

**Bermudian Springs Pennsylvania Core Standards
English Language Arts Framework
Grade Five**



INTRODUCTION

Bermudian Springs School District shares the Partnership for Assessment for Readiness for College and Careers (PARCC) vision that instruction in reading, writing, speaking, listening, and language is a *shared responsibility* within our schools. All fields of study demand analysis of complex texts and strong oral and written communication skills.

The Pennsylvania Core Standards challenge students in Grade 5 to read widely and deeply from a range of high-quality, increasingly challenging literature and informational text from diverse cultures and different time periods such that they will be able to quote accurately and explicitly to support inferences. Students delve deeply into texts and build their knowledge base about different subjects through identifying and assessing evidence as well as accurately paraphrasing reading materials by citing key details. They can explain how elements of a story or text interact and describe how different points of view influence the description of events. Students also learn how to trace the development of a topic in texts of the same genre and integrate the information they glean.

English/Language Arts - Long Term Transfer Goals

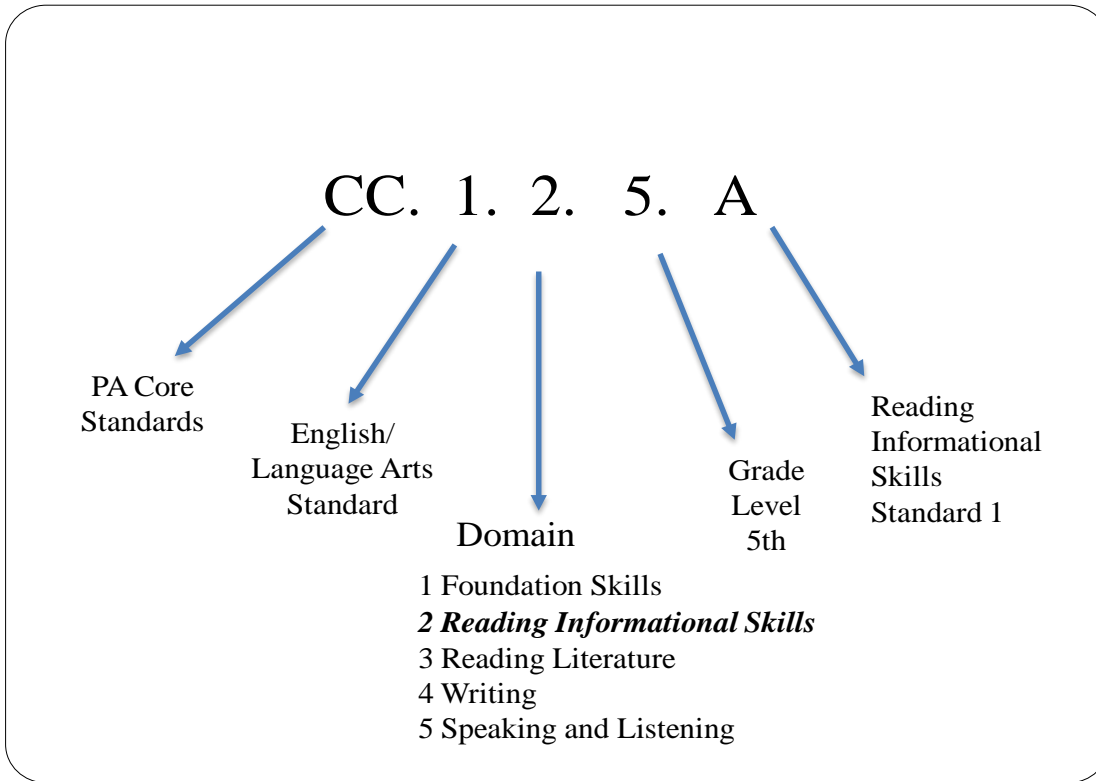
Bermudian Springs School District has adopted Pennsylvania Department of Education's five essential transfer goals that highlight the effective use of understanding, knowledge, and skills in order to prepare students to be college and or career ready. The overarching goals focus specifically on what we want students to be able to do when they confront new challenges both in and outside of school.

Students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Adapted from: commoncore.org, 2013; parconline.org, 2013; pdesas.org, 2013

English/Language Arts Standard Taxonomy



1.1 Foundational Skills - Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

DOMAIN: *Phonics and Word Recognition*

STANDARD: CC.1.1.5.D Know and apply grade level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Anchor Descriptor: None

Eligible Content: None

Key Concepts

Know and apply phonics, Know and apply word analysis skills
Decode words, Use letter-sound correspondences, Use syllabication patterns, Use morphology, Read multisyllabic words

Key Vocabulary

Phonics, Word analysis, Decode, Letter-sound correspondences, Syllabication patterns, Morphology, Multisyllabic words

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Read accurately in all aspects of daily life. (enjoyment, school, work, directions)
- Read accurately during fluency checks, running records, and other oral reading.
- Show evidence of comprehension during comprehension tests.
- Read words in isolation.

1.1 Foundational Skills	
DOMAIN: <i>Fluency</i>	
STANDARD: CC.1.1.5.E Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self- correct word recognition and understanding, rereading as necessary. 	
Anchor Descriptor: None	
<u>Eligible Content:</u> None	
Key Concepts	Key Vocabulary
Read accurately to support comprehension; Read fluently to support comprehension; Read on- level text; Read with a purpose; Read for understanding; Read orally with accuracy; Read orally at an appropriate rate on successive readings; Read orally with expression on successive readings; Use context to confirm or self- correct word recognition and understanding; Reread as necessary	Accuracy, Fluency, Expression, Rate, Comprehension, Purpose, Understanding, Confirm, Self-correct, Reread
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Read accurately in all aspects of daily life. (enjoyment, school, work, directions) • Read accurately during fluency checks, running records, and other oral reading. 	

1.2 Reading Informational Text- Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Key Ideas and Details: Main idea/Text Analysis*

STANDARD: CC.1.2.5.A - Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

Anchor Descriptor: Demonstrate understanding of key ideas and details in literature.

Eligible Content:

E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details: summarize the text.

Key Concepts

Determine two or more main ideas; Support by details; Summarize the text

Key Vocabulary

Main idea, Supporting details, Summarize, Cite, Topic sentence

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write or verbally tell the main idea of a presentation or career or school reading.
- Read, understand, and analyze journals, articles, and other nonfiction text for school, personal, and career-related reasons.
- Highlight topic sentences from informational text. Highlight supporting details with another color.
- After reading text, write the main idea from the passage and then cite supporting details.
- Create a main idea and supporting detail graphic organizer.
- Write a summary of the text.
- Present information read to other students in jigsaw groups.
- Present orally the main idea and supporting details.
- Retell the text orally.

1.2 Reading Informational Text- Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Key Ideas and Details: Main idea/Text Analysis*

STANDARD: CC.1.2.5.B - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

Anchor Descriptor: Demonstrate understanding of key ideas and details in literature.

Eligible Content:

E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

Key Concepts

Cite textual evidence; Quote accurately; Explain what the text says explicitly;
Make inferences

Key Vocabulary

Cite evidence; Quote accurately; Explain explicitly; Inferences; Drawing conclusions; Generalizations

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Complete study guides from content classes, referencing page numbers from text.
- Cite evidence read in journals, magazine articles, and other school and career related materials.
- Read, understand, and analyze journals, articles, and other nonfiction text for school, personal, and career-related reasons.
- Answer comprehension questions by using support cited from the text.
- Answer comprehension questions by drawing conclusions/making inferences and then supporting them with evidence from the text.
- Create a graphic organizer in which the inference, support from the story, and student’s own background knowledge are included.
- Give oral response in which textual support is given.

1.2 Reading Informational Text - Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Key Ideas and Details: Main idea/Text Analysis*

STANDARD: . CC.1.2.5.C - **Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.**

Anchor Descriptor: **Demonstrate understanding of key ideas and details in literature.**

Eligible Content: E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.

Key Concepts

Key Vocabulary

Explain relationships and interactions between events, ideas, or concepts;
Base relationships on specific information from the text

Relationships; Interactions; Events; Ideas; Concepts; Text; Connections

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Determine the relationship that events have on other events.
- Read, understand, and analyze journals, articles, and other nonfiction text for school, personal, and career-related reasons.
- Create a Venn diagram or T chart explaining similarities and differences.
- Analyze the relationships by writing a compare/contrast paragraph.
- Take notes regarding real-life connections to text.
- Draw a pictorial comparison between two ideas or concepts.

1.2 Reading Informational Text- Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
DOMAIN: <i>Craft and Structure: Point of View</i>	
STANDARD: CC.1.2.5.D - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
Anchor Descriptor: Demonstrate understanding of craft and structure in literature.	
Eligible Content: E05.B-C.2.1.1 Analyze multiple accounts of the same event on topic, noting important similarities and differences in the point of view they represent	
Key Concepts	Key Vocabulary
Analyze multiple accounts of the same event or topic; Note similarities and differences in point of view.	Event; Topic; Similarities; Differences; Author’s point of view
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Read multiple articles, books, journals, and other texts to evaluate similarities and differences about a topic. • Use this information to determine own view about a topic. • Analyze the point of view of a text and participate in a class discussion in which the students cite evidence. • Compare the point of view of two different texts and explain in paragraph form or a Venn diagram. • Formulate own point of view on a topic after analyzing the informational text, and explain why he/she has developed that point of view. • Create a graphic organizer showing the point of view on a particular subject. • Create a poster or song which showcases the author’s point of view and gives supporting evidence. 	

1.2 Reading Informational Text -Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Craft and Structure: Text Structure*

STANDARD: CC.1.2.5.E-Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

Anchor Descriptor: Demonstrate understanding of craft and structure in informational texts.

Eligible Content:

E05.B-C.2.1.2 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.

Key Concepts

Identify types of text structure; Analyze text and determine type in a given passage; Interpret information in text based on the type of text structure.

Key Vocabulary

Text structure; Text organization; Analyze; Interpret; Chronology/Sequence; Compare/Contrast; Cause/effect; Problem/solution; Description/spatial; Question/Answer

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Read, understand, and analyze journals, articles, and other nonfiction text for school, personal, and career-related reasons.
- Complete a graphic organizer of the overall ideas, concepts, and information presented in the text.
- Explain in writing the main points of the text.
- Identify text structure of passage.
- Highlight clues which cite evidence of text structure.

1.2 Reading Informational Text- Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: – *Craft and Structure: Vocabulary*

STANDARD: CC.1.2.5.F -**Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.**

Anchor Descriptor: Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content:

E05.B-V.4.1.1 Determine or clarify the meaning multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationship and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photosynthesis*).
- c. Determine the meaning of general academic and domain phrases used in a text.

E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language (simile, metaphor, personification) in context.
- b. Recognize and explain the meaning of common idioms, adages, and
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. grade-appropriate conversational, general academic, and domain multiple-meaning words and phrases based on grade level

Key Concepts

Determine meaning at grade level text; Interpret figurative language

Key Vocabulary

Figurative language; Metaphor; Simile; Personification; Hyperbole; Alliteration; Idiom

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Understand conversations in which figurative language is used.
- Develop deeper understanding of nonfiction text.
- Write more creatively.
- Define figurative language types, identify the type of figurative language in sentences, and interpret figurative language.

- Interpret figurative language and write literal meaning.
- Create a poster identifying the types of figurative language.

<p>1.2 Reading Informational Text- Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Integration of Knowledge and Ideas: Diverse Media</i></p>	
<p>STANDARD: - CC.1.2.5.G-Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	
<p>Anchor Descriptor: Demonstrate understanding of connections within, between, and/or among informational texts.</p>	
<p>Eligible Content: E05.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features</p>	
<p>Key Concepts</p>	<p>Key Vocabulary</p>
<p>Draw on information from multiple print or digital sources; Demonstrate the ability to answer a question; Solve a problem efficiently.</p>	<p>Multiple print sources; Digital sources; Question; Problem</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Analyze and appreciate multiple print or digital sources. • Read and analyze multiple sources in order to find the answer to a question. • Determine how to best utilize different types of sources, and tell why sources are most useful. • Solve problems quickly and efficiently by utilizing the best source. 	

1.2 Reading Informational Text- Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: – *Integration of Knowledge and Ideas: Evaluating Arguments*

STANDARD: CC.1.2.5.H-Determine how an author supports particular points in a text through reasons and evidence.

Anchor Descriptor: Demonstrate understanding of connections within, between, and among/or among informational texts.

Eligible Content:

E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Key Concepts

Authors support points with reasons and evidences

Key Vocabulary

Author; Support; Reasons: Evidence

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Read, understand, and analyze journals, articles, and other nonfiction text for school, personal, and career-related reasons.
- Write with better evidence.
- Create a graphic organizer of main points and evidence.
- Summarize the main point of a reading.
- Determine the difference between relevant and irrelevant evidence, and highlight important evidence.

1.2 Reading Informational Text- Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: – *Integration of Knowledge and Ideas: Analysis Across Texts*

STANDARD: CC.1.2.5.I-Integrate information from several texts on the same topic to demonstrate understanding of that topic.

Anchor Descriptor: Demonstrate understanding of connections within, between, and/or

Eligible Concept:

E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge.

E05.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features

Key Concepts

Concepts; Integrate information from several texts; Demonstrate understanding of that topic

Key Vocabulary

Key Vocabulary; Integrate; Several text; Understanding

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- After analyzing the multiple texts, create a paper in which ideas from several texts are included.
- Present a speech on topic.

1.2 Reading Informational Text- Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Vocabulary Acquisition and Use*

STANDARD: CC.1.2.5.J-Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Anchor Descriptor: Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content:

E05.B-V.4.1.1 Determine or clarify the meaning multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationship and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photosynthesis*).
- c. Determine the meaning of general academic and domain phrases used in a text.

E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language (simile, metaphor, personification) in context.
- b. Recognize and explain the meaning of common idioms, adages, and
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. grade-appropriate conversational, general academic, and domain multiple-meaning words and phrases based on grade level

Key Concepts

Acquire and use grade-appropriate words and phrases;

Key Vocabulary

Conversational; General academic; Domain specific; Signal; Contrast; Addition; Logical

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Read and interpret meaning of nonfiction text.
- Identify and define vocabulary in nonfiction text utilizing context clues, knowledge of Greek and Latin roots, and affixes.
- Complete vocabulary worksheets.
- Write sentences using acquired vocabulary.

- Take vocabulary tests.
- Create pictorial representations, songs, riddles, or other creative examples of vocabulary knowledge.

1.2 Reading Informational Text – Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Vocabulary Acquisition and Use*

STANDARD: CC.1.2.5.K- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools..

Anchor Descriptor: **Demonstrate understanding of vocabulary and figurative language in informational texts.**

Eligible Content:

E05.B-V.4.1.1Determine or clarify the meaning multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationship sand comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *photosynthesis*).
- c. Determine the meaning of general academic and domain phrases used in a text.

Key Concepts

Key Vocabulary

Acquire and use grade-appropriate words and phrases

Conversational; General academic; Domain specific

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Identify and define vocabulary in nonfiction text utilizing context clues, knowledge of Greek and Latin roots, and affixes.
- Complete vocabulary worksheets.
- Write sentences using acquired vocabulary.
- Take vocabulary tests.
- Create pictorial representations, songs, riddles, or other creative examples of vocabulary knowledge.

1.2 Reading Informational Text – Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Range of Reading*

STANDARD CC.1.2.5...L

Anchor Descriptor: Read and comprehend literacy non-fiction and informational text on grade level, reading independently and proficiently.

Eligible Content: none

Key Concept

Key Vocabulary

Conversational; General academic; Domain specific

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Read and appreciate nonfiction text.
- Summarize books read.
- Participate in a book club.

<p>1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence</p>	
<p>DOMAIN: <i>Key Ideas and Details: Theme</i></p>	
<p>STANDARD: CC.1.3.5.A-Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	
<p>Anchor Descriptor: Demonstrate understanding of key ideas and details in literature.</p> <p><u>Eligible Content:</u> E05.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, summarize the text.</p>	
<p>Key Concepts</p>	<p>Key Vocabulary</p>
<p>Determine theme; Determine how characters in a story respond to challenges; Determine how the speaker in a poem reflects upon a topic; Summarize the text.</p>	<p>Theme, characters; Problem /Conflict; Solution/Resolution; Rising Action, Falling action; Climax, reflection, summarize</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Participate in book clubs. • Appreciate the theme of books, poems, movies, and TV shows. • Relate character’s traits to people. • Analyze stories or poems and determine theme. • Write paragraphs or stories with a theme. • Include theme in written or oral summary of literature. • Generate written responses explaining the author’s theme and how the author supported the theme throughout the piece. • Create written response about the character’s response to conflicts in the story. • Write a book report. • Retell orally. • Craft a poster identifying the theme of the book or poem. • Fashion a graphic organizer in which the theme is supported. 	

<p>1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence</p>	
<p>DOMAIN: <i>Key Ideas and Details: Text Analysis</i></p>	
<p>STANDARD: CC.1.3.5.B- Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p>	
<p>Anchor Descriptor: Demonstrate understanding of key ideas and details in literature.</p> <p><u>Eligible Content:</u> E05.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	
<p>Key Concepts</p>	<p>Key Vocabulary</p>
<p>Cite textual evidence; Quote accurately; Explain what the text says explicitly; Make inferences</p>	<p>Cite evidence; Quote; Explicitly; Inferences/Drawing conclusions; Make generalizations; Right there; Think and Search; Author and You; On My Own</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Infer statements in conversation and in texts read. • Determine Question Answer Relationships • Answer comprehension questions by restating the question and then using support from the text. • Answer comprehension questions by relating information from the text to information the student has in their background knowledge and experience. • Answer multiple choice quizzes. • Provide oral responses with support. • Create graphic organizer showing the relationship between the question, answer, and support for the question. 	

<p>1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence</p>	
<p>DOMAIN: <i>Literary Elements</i></p>	
<p>STANDARD: CC.1.3.5.C Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.</p>	
<p>Anchor Descriptor: Demonstrate understanding of key ideas and details in literature.</p> <p><u>Eligible Content:</u> E05.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story drama or poem drawing on specific details in the text (e.g., how characters interact).</p>	
<p>Key Concept</p>	<p>Key Vocabulary</p>
<p>Compare and contrast characters, settings, and events; Use specific details in the text.</p>	<p>Compare Contrast; Characters, Character Traits Setting; Problem/ Conflict, Solution/Resolution; Events, Plot; Rising ; Action/Development of Conflict; Falling Action/Resolution of Conflict; Details</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Discuss similarities or differences in books, movies, or TV shows. • Discover the structure of stories which increases understanding and appreciation. • Read multiple stories and compare and contrast the literary elements in multiple choice assessments. • Make connections between stories using a T chart or Venn diagram. • Write a comparison/contrast essay about two or more stories. 	

<p>1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence</p>	
<p>DOMAIN: <i>Craft and Structure: Point of View</i></p>	
<p>STANDARD: CC.1.3.5.D-Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	
<p>Anchor Descriptor: Demonstrate understanding of craft and structure in literature.</p> <p><u>Eligible Content:</u> E05.A-C.2.1.1 Describe how a narrator’s or speaker’s point of view influences how events are described, describe an author’s purpose of a text and explain how it is conveyed in the text.</p>	
<p>Key Concepts</p>	<p>Key Vocabulary</p>
<p>Analyze multiple accounts of the same topic; Note important similarities and differences in point of view; Describe how a narrator’s point of view influences how the author describes it. Describe an author’s purpose; Explain how the purpose is conveyed in the text.</p>	<p>Multiple accounts; Topic; Similarities , Differences; Point of view/viewpoint (perspective), influences; First person, second person, third person; Author’s purpose; To inform, to persuade, to entertain, to explain; Convey</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> Analyze different points of view of current topics and form your own opinion. Acknowledge that there are different points of view for topics and that author’s influence the reader by what they choose to include. Write a letter to the editor expressing opinion or participate in a blog. Read literary text and analyze the author’s point of view (viewpoint). Read another text and determine how the author’s point of view (viewpoint) is different or the same. Explain how the author’s thoughts about a subject determine what information he shares with the reader. Explain how the author conveys his message to the reader. Participate in a group discussion about a topic. Develop own point of view for the topic. 	

- Write a written paper on topic.
- Create and analyze a political cartoon.

<p>1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence</p>	
<p>DOMAIN: <i>Craft and Structure: Text analysis</i></p>	
<p>STANDARD : CC.1.3.5.E Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem</p>	
<p>Anchor Descriptor: <u>Eligible Content:</u> none</p>	
Key Concepts	Key Vocabulary
Explain overall structure of a story or drama; Explain overall structure of a poem.	Chapters, titles, scenes, stanzas; Structure; Story, poem, drama
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Comprehend stories and poems read. • Write own story, drama, or poem. • Complete a story map that shows the story’s structure. • Analyze and explain a poem’s structure. • Recreate another poem using the same structure of a previous poem. • Participate in oral discussions 	

<p>1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Craft and Structure: Vocabulary</i></p>	
<p>STANDARD : CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language</p>	
<p>Anchor Descriptor: Demonstrate understanding of vocabulary and figurative language in literature. <u>Eligible Content:</u> E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, <i>photosynthesis</i>). E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	
Key Concepts	Key Vocabulary
Determine the meaning of words and phrases: Interpret figurative language.	Words; Phrases; Interpret; Figurative language; Simile, Metaphor, Alliteration, Idiom, Hyperbole; Personification, Onomatopoeia
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Recognize conversations in which figurative language is used. • Develop deeper understanding of books, movies, and TV shows. • Write more creatively. • Define figurative language types, identify the type of figurative language in sentences, and interpret figurative language. • Create poems, stories, comics and other projects utilizing figurative language. • Create a poster identifying the types of figurative language. • Interpret verbally. 	

<p>1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Integration of Knowledge and Ideas: Sources of Information</i></p>	
<p>STANDARD : CC.1.3.5.G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	
<p>Anchor Descriptor: <u>Eligible Content:</u> none</p>	
Key Concepts	Key Vocabulary
Analyze how visual and multimedia elements contribute to meaning, tone or beauty.	Visual elements Multimedia elements Meaning Tone beauty
<p>Competencies Describe what students should be able to do (key skills) as a result of this instruction</p>	
<ul style="list-style-type: none"> • Read comic books and graphic novels. • Watch visual and multimedia presentations of stories with appreciation. • Create presentations that are pleasing to teachers, classmates, and employers. • Write an essay stating how the visual and multimedia elements add to the meaning and tone. 	

<p>1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence</p>	
<p>DOMAIN: <i>Integration of Knowledge and Ideas: Text Analysis</i></p>	
<p>STANDARD: CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.</p>	
<p>Anchor Descriptor: Demonstrate understanding of connections between and/or among texts.</p> <p>Eligible Content: E05.A-C.3.1.1 Compare and contrast stories in the same genre on their approaches to similar themes and topics. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.</p>	
Key Concepts	Key Vocabulary
Compare and contrast texts in the same genre.	Theme; Topic; Literary elements; Genre; Compare; Contrast
<p>Competencies Describe what students should be able to do (key skills) as a result of this instruction</p>	
<ul style="list-style-type: none"> • Compare and contrast two or more novels of similar genre. • Recommend books to friends. • Create a Venn diagram or T chart with similarities and differences. • Write a compare/contrast paragraph. • Write an essay about the characteristics of a specific genre based on information learned by reading multiple stories in the same genre. • Create a poster in which the characteristics of a certain genre were explained. • Explain genre. 	

<p>1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Vocabulary Acquisition and Use: Strategies</i></p>	
<p>STANDARD: CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>	
<p>Anchor Descriptor: Demonstrate understanding of vocabulary and figurative language in literature.</p> <p><u>Eligible Content:</u> E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, <i>photosynthesis</i>).</p>	
Key Concepts	Key Vocabulary
Determine meaning of multi-meaning words using strategies; Clarify unknown words.	Multi-meaning words; Phrases ; Strategies; tools
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Use context clues to determine unknown words. • Read on level fiction and nonfiction. • Complete vocabulary tests. • Answer comprehension questions. 	

<p>1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Vocabulary Acquisition and Use</i></p>	
<p>STANDARD: CC.1.3.5.J Acquire and use accurately grade- appropriate conversational, general academic, and domain- specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>	
<p>Anchor Descriptor: Demonstrate understanding of vocabulary and figurative language in literature.</p> <p><u>Eligible Content:</u> E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, <i>photosynthesis</i>). E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	
Key Concepts	Key Vocabulary
Acquire and use grade appropriate vocabulary.	Conversational; General academic; Domain-specific words and phrases; Signal contrast; Signal addition
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	

- Be able to use jargon necessary for school and career.
- Read text for school and career.
- Write clearly and creatively for school and career.
- Take vocabulary tests.
- Answer comprehension questions.

1.3 Reading Literature

Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Range of Reading*

STANDARD : CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Anchor Descriptor:

Eligible Content: none

Key Concepts

Read and comprehend literary fiction; Read independently and proficiently.

Key Vocabulary

Literary fiction; Independent reading; Proficient reading

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Read novels for enjoyment independently.
- Present an oral reading to a group.
- Complete book report or book review.
- Write a summary.
- Participate in a blog about a literary work.

1.4 Writing -Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Informative Explanatory*

STANDARD : CC.1.4.A- **Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

Anchor Descriptor:

Eligible Content: none

Key Concepts

Write informative/explanatory texts; Examine topic; Convey idea and information.

Key Vocabulary

Informative; Explanatory; Topic; Ideas; Information

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write informational and explanatory texts.
- Create graphic organizer.
- Write cause/effect, compare/contrast, explanatory, and chronological paragraphs and essays.
- Write a research paper.

<p>1.4 Writing- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	
<p>DOMAIN: <i>Informative Explanatory: Focus</i></p>	
<p>STANDARD: CC.1.4.5.B - Identify and introduce the topic clearly.</p>	
<p>Anchor Descriptor: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	
<p>Eligible Content:</p> <p>E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related Information logically to support the writer’s purpose.</p> <p>E05.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure which ideas are logically grouped to support the writer’s purpose.</p>	
<p>Key Concepts</p>	<p>Key Vocabulary</p>
<p>Identify and introduce topic.</p>	<p>Topic</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Write informational and explanatory texts throughout school and career. • Create graphic organizer. • Write a clear topic sentence for your paragraph. Write three or more reasons to support the topic. Write a concluding sentence. • Write cause/effect, sequential, compare/contrast, and explanatory paragraphs and essays. • Write a research paper with a clear thesis. • Revise paragraph or essay for focus. 	

1.4 Writing- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Informative Explanatory: Content*

STANDARD: CC.1.4.5.C- **Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.**

Anchor Descriptor: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Eligible Content:

E.0.5.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations or other information and examples related t the topic.

E.0.5.E.1.1.2 Develop the analysis using a variety of evidence from texts to support claims, opinions, and inferences.

Key Concepts

Develop the topic.

Key Vocabulary

Facts, definitions, concrete details; Quotations; Illustrations; multimedia

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write informational and explanatory texts.
- Create graphic organizer.
- Write a clear topic sentence for your paragraph. Write three or more reasons to support the topic. Write a concluding sentence.
- Develop a list of details that enhance the reasons.
- Write cause/effect, compare/contrast, sequential, and explanatory paragraphs and essays.
- Write a research paper with a clear thesis.
- Revise content to expand detail.
- Write with a partner.

1.4 Writing -Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Informative Explanatory: Organization*

STANDARD : **CC.1.4.5.D-Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.**

Anchor Descriptor: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Eligible Content:

- E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related Information logically to support the writer’s purpose
- E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses *in contrast, especially*).
- E05.C.1.2.6 Provide a concluding section of information or explanation presented.

Anchor Descriptor: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Eligible Content:

- E05.E.1.1.1 Introduce text(s) for the intended audience topic, and create an organizational structure which ideas are logically grouped to support writer’s purpose.
- E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- E05.E.1.1.6 Provide a concluding section related to the presented.

Key Concepts

Group related information logically; Link ideas using words, phrases, and clauses. Provide a concluding statement or section.

Key Vocabulary

Logical order; Clauses; Concluding statement

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write informational and explanatory texts throughout school and career.
- Create graphic organizer.
- Write a clear topic sentence for your paragraph. Write three or more reasons to support the topic. Write a concluding sentence.
- Write cause/effect, compare/contrast, sequential, and explanatory paragraphs and essays.
- Write a research paper with a clear thesis.
- Revise paragraph or essay. Be sure to indent paragraph and use transition words. Create a logical order.
- Write with at partner.

1.4 Writing- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Informative Explanatory: Style*

STANDARD: CC.1.4.5.E Write with an awareness of style.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying length.

Anchor Descriptor: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Eligible Content:

E05.C.1.2.4 Use precise language and domain specific vocabulary to inform about or explain the topic.

E05.C.1.2.5 Establish and maintain a formal style

Anchor Descriptor: Use knowledge of language and its conventions.

Eligible Content:

E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

E05.D.2.1.2 Choose words and phrases to convey ideas precisely.

E05.D.2.1.3 Choose punctuation for effect.

E05.D.2.1.4 Choose words and phrases for effect.

E05.E.1.1.4 Use precise language and domain vocabulary to inform about or explain the topic.

E05.E.1.1.5 Establish and maintain a formal style

Key Concepts

Write with awareness of style; Use precise language; Use sentences of varying length.

Key Vocabulary

Style; Precise language; Domain-specific vocabulary; Inform; Explain topic; Varying length

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write informational and explanatory texts throughout school and career.
- Create graphic organizer.
- Write a clear topic sentence for your paragraph. Make sure it is creative and generates interest for the reader. Write three or more reasons to support the topic. Add interesting details with creative language. Write a concluding sentence.
- Write cause/effect, compare/contrast, sequential and explanatory paragraphs and essays.
- Write a research paper.
- Write with a partner.

1.4 Writing- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Informative Explanatory: Conventions of Language*

STANDARD: CC.1.4.5.F **Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.**

Anchor Descriptor: Demonstrate command of the conventions of standard English grammar and usage.

Eligible Content:

E05.D.1.1.1 Explain the function of conjunctions, and interjections in general and their function in particular sentences.

E05.D.1.1.2 Form and use the perfect (e.g., *walked*; *I will have walked*) verb tenses.

E05.D.1.1.3 Use verb tense to convey various times, states, and conditions.

E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense.

E05.D.1.1.5 Use correlative conjunctions (e.g., *either/or neither/nor*).

E05.D.1.1.6 Produce complete sentences, recognizing correcting inappropriate fragments and run-on sentences.

E05.D.1.1.7 Correctly use frequently confused words (e.g., *too, two; there, their, they're*)

E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.

Anchor Descriptor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Eligible Content:

E05.D.1.2.1 Use punctuation to separate items in a series.

E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.

E05.D.1.2.3 Use a comma to set off the words *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*) and to indicate direct address (e.g., *Is that you Steve?*)

E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.

E05.D.1.2.5 Spell grade-appropriate words correctly

Key Concepts

Key Vocabulary

Demonstrate a grade appropriate command of conventions of English.

Grammar; Capitalization; Punctuation; spelling

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write informational and explanatory texts.
- Proofread writing..
- Partner proofread.
- Complete grammar, punctuation, and capitalization worksheets.

1.4 Writing- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Opinion/Argumentative*

STANDARD: **CC.1.4.G. Write opinion pieces on topics or texts.**

Anchor Descriptor:

Eligible Content:

Key Concepts

Key Vocabulary

Write opinion pieces on topic.

Opinion; topic

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write to argue own opinion in order to persuade others.
- Write a letter to the editor or participate in a blog.
- Create a graphic organizer
- Write an opinion/argumentative paragraph, essay, or letter.
- Participate in a debate.

1.4 Writing - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Opinion/Argumentative: Focus*

STANDARD: CC.1.4.H - Introduce the topic and state an opinion on the topic.

Anchor Descriptor: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Eligible Content:

E05.C.1.1.1 Introduce a topic or text for the intended audience state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

Anchor Descriptor: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Eligible Content:

E05.E.1.1.1 Introduce text(s) for the intended audience topic, and create an organizational structure which ideas are logically grouped to support writer’s purpose.

Key Concepts

Key Vocabulary

Introduce the topic; State an opinion.

Topic; opinion

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write to argue own opinion in order to persuade others.
- Write a letter to the editor or participate in a blog.
- Create a graphic organizer
- Write an opinion/argumentative paragraph, essay, or letter.
- Use facts and examples to back up opinions.
- Revise to make sure the entire paragraph is on topic.

<p>1.4 Writing - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>DOMAIN: <i>Opinion/Argumentative: Content</i></p>	
<p>STANDARD: CC.1.4.5.I-Provide reasons that are supported by facts and details; draw from credible sources.</p>	
<p>Anchor Descriptor: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Eligible Content: E05.C.1.1.2 Provide logically ordered reasons that are supported by facts and details.</p> <p>Anchor Descriptor: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Eligible Content: E05.E.1.1.2 Develop the analysis using a variety of evidence form text(s) to support claims, opinion, and inferences.</p>	
<p>Key Concepts</p>	<p>Key Vocabulary</p>
<p>Provide reasons; Draw from credible sources.</p>	<p>Reasons; Facts; Details; Credible sources</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Write to argue own opinion in order to persuade others in school or career. • Write a letter to the editor or participate in a blog. • Create a graphic organizer. • Write an opinion/argumentative paragraph, essay, or letter. • Be sure that opinion is backed up with facts and examples. • Revise to make sure the entire paragraph is on topic. Add detail. 	

1.4 Writing: Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Opinion/Argumentative: Organization*

STANDARD : CC.1.4.5.J-Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.

Anchor Descriptor: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Eligible Content:

E05.C.1.1.1 Introduce a topic or text for the intended audience state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

E05.C.1.1.3 Link opinion and reasons using words, phrases ,clauses (e.g., *consequently, specifically*)

E05.C.1.1.5 Provide a concluding section presented.

Anchor Descriptor: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Eligible Content:

E05.E.1.1.1 Introduce text(s) for the intended audience topic, and create an organizational structure in which ideas are logically grouped to support writer’s purpose.

E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

E05.E.1.1.6 Provide a concluding section related to the analysis presented.

Key Concepts	Key Vocabulary
Create an organized structure that relates ideas; Support the writer’s opinion with reasons	Structure; Writer’s purpose; Opinion; Reasons; Concluding statement

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Participate in a blog or online book club.
- Write responses to material read.
- Respond to the writing of a peer.
- Discuss story.
- Answer story comprehension questions.

- *Participate in a blog or online book club.*

1.4 Writing- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN:

Opinion/Argumentative: Style

STANDARD: CC.1.4.5.K Write with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Anchor Descriptor: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Eligible Content:

E05.C.1.1.4 Establish and maintain a formal style

Anchor Descriptor: Use knowledge of language and its conventions

Eligible Content:

E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

E05.D.2.1.2 Choose words and ideas to convey ideas precisely.

E05.D.2.1.3 Choose punctuation for effect.

E05.D.2.1.4 Choose words and phrases for effect.

Anchor Descriptor: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Eligible Content:

E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E05.E.1.1.5 Establish and maintain a formal style.

Key Concepts

Write with an awareness of style; Use sentences of varying length; Expand, combine, and reduce sentences for meaning or interest.

Key Vocabulary

Style; Varying; Combine; Reduce; Meaning; Interest

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write to argue own opinion in order to persuade others in school or career.
- Write a letter to the editor or participate in a blog.
- Create a graphic organizer
- Write an opinion/argumentative paragraph, essay, or letter.
- Be sure that opinion is backed up with detailed facts and examples.
- Use a creative introduction.
- Revise to use specific word choices and varied, interesting sentences.

1.4 Writing- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

DOMAIN: *Opinion/Argumentative: Conventions of Language*

STANDARD : CC.1.4.5.L **Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.**

Anchor Descriptor: Demonstrate command of the conventions of standard English grammar and usage.

Eligible Content:

- E05.D.1.1.1 Explain the function of conjunctions, and interjections in general and their function in particular sentences.
- E05.D.1.1.2 Form and use the perfect (e.g., *walked*; *I will have walked*) verb tenses.
- E05.D.1.1.3 Use verb tense to convey various times, states, and conditions.
- E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense.
- E05.D.1.1.5 Use correlative conjunctions (e.g., *either/or neither/nor*).
- E05.D.1.1.6 Produce complete sentences, recognizing correcting inappropriate fragments and run-on sentences.
- E05.D.1.1.7 Correctly use frequently confused words (e.g., *too, two; there, their, they're*)
- E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.

Anchor Descriptor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Eligible Content:

- E05.D.1.2.1 Use punctuation to separate items in a series.
- E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.
- E05.D.1.2.3 Use a comma to set off the words *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*) and to indicate direct address (e.g., *Is that you Steve?*)
- E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.
- E05.D.1.2.5 Spell grade-appropriate words correctly

Key Concepts

Key Vocabulary

Demonstrate a command of standard English.

Command; Grammar usage; Capitalization; Punctuation; spelling

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write to argue own opinion in order to persuade others in school or career.
- Write a letter to the editor or participate in a blog.
- Proofread writing for school or career.
- Edit and proofread own work.
- Partner proofread.
- Complete grammar, punctuation, and capitalization worksheets.

1.4 Writing - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Narrative*

STANDARD: CC.1.4.5.M-Write narratives to develop real or imagined experiences or events.

Anchor Descriptor:

Eligible Content: None

Key Concepts

Key Vocabulary

Write narratives of real experiences; Write narratives of imagined experiences.

Narrative; Real; imagined

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write to tell others about real experiences.
- Write creatively to express one's ideas and thoughts.
- Create a story map.
- Write a narrative paragraph about real experience
- Write a narrative essay about imagined experience.
- Create a wordless picture book which tells a story.
- Create a picture book with illustrations and a story.

1.4 Writing- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Narrative: Focus*

STANDARD: CC.1.4.5.N-Orient the reader by establishing a situation and introducing a narrator and/or characters.

Anchor Descriptor: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Eligible Content:

E05.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose; maintain a controlling point.

Key Concepts

Key Vocabulary

Introduce a situation which introduces the characters and/or narrator.

Basic situation; Characters; Narrator; setting

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write to tell others about real experiences.
- Write creatively to express one’s ideas and thoughts.
- Create a story map.
- Write a narrative paragraph about real experience.
- Write a narrative essay about imagined experience.
- Create a wordless picture book which tells a story
- Create a picture book with illustrations and a story.

<p>1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	
<p>DOMAIN: <i>Narrative: Content</i></p>	
<p>STANDARD: CC.1.4.5.0- Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	
<p>Anchor Descriptor: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	
<p>Eligible Content:</p> <p>E05.C.1.3.2 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose; maintain a controlling point.</p> <p>E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	
<p>Key Concepts</p>	<p>Key Vocabulary</p>
<p>Use narrative techniques to develop experiences or show; responses of characters to situations; Use concrete words, phrases, and sensory details.</p>	<p>Narrative techniques; Dialogue; Description; Pacing; Concrete words and phrases; Sensory details; convey</p>
<p>Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>	
<ul style="list-style-type: none"> • Write to tell others about real experiences. • Write creatively to express one’s ideas and thoughts. • Create story map. • Write a narrative paragraph about real or imagined event which develops the basic situation including the characters, setting, and problem. A theme and consistent point of view should be developed. • Write using dialogue and sensory details to develop story line and characters. • Create a wordless picture book which tells a story. 	

- Create a picture book with illustrations and a story.

1.4 Writing- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Narrative: Organization*

STANDARD: CC.1.4.5.P **Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.**

Anchor Descriptor: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Eligible Content:

E05.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose; maintain a controlling point.

E05.C.1.3.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

E05.C.1.3.5 Provide a conclusion that follows from the experiences or events.

Key Concepts

Organize an event sequence that unfolds naturally; Use transition words; Provide a conclusion.

Key Vocabulary

Organize; Event sequence; Unfolds; Transition words; Sequence of events; conclusion

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write to tell others about real experiences.
- Write creatively to express one’s ideas and thoughts.
- Create story map.
- Write a narrative paragraph about real or imagined event which develops the basic situation including the characters, setting, and problem. A theme and consistent point of view should be developed.
- Write using dialogue and sensory details to develop story line and characters.
- Create a wordless picture book which tells a story.
- Create a picture book with illustrations and a story.

1.4 Writing- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Narrative: Style*

STANDARD: CC.1.4.5.Q Write with an awareness of styles.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Anchor Descriptor: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Eligible Content:

E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely

Anchor Descriptor: Use knowledge of language and its conventions.

Eligible Content:

E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

E05.D.2.1.2 Choose words and ideas to convey ideas precisely.

E05.D.2.1.3 Choose punctuation for effect.

E05.D.2.1.4 Choose words and phrases for effect.

Key Concepts

Write with an awareness of style; Use sentences of varying length;
Expand, combine, and reduce sentences for meaning or interest.

Key Vocabulary

Style; Precise language; Domain-specific vocabulary;
Inform; Explain topic; Varying length

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write to tell others about real experiences.
- Write creatively to express one's ideas and thoughts.
- Plan using a story map.

Write a narrative paragraph about real or imagined event which develops the basic situation including the characters, setting, and problem. A theme and consistent point of view should be developed.

- Write using interesting sentences of varied length.
- Create a wordless picture book which tells a story.
- Create a picture book with illustrations and a story.

1.4 Writing- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Narrative: Conventions of Language*

STANDARD: CC.1.4.5.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Anchor Descriptor: Demonstrate command of the conventions of standard English grammar and usage.

Eligible Content:

E05.D.1.1.1 Explain the function of conjunctions, and interjections in general and their function in particular sentences.

E05.D.1.1.2 Form and use the perfect (e.g., *walked*; *I will have walked*) verb tenses.

E05.D.1.1.3 Use verb tense to convey various times, states, and conditions.

E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense.

E05.D.1.1.5 Use correlative conjunctions (e.g., *either/or* *neither/nor*).

E05.D.1.1.6 Produce complete sentences, recognizing correcting inappropriate fragments and run-on sentences.

E05.D.1.1.7 Correctly use frequently confused words (e.g., *too*, *two*; *there*, *their*, *they're*)

E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.

Anchor Descriptor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Eligible Content:

E05.D.1.2.1 Use punctuation to separate items in a series.

E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.

E05.D.1.2.3 Use a comma to set off the words *Yes*, *thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*) and to indicate direct address (e.g., *Is that you Steve?*)

E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.

E05.D.1.2.5 Spell grade-appropriate words correctly

Key Concepts

Key Vocabulary

Demonstrate a grade appropriate command of conventions of English.

Grammar; Capitalization; Punctuation; Spelling

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Write to tell others about real experiences.
- Write creatively to express one's ideas and thoughts.
- Proofread writing.
- Edit and proofread own work.
- Partner proofread.
- Complete grammar, punctuation, and capital letter worksheets.

1.4 Writing- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Response to Literature*

STANDARD : CC.1.4.5.S-Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.

Anchor Descriptor: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Eligible Content:

E05.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure which ideas are logically grouped to support the writer’s purpose.

E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, and inferences.

E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E05.E.1.1.5 Establish and maintain a formal style.

E05.E.1.1.6 Provide a concluding section related to the analysis presented.

Key Concepts

Write a response to literature which includes evidence from the text;
Write a response which shows evidence of mastery of grade level reading standards

Key Vocabulary

Analysis; Reflection; research

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- **Participate in a blog or online book club.**
- Write responses to material read for school or career.
- Respond to the writing of a peer in school or career.
- Write in a reader response journal.
- Discuss story.
- Answer questions at the end of a story.
- Participate in a blog or online book club.

1.4 Writing- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
DOMAIN: <i>Production and Distribution of Writing: Writing Process</i>	
STANDARD : CC.1.4.5.T- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
Anchor Descriptor:	
<u>Eligible Content:</u> : None	
Key Concepts	Key Vocabulary
Plan, write, revise, edit, and rewrite writing; Utilize guidance from peers and adults.	Plan; Revise; Edit; Rewrite; Guidance; Peer
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Revise and rewrite papers for school and work. • Plan and brainstorm activities such as webs and graphic organizers. • Write rough drafts and final drafts. • Complete revising and proofreading activities. • Highlight and improve writing. 	

1.4 Writing -Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

DOMAIN: *Production and Distribution of Writing: Writing Process*

STANDARD : CC.1.4.5.U - **With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.**

Anchor Descriptor:

Eligible Content: : None

Key Concepts

Publish writing using technology, including the internet; Interact and collaborate with others; Demonstrate sufficient keyboarding skills to type a minimum of two pages at a single setting

Key Vocabulary

Technology; Internet; Type; Keyboarding skills

Competencies

Describe what students should be able to do (key skills) as a result of this instruction

- Type papers using the computer for school or work.
- Create power point presentations for school and career.
- Type paper using the computer.
- Perform keyboarding activities.

1.4 Writing- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
DOMAIN: <i>Production and Distribution of Writing: Writing Process</i>	
STANDARD: CC.1.4.5.V - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
Anchor Descriptor:	
Eligible Content: : None	
Key Concepts	Key Vocabulary
Create a short research project that uses multiple sources on the same topic.	Key Vocabulary; Research project; Multiple sources; aspects
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Write a report developed through reading several sources. • Generate a short research report. • Take notes on index cards. • Outline topic. 	

1.4 Writing- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
DOMAIN: <i>Production and Distribution of Writing: Writing Process</i>	
STANDARD: CC.1.4.5.W Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
Anchor Descriptor:	
<u>Eligible Content:</u> : None	
Key Concepts	Key Vocabulary
Recall relevant information from experiences; Gather relevant information from print and digital sources; Summarize or paraphrase information in notes; Provide a list of sources;	Recall; Relevant; Information; Print sources; Digital sources; Summarize; Paraphrase; sources
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Write a report by reading several sources and then paraphrasing information. • Form a bibliography. • Take notes on index cards. • Outline topic. 	

1.4 Writing- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
DOMAIN: <i>Production and Distribution of Writing: Writing Process</i>	
STANDARD : CC.1.4.5.X-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes and audiences	
Anchor Descriptor:	
Eligible Content: : None	
Key Concepts	Key Vocabulary
Write routinely for a specific task.	Key Vocabulary; Research; Reflection; Revision; Tasks ; Purposes; Audience
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Write emails, letters, stories, poems, reports, articles and lists. • Communicate using Facebook, Twitter, blogs. • Write letters to the editor. • Write in a journal on assigned topics or free-writing. • Respond to writing prompts. • Respond to literature. • Write with a partner. 	

1.5 Speaking and Listening	
DOMAIN: <i>Credibility, Reliability, and Validity of Sources</i>	
STANDARD: CC.1.5.5.A - Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	
Anchor Descriptor:	
Eligible Content: None	
Key Concepts	Key Vocabulary
Initiate and participate in collaborative discussions. Building on other's ideas Express own ideas clearly and persuasively.	collaborative v. cooperative grouping engage
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Discuss ideas effectively in school, career, and personal situations. • Collaborate with others on projects. • Discuss stories, topics, and texts to come up with a common answer. • Express ideas on a subject and convince others using evidence that your argument is a good one. 	

1.5 Speaking and Listening	
DOMAIN: <i>Comprehension and Collaboration/ Evaluating Information</i>	
STANDARD: CC.1.5.5.B - Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
Anchor Descriptor:	
<u>Eligible Content:</u> : None	
Key Concepts	Key Vocabulary
Summarize the main points of written text read orally; Summarize the information presented in diverse media.	Summarize; Main points; Diverse media
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Listen to material read in school, career, and personal situation and summarize it. • Listen to material that is presented using multimedia materials in school, career, and personal situations and summarize it. • Orally or in writing summarize text read orally. • Answer comprehension questions to text orally read. • Orally discuss or write about a movie, clip, or multimedia presentation. 	

1.5 Speaking and Listening	
DOMAIN: <i>Comprehension and Collaboration/ Critical Listening</i>	
STANDARD: CC.1.5.5.C - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
Anchor Descriptor:	
<u>Eligible Content:</u> : None	
Key Concepts	Key Vocabulary
Summarize the points a speaker makes; Evaluate a speaker’s perspective, reasoning, and use of evidence	Perspective; summarize; evidence
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Listen to a speaker, summarize his/her points, and evaluate his/her perspective in situations throughout school and career. • Write notes from a speaker. Summarize the main points and evaluate the speaker’s perspective, reasoning, and evidence. • Participate in a classroom debate. • Determine the effectiveness of a classmate’s presentation. 	

1.5 Speaking and Listening	
DOMAIN: <i>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</i>	
STANDARD: CC.1.5.5.D - Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	
Anchor Descriptor: Eligible Content: : None	
Key Concepts	Key Vocabulary
Present information, findings, and supportive evidence clearly and concisely; Present an opinion logically.	Concisely; clearly; logical reasoning; purpose; Audience; task
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Present information or opinions in school, work, or personal situations clearly and concisely. • Plan and present a speech on a given topic considering audience and task. • Participate in classroom discussions. 	

1.5 Speaking and Listening	
DOMAIN: <i>Presentation of Knowledge and Ideas: Context</i>	
STANDARD: CC.1.5.5.E - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	
Anchor Descriptor: <u>Eligible Content</u> : : None	
Key Concepts	Key Vocabulary
Adapt speech to a variety of contexts and texts; Determine when the use of formal language is necessary.	Context; Formal vs. informal language
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Use appropriate speech (formal vs. informal language) in school, career, and personal situations. • Participate in classroom discussions with peers to share answers. • Present material learned in groups/jigsaw groups. • Discuss answers with the teacher. • Present information to the entire class. • Create a poster in which the difference between formal and informal language is discussed. 	

1.5 Speaking and Listening	
DOMAIN: <i>Integration of Knowledge and Ideas Multimedia</i>	
STANDARD: CC.1.5.5.F - Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
Anchor Descriptor:	
<u>Eligible Content:</u> : None	
Key Concepts	Key Vocabulary
Make strategic use of digital media; Enhance understanding of material through multimedia and visual displays.	digital media; visual displays; power point; main idea; theme
Competencies	
<i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Use multimedia or visual displays to add interest and enhance understanding in presentations. • Create a visual display (poster, project, or drawing) to enhance the understanding of a given topic being presented. • Create a power point to go along with a speech. • Create a video to present information to the class. 	

1.5 Speaking and Listening	
DOMAIN: <i>Conventions of Standard English</i>	
STANDARD: CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.	
Anchor Descriptor:	
<u>Eligible Content:</u> : None	
Key Concepts	Key Vocabulary
Demonstrate command (of the conventions of standard English when speaking)	Conventions; Standard English
Competencies <i>Describe what students should be able to do (key skills) as a result of this instruction</i>	
<ul style="list-style-type: none"> • Speak clearly and correctly in all aspects of life is important. It makes a positive first impression on employers, co-workers, classmates, and potential friends. • Speak clearly and correctly when answering questions in class. • Speak clearly when given presentations. • Ask questions using grade appropriate language. • Complete grammar, punctuation, and capitalization worksheets. 	