, and circular structure. |
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Guiding Principle 6: Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Standard: RL.5.6. Describe how a narrator's or speaker's **perspective influences** how events are described.

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Narrator's or speaker's perspective can influence description of the events in a text.➤ Difference between 1st person and 3rd point of view.➤ Point of view= Perspective | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Student must identify who is telling the story or speaking and why.➤ Students must be able to explain how the description of events in a story may depend upon the influence of the narrator or speaker. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will accurately describe how the narrator or speaker's perspective influences the description of events in a text. |
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Guiding Principle 7: Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Standard: RL.5.7 Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ How to “read” visual and multimedia elements in a text.➤ Understand the terms of “meaning, tone or beauty” as it applies to text. | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Students explain how specific aspects of a text’s illustrations contribute to the reader’s understanding of a text.➤ Students will make connections between text and a visual or oral presentation of the text. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will correctly analyze how the written text differs from the visual or multimedia presentation.➤ Students will analyze how the visual or multimedia presentation affect the tone of the written text. |
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Guiding Principle 8: Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Standard RL. 5.8- Not applicable to literature.

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Reading Literature

Guiding Principle 9: Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Standard: RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

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| <p>Know : <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ The difference between compare and contrast➤ The concept of theme. | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Students must determine the theme of similar stories.➤ Students must compare and contrast themes or topics of similar texts in the same genre. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will accurately analyze how two or more texts address similar themes or topics. |
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Reading Literature

Guiding Principle 10: Students will read, comprehend and analyze complex literary texts independently and proficiently.

Standard: RL.5.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <p>Students need to know how to identify:</p> <ul style="list-style-type: none"> ➤ Use a variety of comprehension strategies (see above) | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Students, by the end of the year, will read and comprehend fiction, drama and poetry at fifth grade level with little, less or no teachers' guidance. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will independently and proficiently read and comprehend various genres of literature at the high end of the appropriate complexity band (4-5). |
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Reading Standards for Informational Text- Grade 5

| Key Ideas and Details | |
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| RI.5.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| RI.5.2 | Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking. |
| RI.5.3 | Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text. |
| Craft and Structure | |
| RI.5.4 | Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning. |
| RI.5.5 | Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts. |
| RI.5.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represents. |
| Integration of Knowledge and Ideas | |
| RI.5.7 | Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| RI.5.8 | Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s). |
| RI.5.9 | Integrate information from two or more texts on the same theme or topic. |
| Range of Reading and Level of Text Complexity | |
| RI.5.10 | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. |

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Reading Informational Text

Guiding Principle 1: Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

Standard: **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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| <p>Know : <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ How to identify key details and examples in the text.➤ Students must understand the process used to make an inference about a topic or subject.➤ Students must understand what constitutes textual evidence and how to properly cite the evidence. | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Students explain what the text is about using specific, accurate quotes directly from the text.➤ Students provide quotes from the text to support inferences. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will use quotes to accurately explain what the text says and when drawing inferences from the text. |
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Reading Informational Text

Guiding Principle 2: Students will determine central ideas of a text and analyze their development, cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Standard: RI.5.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.

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| <p>Know : <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Determine the central idea of a text.➤ Identify key details in a text that supports the central idea.➤ Identify implicit and explicit evidence. | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Explain how the central idea is/are supported by key details in a text.➤ Cite relevant evidence from the text. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will accurately explain how the central idea is reflected in the text, citing implicit and explicit evidence. |
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Guiding Principle 3: Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Standard: RI.5.3 Explain the relationships or interactions between individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information **over the course of a** text.

| Know: <i>What content does the student need to know to demonstrate this standard?</i> | Do: <i>What skill must the student demonstrate?</i> | Mastery: <i>How does the student demonstrate the learning of the standard?</i> |
|--|---|--|
| <ul style="list-style-type: none">➤ How to read various genres of text such as historical, scientific and technical text.➤ How to identify significant figures, ideas or concepts in the above genres.➤ How to relate significant figures, ideas or concepts to each other. | <ul style="list-style-type: none">➤ Students must be able to read various genres of text with a specific purpose for reading.➤ Students must be able to determine which people, events, ideas or concepts play an influential role in a text.➤ Students must be able to read the text almost like a scientist would observe an experiment, observing how various people, events, ideas or concepts influence each other over time.➤ Students must be able to identify and understand the connections and relationships between procedures, steps, etc. | <ul style="list-style-type: none">➤ Students will accurately explain relationships and interactions between individuals, events, ideas or concepts in the above genres based on specific information in the text. |

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Reading Informational Text

Guiding Principle 4: Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

Standard: RI.5.4 Determine the meaning of general academic and domain-specific words or phrases in a **grade-level** text, and analyze how those words and phrases shape meaning.

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| <p>Know : <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ How to use context clues to determine the meaning of an unknown word. ➤ Meanings of domain-specific vocabulary words. ➤ Words shape meaning | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Use context clues to determine the meaning of general domain-specific words or phrases with a 5th grade text. ➤ Explain how words shape meanings in a text. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will accurately determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 5 topic or subject area. ➤ Students will accurately analyze how those words shape meaning. |
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Reading Informational Text

Guiding Principle 5: Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Standard: RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Students need to know the difference between compare and contrast.➤ Students need to know the various types of text structure (Chronological Order, Cause/Effect, Problem/Solution, Compare/Contrast.) | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Students must be able to break down the structure of a text, identifying key words that will help them find patterns such as chronology, cause/effect and problem/solution, compare/contrast.➤ Compare/contrast the structures of two or more texts. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will accurately compare and contrast the overall structure of events, ideas, concepts or information in two or more texts. |
|---|---|--|

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Reading Informational Text

Guiding Principle 6: Students will analyze how point of view, perspective and purpose shape the content and style of a text.

Standard: RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the **perspective** they represent.

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Students need to know meaning and types of perspectives.➤ Students need to understand how to find similarities and differences in text.➤ Point of view=perspective. | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Students must be able to explain the words, phrases and text features used by an author to signal his/her perspective.➤ Students must be able to compare/contrast the author's perspective in two or more texts of similar subject. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will accurately analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent. |
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Reading Informational Text

Guiding Principle 7: Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

Standard: RI.5.7 Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ How to use various sources (print and digital) to find information on a topic, question or problem. ➤ Recognize various ways in which information is presented: Visually, Orally, Quantitatively- charts, graphs, diagrams, time lines, animations, interactive elements on Web pages. | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Students must be able to decide which information format (print or digital) would help them find information or solve a problem most quickly. ➤ Students must be able to navigate both print and digital formats in order to find information. ➤ Interpret information from both print and non-print sources. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will accurately analyze information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
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Reading Informational Text

Guiding Principle 8: Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

Standard: R1.5.8 Explain how an author uses reasons and evidence to support particular **claims** in a text, identifying which reasons and evidence support which **claim(s)**.

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Identify a claim in a text.➤ Identify reasons and evidence that support a claim in a text. | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Determine which reasons and evidence support particular claims in a text.➤ Students must be able to explain how textual evidence supports key claims in a text. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will accurately explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which claim(s). |
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Reading Informational Text

Guiding Principle 9: Students will analyze how two or more texts address similar themes or topics in order to build knowledge and/or to compare the approaches the authors take.

Standard: RI.5.9 Integrate information from several texts on the same **theme or topic**.

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Identify the theme or topic of a text.➤ Students must know how to combine information from various texts.➤ Compare/Contrast information from two texts on the same topic. | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Students must be able to combine or integrate the information from various texts. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will accurately integrate information from several texts on the same theme or topic in order to write or speak about the subject knowledgeably. |
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Reading Informational Text

Guiding Principle Reading Informational Text 10: Students will read, comprehend and analyze complex informational texts independently and proficiently.

Standard: RI.5.10 By the end of the year; flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ How to use a variety of comprehension strategies (see above). | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Students, by the end of the year, will read and comprehend informational texts at fifth grade level with little, less or no teachers' guidance. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will independently and proficiently read and comprehend various informational texts at the high end of the appropriate complexity band (4-5). |
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Composition – Grade 5

| Text Types and Purposes | |
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| C.5.1 | <p>Compose opinions, using writing and digital resources, on topics or texts, supporting an author’s perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>c. Provide logically ordered reasons that are supported by facts and details.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting or trying a new approach.</p> |
| C.5.2 | <p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>g. Provide a concluding section.</p> <p>h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting or trying a new approach.</p> |
| C.5.3 | <p>Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.</p> <p>c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.</p> <p>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>f. Provide a conclusion that follows the narrated experiences or events.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting or trying a new approach.</p> |

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| Production and Distribution | |
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| C.5.4 | With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others. |
| Research to Build and Present Knowledge | |
| C.5.5 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| C.5.6 | Summarize relevant information from experiences or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources. |
| Range of Writing | |
| C.5.7 | Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences. |

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Composition

Guiding Principle 1: Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Standard: 5. C.1 Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information.

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. 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.
- c. Provide logically ordered reasons that are supported by facts and details.
- d. Use grade-appropriate transitions.
- e. Provide a concluding section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

| Know: <i>What content does the student need to know to demonstrate this standard?</i> | Do: <i>What skill must the student demonstrate?</i> | Mastery: <i>How does the student demonstrate the learning of the standard?</i> |
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| <p style="text-align: center;">➤ Fact vs Opinion</p> <p>How to:</p> <ul style="list-style-type: none"> ➤ Introduce a topic clearly. ➤ State an opinion. ➤ Organize ideas in paragraphs in a way that support the purpose of the writing. ➤ Identify facts and reasons to support details. ➤ Support reasons with facts and details. ➤ Use transitional words and phrases. ➤ The components of an effective conclusion for an opinion piece. ➤ Components of the writing process <p>How to :</p> <ul style="list-style-type: none"> ➤ Plan ➤ Edit ➤ Rewrite ➤ Work with peers and/or adults to develop writing. | <ul style="list-style-type: none"> ➤ Introduce a topic clearly. ➤ State an opinion. ➤ Create an organizational structure in which related ideas are grouped to support the writer’s purpose. ➤ Include facts and details to support reasons. ➤ Use grade appropriate transitions when writing. ➤ Compose a concluding sentence or statement that relates to the opinion. ➤ Effectively work with peers and adults to strengthen writing. ➤ Develop writing through planning, revising, editing, and rewriting. | <ul style="list-style-type: none"> ➤ Students will accurately introduce a topic or text clearly. ➤ Students will clearly state an opinion ➤ Students will create an organizational structure in which related ideas are groups to support the writer’s purpose support an opinion. ➤ Students will support reasons with appropriate facts and details. ➤ Students will utilize appropriate transitions throughout the writing piece. ➤ Students will compose a concluding sentence or statement related to the opinion. ➤ Students will collaborate with peers and adults to develop and strengthen writing through planning, |

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| | | revising, editing, and rewriting. |
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Composition

Guiding Principle 2: Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective section, organization and analysis of content.

Standard: C.5.2 Compose informative and/or explanatory texts, using writing and digital resources and convey ideas and information clearly.

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Introduce a topic clearly, provide a general observation and focus and group related information logically include formatting, illustrations, and multimedia when useful to aiding comprehension.
- c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structures across paragraphs.
- f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- g. Provide a concluding section
- h. With guidance and support from peers and adults, develop and strengthen writings as needed by planning, revising, editing, rewriting or trying a new approach.

| Know: What content does the student need to know to demonstrate this standard? | Do: What skill must the student demonstrate? | Mastery: How does the student demonstrate the learning of the standard? |
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| <ul style="list-style-type: none"> ➤ Introduce a topic clearly. ➤ Create an organizational structure in which related ideas are grouped to support the writer’s purpose. ➤ Methods of formatting. ➤ Group related information into paragraphs and sections. ➤ Include formatting, illustrations, and multimedia that assist with comprehension. ➤ Identify facts, definitions, concrete details, quotations, and | <ul style="list-style-type: none"> ➤ Introduce a topic clearly. ➤ Create an organizational structure in which related ideas are grouped to support the writer’s purpose. ➤ Group related information into paragraphs and sections. ➤ Include formatting, illustrations, and multimedia that assist with comprehension. ➤ Include facts, definitions, concrete details, quotations, and other informational | <ul style="list-style-type: none"> ➤ Students will accurately introduce a topic or text clearly. ➤ Students will create an organizational structure in which related ideas are groups to support the writer’s purpose. ➤ Students will introduce a topic clearly and group related information in paragraphs and sections including formatting (eg. Headings, illustrations, and multimedia) appropriate to task, purpose and audience. ➤ Students will Include facts, definitions, |

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| <p>other informational examples that are related to the topic.</p> <ul style="list-style-type: none"> ➤ Develop the topic with those things ➤ Sentence text structure ➤ Conjunction words ➤ Transitional words and phrases ➤ Domain specific vocabulary terms related to the topic. ➤ The components of an effective conclusion for an opinion piece. ➤ Components of the writing process <p>How to :</p> <ul style="list-style-type: none"> ➤ Plan ➤ Edit ➤ Rewrite ➤ Work with peers and/or adults to develop writing | <p>examples that develop the topic.</p> <ul style="list-style-type: none"> ➤ Use grade appropriate conjunctions when writing. ➤ Use grade appropriate sentence text structure when writing ➤ Use grade appropriate transitions when writing. ➤ Domain specific vocabulary terms related to the topic. ➤ Compose a concluding sentence or statement that relates to the opinion. ➤ Effectively work with peers and adults to strengthen writing. ➤ Develop writing through planning, revising, editing, and rewriting. | <p>concrete details, quotations, and other informational examples that develop the topic.</p> <ul style="list-style-type: none"> ➤ Students will utilize appropriate conjunctions to develop text structure throughout the writing piece. ➤ Students will compose a concluding sentence or statement related to the writing. ➤ Students will use precise terms for domain specific vocabulary to inform and/or explain the topic ➤ Students will compose a concluding sentence or statement related to the opinion. ➤ Students will collaborate with peers and adults to develop and strengthen writing through planning, revising, editing, and rewriting. |
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Composition

Guiding Principle 3: Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well structured event sequences.

Standard: C.5.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or events or ideas using effective technique, descriptive details, and clear sequences.

- a. Produce clear and coherent writing in which the development and organization are appropriate to task purpose and audience.
- b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
- c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
- d. Use a variety of conjunctions and transitional words, phrases, and clauses to manage the sequence of events.
- e. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- f. Provide a conclusion that follows the narrated experiences or events.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

| Know: <i>What content does the student need to know to demonstrate this standard?</i> | Do: <i>What skill must the student demonstrate?</i> | Mastery: <i>How does the student demonstrate the learning of the standard?</i> |
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| <ul style="list-style-type: none"> ➤ Introduce a topic clearly. ➤ Create an organizational structure in which related ideas are grouped to support the writer’s purpose. ➤ Linear Structure-follows a sequence of time-bound events, moving from point A to point B. ➤ Nonlinear Structure-plot events may be presented outside time-bound sequence including | <ul style="list-style-type: none"> ➤ Introduce a topic clearly. ➤ Create an organizational structure in which related ideas are grouped to support the writer’s purpose. ➤ Establish a situation. ➤ Create a hook that orients the reader. ➤ Introduce a narrator and characters. ➤ Choose an organized event sequence that reflects an appropriate structure (linear, nonlinear, circular structure). | <ul style="list-style-type: none"> ➤ Students will accurately introduce a topic or text clearly. ➤ Students will create an organizational structure in which related ideas are groups to support the writer’s purpose. ➤ Students will orient the reader by establishing a situation and introducing the narrator and/or characters. ➤ Students will organize an event sequence that reflects linear, |

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| <p>multiple story lines and flashbacks.</p> <ul style="list-style-type: none"> ➤ Circular Structure-plot moves one event at a time, ending where the story began, closure is provided through a return to the beginning material. ➤ Establish a situation ➤ Create a hook that orients the reader ➤ Introduce a narrator and/or characters ➤ Organize an event sequence that happens naturally. ➤ Correct dialogue punctuation ➤ Strong adjectives to describe ➤ Transitional words and phrases ➤ Identify character responses ➤ Use dialogue and descriptive language to develop experiences and events ➤ Use dialogues and descriptive language to show the responses of characters to situations ➤ Transitional words and phrases ➤ Conjunction words ➤ Phrases ➤ Clauses ➤ Concrete words and phrases to convey details ➤ The components of an effective conclusion for a narrative piece | <ul style="list-style-type: none"> ➤ Incorporate dialogue and description to develop experiences and events ➤ Use dialogue and descriptive language to show the responses of characters to situations. ➤ Use grade appropriate transitions to manage sequence of events. ➤ Use grade appropriate conjunctions to manage sequence of events. ➤ Use grade appropriate phrases to manage sequence of events. ➤ Use grade appropriate clauses to manage phrases of events. ➤ Use concrete words and phrases and sensory details to convey experiences. ➤ Compose a concluding sentence or statement that relates to the narrative piece. ➤ Effectively work with peers and adults to strengthen writing. ➤ Develop writing through planning, revising, editing, and rewriting. | <p>nonlinear, or circular structure.</p> <ul style="list-style-type: none"> ➤ Students will use dialogue and descriptive language to develop experiences and events. ➤ Students will use dialogue and descriptive language to show the responses of characters to situations. ➤ Students will use transitional words and phrases, conjunctions, phrases, and clauses to manage sequence of events when writing. ➤ Students will use concrete words and phrases and sensory details to convey experiences and events precisely. ➤ Students will compose a concluding sentence or statement related to the narrative piece. ➤ Students will collaborate with peers and adults to develop and strengthen writing through planning, revising, editing, and rewriting. |
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| <ul style="list-style-type: none">➤ Components of the writing process How to : <ul style="list-style-type: none">➤ Plan➤ Edit➤ Rewrite➤ Work with peers and/or adults to develop writing | | |
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Composition

Guiding Principle 4: Students will use digital resources to create and publish products as well as to interact and collaborate with others.

Standard: C.5.4 With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Utilize available digital resources to publish words➤ Work with adults to use digital resources➤ Interact and collaborative with others while using digital resources. | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Effectively work with adults to use digital resources to create and publish writing products➤ Effectively use available digital resources to interact and collaborate with others | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ With limited guidance from adults, students will utilize available digital resources to create and publish writing product.➤ With limited guidance from adults, students will utilize available digital resources to interact and collaborate with others |
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Composition

Guiding Principle 5: Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standard: C.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Identify reliable sources➤ Utilize available resources to conduct research projects | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none">➤ Conduct short research projects using a source on a given topic | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
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Composition

Guiding Principle 6: Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

Standard: C.5.6 Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrases applicable information in notes and finished work and provides a list of sources.

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Identify reliable sources ➤ Distinguish between print and digital sources ➤ Summarize relevant information from sources ➤ Paraphrase ➤ Take notes from sources ➤ Cite sources | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Summarize information from print and digital sources ➤ Take notes from information ➤ Practice correctly citing sources using research | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will take notes while summarizing relevant information from print and digital sources ➤ Students will cite the sources used in e research. |
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Composition

Guiding Principle 7: Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

Standard: C.5.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none">➤ Use given time effectively➤ Recognize a variety of writing tasks➤ Recognize a variety of purposes for writing.➤ Identify the intended audience | <p>Do: What skill must the student demonstrate?</p> <ul style="list-style-type: none">➤ Compose regularly over shorter time frames➤ Compose regularly over longer time frames➤ Compose pieces for a variety of tasks, purposes, and audiences. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none">➤ Students will compose over a short and extended time frame for a variety of tasks, purposes, and audiences. |
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Language – Grade 5

| Conventions of Standard English | |
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| L.5.1 | <p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions and interjections in a grade-level text. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. e. Use correlative conjunctions. |
| L.5.2 | <p>When writing:</p> <ul style="list-style-type: none"> 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, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors. |
| Knowledge of Language | |
| L.5.3 | <p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> 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, dramas or poems. |
| Vocabulary Acquisition and Use | |
| L.5.4 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships. |
| L.5.5 | <p>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms. |

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Language

Guiding Principle 1: Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

Standard: L.5.1 **When writing or speaking,** demonstrate command of the conventions of standard English grammar and usage.

- a. Explain the function of conjunctions, prepositions and interjections in **a grade level text**.
- b. **Use the** perfect verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. **Produce complete sentences,** recognizing and correct inappropriate shifts in verb tense.
- e. Use correlative conjunctions.

| Know: <i>What content does the student need to know to demonstrate this standard?</i> | Do: <i>What skill must the student demonstrate?</i> | Mastery: <i>How does the student demonstrate the learning of the standard?</i> |
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| <ul style="list-style-type: none"> ➤ Conjunctions ➤ Prepositions ➤ Interjections ➤ Verb tenses- future, past, present ➤ When to use the correct verb tense ➤ Recognize a complete sentence ➤ Compose a complete sentence ➤ Identify a shift in verb tenses ➤ Correlative conjunction | <ul style="list-style-type: none"> ➤ Identify the conjunctions in a sentence. ➤ Identify the prepositions in a sentence. ➤ Identify the interjections in a sentence. ➤ Identify the verb tense in a sentence. ➤ Use verb tenses to show various times, sequences, states and conditions. ➤ Correct an inappropriate shift in verb tenses. ➤ Correctly identify correlative conjunction in a sentence. | <ul style="list-style-type: none"> ➤ Students will explain, conjunctions, prepositions, and interjections in their appropriate grade level. ➤ Students will correctly utilize the perfect verb tense when writing or speaking. ➤ Students will use verb tenses to show various times, sequences, states, and conditions. ➤ Students will compose a complete sentence and correct an inappropriate shift in verb tense. ➤ Students will correctly use correlative conjunction when writing or speaking. |

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Language

Guiding Principle 2: Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Standard: L.5.2 *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 to set off a tag question from the rest of the sentence, and to indicate direct address.
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. **Use strategies and resources (print and electronic) to identify and correct spelling errors.**

| Know: <i>What content does the student need to know to demonstrate this standard?</i> | Do: <i>What skill must the student demonstrate?</i> | Mastery: <i>How does the student demonstrate the learning of the standard?</i> |
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| <ul style="list-style-type: none"> ➤ Correctly use commas to separate items in a series. ➤ What an introductory element is ➤ Tag question ➤ Indirect direct address ➤ When to italicize, underline, or put titles in quotation marks ➤ How to use dictionary ➤ How to use a computer spell check | <ul style="list-style-type: none"> ➤ Correctly use a comma to separate items in a series when writing or proofreading. ➤ Correctly place a comma after identifying the introductory element. ➤ Correctly place a comma after a tag question. ➤ Correctly place a comma when indicating indirect address. ➤ Correctly italicize, underline or put a title in quotation marks depending on the form of writing. ➤ Use a dictionary to look up correct spelling of words. ➤ Use a spell check when typing to correct spelling. | <ul style="list-style-type: none"> ➤ Students will use punctuation to separate items in a series. ➤ Students will correctly use a comma to separate an introductory element from the rest of the sentence ➤ Students will use a comma after a tag question and when indicating indirect addresses. ➤ Students will correctly italicize, underline, or use quotation marks the title of work. ➤ Students will correctly use print and electronic sources when correcting spelling errors. |

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Guiding Principle 3: Students will apply knowledge to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Standard: L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or 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, dramas, or poems.

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Revise sentences to produce the most effective writing. ➤ How to compare and contrast ➤ Different varieties of English | <p>Do: What skill must the student demonstrate?</p> <ul style="list-style-type: none"> ➤ Students must be able to expand, combine and reduce sentences to improve meaning, reader interest and style. ➤ Students must be able to compare and contrast varieties of English used in stories, dramas or poems. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will expand, combine, and reduce sentences for meaning, reader/listener interest, and style. ➤ Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
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Guiding Principle 4: Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

Standard: L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common affixes and roots as clues to the meaning of a word.
- c. Consult print and digital **reference materials** to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- d. **Acquire and use accurately grade appropriate general academic domain specific words and phrases, including those that signal contrast, addition and other logical relationships.**

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Context clues to figure out the meaning of unknown words. ➤ Cause/effect ➤ Compare/contrast ➤ Meaning of common, grade-appropriate Greek and Latin affixes and roots ➤ Difference in print and digital resources ➤ Use reference materials to figure out the pronunciation and meaning of unknown words | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Students must be able to use context clues to figure out the meaning of unknown words. ➤ Students must be able to determine the meaning of common, grade-appropriate Greek and Latin affixes and roots. ➤ Students must be able to use reference materials to figure out the pronunciation and meaning of unknown words. ➤ Domain specific vocabulary terms related to the topic. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. ➤ Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. ➤ Students must use common, grade-appropriate Greek and Latin affixes and roots |
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| <ul style="list-style-type: none">➤ Use dictionaries, glossaries, thesauruses➤ Domain specific vocabulary terms related to the topic. | | <p>as clues to the meaning of a word.</p> <ul style="list-style-type: none">➤ Students will consult reference materials both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.➤ Students will use precise terms for domain specific vocabulary, including those that signal contrast, addition and other logical relationships. |
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Guiding Principle 5: Students will demonstrate understanding of word relationships and nuances in words meanings.

Standard: L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. **Demonstrate the understanding of words by relating them to their** synonyms and antonyms.

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| <p>Know: <i>What content does the student need to know to demonstrate this standard?</i></p> <ul style="list-style-type: none"> ➤ Different types of figurative language, including similes and metaphors, in context ➤ Idioms ➤ Adages ➤ Proverb ➤ Synonym ➤ Antonym | <p>Do: <i>What skill must the student demonstrate?</i></p> <ul style="list-style-type: none"> ➤ Recognize various types of figurative language in context. ➤ Recognize the meaning of common idioms, adages and proverbs based on the context in which they are used. ➤ Find a synonym and antonyms for a given word. | <p>Mastery: <i>How does the student demonstrate the learning of the standard?</i></p> <ul style="list-style-type: none"> ➤ Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ➤ Students will recognize and explain the meaning of common idioms, adages, and proverbs in a text. ➤ Students will use the relationship between particular words (e.g., synonyms, antonyms,) to better understand each of the words. |
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