Visalia
UNIFIED SCHOOL
DISTRICT

Common Core
English Language Arts

Grade 5

Instructional Goal	*Target Type*	*Key Verbs*
Recall basic in formation and facts	Knowledge (K)	Name, identify, describe
Think and develop an understanding	Reasoning/Understanding (R)	Explain, compare and contrast, predict
Apply knowledge and reasoning	Skill (S)	Use, solve, calculate
Synthesize to create original work	Product (P)	Create, write, present

COMMON CORE ELA STANDARDS - GRADE 5

KEY IDEAS AND DETAILS		
RL 5.1	**Standard:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**Anchor:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Essential Skills/Concept:

- Identify details and examples in text
- Use the author's name or expressions like, the ***author states,*** or ***in the author's opinion*** when quoting from the text
- Cite specific examples and details to support inferences
- When inferring from the text, cite what the author said that lead to that conclusion.

Academic Vocabulary/Cognates:

- explicit
- explicito
- inference
- Inferencia
- textual evidence
- conclude
- author's purpose
- concluir
- quote

Enduring Understanding:

Effective readers use a variety of strategies to make sense of key ideas and details presented in text.

Essential Question:

What do good readers do? Am I clear about what I just read?

How do I know?

Suggested Learning Targets:

- ✓I can quote ("word for word" support) accurately from a text. (S)
- ✓I can define inference and explain how a reader uses direct quotes from a text to reach a logical conclusion ("based on what I've read, it's most likely true that …"). (R)
- ✓I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. (S)
- ✓I can analyze an author's words and find quotes needed to support both explicit and inferential questions. (S)

Questions Stems:

- Why did the author write this passage?
- What inferences can you make?
- What information would you need to support the inferences?
- What can you conclude from this passage?
- Why do you think that ? Can you give specific examples from the text that support your thinking?
- Can you show me where in the text the author says that?

Teaching Notes and Strategies:

SBAC Claim # 1: Read Closely & Critically

Before and After:

RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

KEY IDEAS AND DETAILS		
RL 5.2	**Standard:** 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.	**Anchor:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Essential Skills/Concept:

- Identify universal themes in stories, dramas, or poems
- Identify the topics in the writing
- Locate details that support the theme
- Understand that characters respond to challenges in different ways, such as internally or externally
- Understand that reflection is an inner process
- Summarize the text

Academic Vocabulary/Cognates:

- theme
- drama
- poem
- details
- characters
- reflects
- topic
- summarize
- conflict
- resolution
- solution

- tema
- drama
- poema
- detalles
- reflexionar
- tópico
- resumir
- conflicto
- resolución
- solución

Enduring Understanding:

Effective readers use a variety of strategies to make sense of key ideas and details presented in text.

Essential Question:

What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets:

- ✓I can define theme (a lesson the author is revealing—*Honesty is the best policy.).* (K)
- ✓I can analyze details in a text (e.g. how characters respond to challenges or how the speaker in a poem reflects upon a topic) to determine a theme (author's overall message). (R)
- ✓I can define summary (a shortened version of the text that states the key points). (K)
- ✓I can compose a summary stating the key points of the text. (P)

Questions Stems:

- What is the theme of the story?
- Which statement is the theme of this story?
- Which of the following statements best reflects the theme of the story?
- What conflicts did you see and how were they resolved?
- How did the characters solve the conflict?
- Summarize the text in your own words.
- What was the main conflict?
- What details did the author give to help solve the conflict?
- In the poem, can you find examples of times when the speaker was reflecting about the topic?

Teaching Notes and Strategies:

Appendix B Sample Performance Task: Students *summarize* the plot of Antoine de Saint-Exupery's *The Little Prince* and then reflect on the *challenges* facing the *characters in the story* while employing those and other *details in the text* to discuss the value of inquisitiveness and exploration as *a theme* of the *story*.

SBAC Claim # 1: Read Closely & Critically

Before and After:

RL 4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL 6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

KEY IDEAS AND DETAILS		
RL 5.3	**Standard:** Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**Anchor:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Skills/Concept:

- Identify the characters, setting and major events of a story
- Compare and contrast characters, setting and events in a story or drama
- Provide specific details when describing the interactions between characters
- Provide specific details when comparing or contrasting settings or events

Academic Vocabulary/Cognates:

• theme	• tema
• trait (characteristic)	• característica
• compare	• comparar
• contrast	• contraste/contrastar
• describe	• describir
• character/character traits	
• dialogue	• dialogo
• analyze	• analizar

Enduring Understanding:	Essential Question:
Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets:

- ✓I can identify characters, settings, and events in a story or drama. (K)
- ✓I can compare (determine similarities) two or more characters, settings, or events in a story or drama using specific details form the text. (R)
- ✓I can contrast (determine differences) two or more characters, settings, or events in a story or drama using specific details from the text. (R)

Questions Stems:

- What can you tell me about these characters?
- In what ways do the characters think alike/differently?
- How does this contrast affect the outcome?
- In what way do different settings in the story affect the outcome?
- Which details does the author provide to show us how the characters interact with each other?
- What attitude did the characters display?
- What do _____ and _____ have in common?
- How does the dialogue help you understand the characters and their actions?

Teaching Notes and Strategies:

SBAC Claim # 1: Read Closely & Critically

Before and After:

RL 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**RL 6.3:** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.

CRAFT AND STRUCTURE		
RL 5.4	**Standard:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **(See grade 5 Language standards 4-6 for additional expectations.)**	**Anchor:** 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.

Essential Skills/Concept:

- Use context clues to help determine the meaning of unknown words or phrases in text
- Use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in text
- Understand that words and phrases often have literal and figurative meanings
- Know that similes and metaphors are words used to compare two objects
- Use glossary, footnotes, or digital sources to determine the meaning of an unknown word or phrase

Academic Vocabulary/Cognates:

• context clue	
• symbolize	• simbolizar
• imagery	
• figurative meaning	
• literal	• literal
• example	• ejemplo
• impression	• impresión
• detail	• detalle
• digital	• digital
• footnote	

Enduring Understanding:

Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.

Essential Question:

Author's choice: Why does it matter?
What makes a story a "great" story?

Suggested Learning Targets:

- ✓I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of words and phrases. (S)
- ✓I can define and identify various forms of figurative language (e.g., simile, metaphor, personification, alliteration, onomatopoeia). (K)
- ✓I can distinguish between literal language (it means exactly what is says) and figurative language (sometimes what you say is not exactly what you mean). (R)

Questions Stems:

- What does the word____ mean in this sentence?
- Are there any clues around the word that can help you determine it's meaning?
- Locate a simile/metaphor—what does the author compare?
- What strategies can you use to help you find the meaning of the word?
- Look at this group of words. What is the meaning of the phrase?
- What do the characters symbolize?
- What in the story is a symbol of _____?

Teaching Notes and Strategies:

Appendix B Sample Performance Task: Students *determine the meaning of* the *metaphor* of a cat in Carl Sandburg's poem "Fog" and contrast that *figurative language* to the meaning of the *simile* in William Blake's "The Echoing Green."

SBAC Claim # 5: Use oral and written language skillfully

Before and After:

RL 4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **(See grade 4 Language standards 4-6 on pages 28 for additional expectations.)**

RL 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.

CRAFT AND STRUCTURE		
RL 5.5	**Standard:** Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	**Anchor:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Essential Skills/Concept:

- Understand that stories, poems and dramas have different organizational elements
- Follow the message of the story, poem, or drama across chapters, stanzas, or scenes
- Understand that dramas have scenes, cast of characters, setting, and narrator
- Understand that stories have beginnings, conflicts/ problems and conclusions
- Know that often poems have stanzas or verses that provide additional details for the reader

Academic Vocabulary/Cognates:

• drama	• drama
• dialogue	• dialogo
• imagery	
• scene	• escena
• cast	
• act	• acto
• stage directions	
• dramatic literature	• literatura dramática
• poem	• poema
• stanza	

Enduring Understanding:

Analyzing texts for structure, purpose, and viewpoint allows and effective reader to gain insight and strengthen understanding.

Essential Question:

Author's choice: Why does it matter?
What makes a story a "great" story?

Suggested Learning Targets:

✓I can recognize that chapters are found in stories, scenes are found in dramas, and stanzas are found in poems. (K)
✓I can explain how chapters, scenes, and stanzas fit together to form stories, dramas, or poems. (R)

Questions Stems:

- How is this text organized?
- This selection can best be described as a _____.
- Can you tell the difference between a chapter in a book and the scene in a play?
- How many stanzas or verses does this poem have?
- How would this change if we took out the ____ stanza/chapter/ scene?
- What is the key event/idea in this chapter/stanza?
- Why do you think the author wrote this as a ____ instead of as a _____?

Teaching Notes and Strategies:

SBAC Claim # 1: Read Closely & Critically

Before and After:

RL 4.5: Explain major differences between poems, dramas, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking

RL 6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CRAFT AND STRUCTURE		
RL 5.6	**Standard:** Describe how a narrator's or speaker's point of view influences how events are described.	**Anchor:** Assess how point of view or purpose shapes the content and style of a text.

Essential Skills/Concept:

- Identify the person who is telling the story
- Know that the way a person tells a story is influenced by their role and the outcome of the story
- Understand how the narrator's point of view influences the description of events

Academic Vocabulary/Cognates:

- influence
- author
- narrator
- speaker in text
- point of view
- develop
- influencia
- autor
- narrador
- punto de vista

Enduring Understanding:	**Essential Question:**
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author's choice: Why does it matter? What makes a story a "great" story?

Suggested Learning Targets:

- ✓I can identify basic points of view as first person (narrator tells about her/himself; "I"), second person (narrator talks directly to reader; "you"), or third person (narrator tells about other; "he/she/it"). (K)
- ✓I can determine a narrator's or speaker's point of view in a text. (R)
- ✓I can describe how events in a text are influenced by point of view. (S)

Questions Stems:

- Who is telling these events?
- Is the narrator part of the story? Is this story being told in first-person?
- What is the narrator's perspective? Are they in the story or is the story being told by an outside observer?
- How does the narrator's point of view influence how the events are described?
- Why do you think the narrator described the events the way he/she did?
- How would the story be different if another character was telling the story?

Teaching Notes and Strategies:

Appendix B Sample Performance Task: Students *describe how the narrator's point of view* in Walter Farley's *The Black Stallion influences how events are described* and how the reader perceives the character of Alexander Ramsay, Jr.

SBAC Claim # 1: Read Closely & Critically

Before and After:

RL 4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first– and third-person narrations.	**RL 6.6:** Explain how an author develops the point of view of the narrator or speaker in a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

RL 5.7	**Standard:** 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).	**Anchor:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Essential Skills/Concept:

- Know that when creating a multimedia presentation some of the elements to consider are:
  - text
  - animation
  - photos
  - video
  - sound
- Identify how visual and multimedia elements help increase the understanding to text
- Explain how images, sounds and movements contribute to the tone of the text
- Explain how photos, animation, and sounds are used to create beauty in a multimedia presentation of a printed text.

Academic Vocabulary/Cognates:

• graphic novel	• novela grafica
• multimedia elements	
• tone	• tono
• folktale	
• fiction	• ficción
• myth	• mito
• visual	• visual

Enduring Understanding:

To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.

Essential Question:

In what ways does creative choice impact an audience?
Whose story is it, and why does it matter?

Suggested Learning Targets:

- ✓ I can identify visual elements found in a text (e.g., photographs, drawings, cartoons). (K)
- ✓ I can analyze how visual elements add meaning, create tone, and contribute to the beauty of a text. (R)
- ✓ I can analyze multimedia presentations of a text and determine how a media presentation adds to the meaning, tone, and beauty of an original text. (R)

Questions Stems:

- How do the images, sounds, and movements contribute to a video or live presentation of a story that you have already read?
- How does adding photo images or video help increase your understanding of the text?
- What audio elements can you add to your presentation of that story, folktale, myth, or poem?
- When reading this graphic novel, be sure to notice how the creator uses words and images to convey the story.
- Think about how visual images influence your perspective.

Teaching Notes and Strategies:

Appendix B Sample Performance Task: Students *describe how the narrator's point of view* in Walter Farley's *The Black Stallion influences how events are described* and how the reader perceives the character of Alexander Ramsay, Jr.

SBAC Claim # 1: Read Closely & Critically

Before and After:

RL 4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL 6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or

INTEGRATION OF KNOWLEDGE AND IDEAS		
RL 5.9	**Standard:** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**Anchor:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Skills/Concept:

- Be familiar with the characteristics of most genres
  - fables
  - folk tales
  - mysteries
  - poems
  - adventure stories
- Identify the approaches authors take by analyzing two or more texts of similar themes.

Academic Vocabulary/Cognates:

• compare	• comparar
• contrast	• contraste/contrastar
• similar	• similar
• patterns of events	
• literature	• literatura
• mystery	• misterio
• poem	• poema
• fable	• fabula
• genre	• género

Enduring Understanding:	**Essential Question:**
To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	In what ways does creative choice impact an audience? Whose story is it, and why does it matter?

Suggested Learning Targets:

✓I can define a theme (a lesson the author is revealing—***Honesty is the best policy.***). (K)
✓I can identify similar themes and topics found in stories from the same genre. (K)
✓I can compare (determine similarities) how stories in the same genre can communicate the same theme or topic. (R)
✓I can contrast (determine differences) how stories in the same genre can communicate the same theme or topic. (R)

Questions Stems:

- How are ____ and ____ alike?
- How are ____ and ____ different?
- How do the ideas in ____ compare to the ideas in ____?
- What characteristics does the character, ____ have that contrast the character of ____?
- How does ____ from the ____ culture, compare to ____ from the ____ culture?
- Why do you think the author of ____ used the same pattern of events that was used in ____?
- What kind of writing does the author use to tell the story?
- What are some of the characteristics found in fable? mystery? poem?

Teaching Notes and Strategies:

Appendix B Sample Performance Task: Students *compare and contrast* coming-of-age stories by Christopher Paul Curtis (*Bud, Not Buddy*) and Louise Erdrich (*The Birchbark House*) by identifying *similar themes* and examining the stories' *approach* to the topic of growing up.

SBAC Claim # 1: Read Closely & Critically

Before and After:

RL 4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**RL 6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
RL 5.10	**Standard:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	**Anchor:** Read and comprehend complex literary and informational texts independently and proficiently.

Essential Skills/Concept:	**Academic Vocabulary/Cognates:**
• Select books at the appropriate grade level • Have the opportunity to read and listen to books from a variety of genres • Use a recording sheet to track the titles and genres of books and stories read	• literature • independently • fluently • author • genres • literatura • independiente • autor • género

Enduring Understanding:	**Essential Question:**
Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.	What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets:

- ✓I can closely read complex grade level texts. (S)
- ✓I can reread a text to find more information or clarify ideas. (S)
- ✓I can use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text. (S)

Questions Stems:	**Teaching Notes and Strategies:**
• What have you read independently lately? • What genres have your read? • What genre did you enjoy the most? • Have you read multiple books by the same author? • Who is your favorite author? Have you read any of his/her books lately? • While offering a choice of books ask: "Have you tried reading this type of book?"	

Before and After:

RL 4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.	**RL 6.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

KEY IDEAS AND DETAILS		
RI 5.1	**Standard:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**Anchor:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Essential Skills/Concept:

- Understand the points the author is trying to make
- Decide what the author is saying that would help explain your belief
- Use phrases such as: ***according to the author, in the book the author says, on page six the author wrote,*** when explaining what the text says.
- When inferring from the text cite what the author said that lead you to that conclusion
- Cite specific examples and details to support inferences

Academic Vocabulary/Cognates:

- quote
- explicitly
- explícitamente
- drawing inferences
- accurately
- conclude
- concluir
- support
- evidence
- inference
- inferencia
- generalization
- generalización

Enduring Understanding:	Essential Question:
Effective readers us a variety of strategies to make sense of key ideas and details presented in text.	What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets:

- ✓I can quote ("word for word" support) accurately from a text. (S)
- ✓I can define inference and explain how a reader uses direct quotes from a text to reach a logical conclusion ("based on what I've read, it's most likely true that…"). (R)
- ✓I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. (S)
- ✓I can analyze an author's words and find quotes needed to support both explicit and inferential questions. (S)

Questions Stems:

- Have you decided what quote from the text you will use to support your conclusion?
- Don't forget when you are quoting an author you need to use the same words the author used.
- Why do you think that? Support your inference with a quote from the text.
- Show me where in the text the author said that?
- When you are talking with your partner please use the frame, "On page ___ the author says…"

Teaching Notes and Strategies:

Appendix B Sample Performance Task: Students *quote accurately and explicitly form* Leslie Hall's "Seeing Eye to Eye" to *explain statements* they make and ideas they *infer* regarding sight and light.

SBAC Claim #1: Read Closely & Critically

Before and After:

RI 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**RI 6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

KEY IDEAS AND DETAILS		
RI 5.2	**Standard:** Determine two or more main ideas and how they are supported by key details; summarize the text.	**Anchor:** Determine central ideas or themes of text and analyze their development; summarize the key details and ideas.

Essential Skills/Concept:

- Identify the main ideas of the text
- Determine which details are key to the text
- Analyze how the author supported the main ideas with those details
- Know how to summarize text
- Use key details and the main idea to summarize

Academic Vocabulary/Cognates:

- determine / determinar
- main ideas
- support
- summarize / resumir
- key details
- explain / explicar

Enduring Understanding:

Effective readers us a variety of strategies to make sense of key ideas and details presented in text.

Essential Question:

What do good readers do?
Am I clear about what I just read?
How do I know?

Suggested Learning Targets:

- ✓I can define main idea (who or what a text is mainly about). (K)
- ✓I can determine two or more main ideas of a text. (R)
- ✓I can identify key details in a text and explain how they support the main ideas. (R)
- ✓I can define summary (a shortened version of text that states the key points). (K)
- ✓I can write a summary stating the key points of a text. (P)

Questions Stems:

- What is this text about?
- What are the main ideas developed in the text?
- After reading the text, which details support the main ideas?
- How did you decide that these details are important?
- What kind of details does the author use to support the main ideas?
- Write a short summary about what you have learned.
- Can you summarize the main ideas of the text in a sentence?

Teaching Notes and Strategies:

SBAC Claim #1: Read Closely & Critically

Before and After:

RI 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI 6.2: Determine a central idea of text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

KEY IDEAS AND DETAILS		
RI 5.3	**Standard:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**Anchor:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Skills/Concept:

- Recognize the difference between an event, an idea, individual, or concept
- Understand information read in historical, scientific, or technical text
- Compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology
- Cite specific information from the text that supports observations about relationships or interactions

Academic Vocabulary/Cognates:

• events	
• concepts	• conceptos
• ideas	• ideas
• interactions	• interacciones
• relationship	• relación
• historical	• histórico
• scientific	• científico
• technical	• técnico
• information	• información

Enduring Understanding:	Essential Question:
Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets:

- ✓I can identify individuals, events, ideas, and/or concepts in different types of text. (K)
- ✓I can use specific information in a text (e.g., historical, scientific, technical) to identify and explain the relationships between two or more individuals, events, ideas, and/or concepts. (R)
- ✓I can use specific information in a text (e.g., historical, scientific, technical) to identify and explain the interactions between two or more individuals, events, ideas, and/or concepts. (R)

Questions Stems:

- Explain the relationship between ____ and ____.
- What information from the text did you use to determine the relationship between these two scientific concepts?
- What information from the text did you use to determine the relationship between these two historical concepts?
- What was the result of _____'s idea?
- How has the interaction between these two people affected us today?
- Where in the text does the author indicate what the result of these events has been?

Teaching Notes and Strategies:

SBAC Claim #1: Read Closely & Critically

Before and After:

RI 4.3: Explain events, procedures, ideas, or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.	**RI 6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CRAFT AND STRUCTURE

RI 5.4	**Standard:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area.* **(See grade 5 Language standards 4-6 for additional expectations.)**	**Anchor:** 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.

Essential Skills/Concept:

- Know how to use a dictionary or digital reference material to determine the meaning of words
- Know how to use Greek and Latin affixes and roots as clues to determine the meaning of a word/phrase
- Use context to help determine the meaning of figurative language
- Use the relationship of words to help determine the word meaning
- Recognize when a phrase is being used as an idiomatic expression
- Understand that words may have multiple meanings

Academic Vocabulary/Cognates:

- multiple meaning words
- figurative language
- idiom
- synonym
- antonym
- prefix
- suffix
- Greek and Latin root words
- reference materials
- digital
- sinónimo
- antónimo
- prefijo
- sufijo

Enduring Understanding:	**Essential Question:**
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author's choice: Why does it matter? What makes a story a "great" story?

Suggested Learning Targets:

- ✓I can identify general academic words or phrases (different ways to say the same thing, e.g., *saunter* instead of *walk*) in a text. (K)
- ✓I can identify domain specific words or phrases (content words, e.g., *lava, democracy, pulley*) in a text. (K)
- ✓I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain-specific words and phrases in a text. (S)
- ✓I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining the meaning of unknown words and phrases. (S)

Questions Stems:

- Can you read the sentences around the word/phrase to help you determine its meaning?
- What does the word ____ mean in this selection
- What does the phrase ____ mean in this selection?
- What tools can you use to help you find the meaning of this word?
- Are there any parts of the word you know? Can you us that to help you figure out the meaning of the word?
- What does the prefix ____ mean in the word ____?
- Where else in the book might you look to help you figure out what the word means?
- What word would be the best choice in searching for ____on the Internet?

Teaching Notes and Strategies:

SBAC Claim #5:

Use oral and written language skillfully

Before and After:

RI 4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. **(See grade 4 Language standards 4-6 on pages 28 for additional expectations.)**	**RI 6.4:** Determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings.

CRAFT AND STRUCTURE		
RI 5.5	**Standard:** Compare and contras the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in two or more texts.	**Anchor:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Essential Skills/Concept:

- Know that organizational structures are used to convey information
  - chronology
  - comparison
  - cause/effect
  - problem/solution
- Know that some authors organize events, ideas, concepts or information in chronological (time) order
- Compare and contrast how two different authors wrote about the events, ideas, concepts or information in two or more texts

Academic Vocabulary/Cognates:

• chronological order	• orden cronológico
• cause and effect	• cause y efecto
• comparison	• comparación
• problem/solutions	• problema/solución
• structure	• estructura
• events	
• concepts	• conceptos
• describe	• describir

Enduring Understanding:	**Essential Question:**
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author's choice: Why does it matter? What makes a story a "great" story?

Suggested Learning Targets:

- ✓I can identify and explain different structures used in informational text (e.g., chronology, compare/contrast, cause/effect, problem/solution). (K)
- ✓I can determine the overall structure of an informational text. (R)
- ✓I can compare (determine similarities) events, ideas, concepts, and/or information in two or more texts. (R)
- ✓I can contrast (determine differences) events, ideas, concepts, and/or information in two or more texts (R
- ✓I can analyze informational texts and determine if the structure chosen effectively relates events, ideas, concepts, or information. (R)

Questions Stems:

- How is this chapter/text organized?
- If you compared these two books about _____, how are the ideas or concepts the same? How are they different?
- Is this chapter (part of the book) organized chronologically, by cause/effect or problem/solution?
- Do the authors of both of these texts agree as to the cause and effect of…?
- The author organized this chapter by chronological order, what organizational structure did the author of the other book use?

Teaching Notes and Strategies:

Appendix B Sample Performance Task: Students identify *the overall structure of ideas, concepts and information* in Seymour Simon's *Horses* (based on factors such as their speed and color) and *compare and contrast* that scheme to the one employed by Patricia Lauber in her book *Hurricanes: Earth's Mightiest Storms.*

SBAC Claim #1: Read Closely & Critically

Before and After:

RI 4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**RI 6.5:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **Analyze the use of text features (e.g., graphics, headers, captions) in popular media.**

CRAFT AND STRUCTURE

RI 5.6	**Standard:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**Anchor:** Assess how point of view or purpose shapes the content and style of the text.

Essential Skills/Concept:

- Understand that the word ***account*** is a synonym for a description of an event or experience
- Understand that multiple accounts might include both first hand (people who were there at the time) and secondhand (someone who learned of the event from someone else) accounts
- Describe similarities and differences between two accounts of the same event or topic
- Explain point of view

Academic Vocabulary/Cognates:

- accounts
- topic
- similarities
- differences
- point of view
- similitudes
- diferencias
- punto de vista

Enduring Understanding:

Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.

Essential Question:

Author's choice: Why does it matter?
What makes a story a "great" story?

Suggested Learning Targets:

- ✓I can define point of view as how the author feels about the situation/topic of a text. (K)
- ✓I can determine an author's point of view (What do I know about the author's opinions, values, and/or beliefs?) and explain his/her purpose for writing the text. (R)
- ✓I can analyze how various authors develop the same event or topic and determine how each author's point of view affects the text. (R)

Questions Stems:

- What are the sources for the different accounts of the event or topic?
- Are these first– or secondhand accounts of the events?
- Describe the similarities between the accounts.
- Using the books, can you find some important differences in their accounts of the events or topics?
- Describe the differences between ____ and ____.
- What details did the author provide to convey the difference between ____ and ____?
- Why do you think the authors describe or tell about the events or topics differently?
- Why would the point of view be different in these versions?

Teaching Notes and Strategies:

SBAC Claim #1: Read Closely & Critically

Before and After:

RI 4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**RI 6.6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

INTEGRATION OF KNOWLEDGE AND IDEAS		
RI 5.7	**Standard:** Draw on information form multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	**Anchor:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Essential Skills/Concept:

- Be familiar with reference materials in libraries such as atlas, glossaries, encyclopedias
- Know how to access digital information sources such as Google, Bing, Wolfram Alpha, Wikipedia, dictionary.com
- Know how to use key terms to focus a search
- Know how to enter a question
- Know how to skim and scan print media to locate answers
- Determine if a source is credible

Academic Vocabulary/Cognates:

- print sources
- digital sources
- efficiently
- locate
- synthesize
- summarize
- topic
- solution
- sintetizar
- resumir
- solución

Enduring Understanding:

To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.

Essential Question:

In what ways does creative choice impact an audience? Whose story is it, and why does it matter?

Suggested Learning Targets:

- ✓I can recognize that authors use various formats when presenting information. (K)
- ✓I can identify information presented in formats (e.g., graphs, pictures, diagrams, charts, media clips) other than words. (K)
- ✓I can locate information from multiple print or digital sources to answer questions and solve problems quickly and efficiently. (S)

Questions Stems:

- Use Internet sources to find the answer to ____.
- Use the information from ____ and ____ to find the answers to ____.
- How would you solve the problem of _____?
- Where would you find this answer?
- Summarize information from different formats.
- Can you use the information from several different sources to come up with a solution to that problem?
- Which search engine would be the best to use in order to locate the answer to the question?

Teaching Notes and Strategies:

SBAC Claim #1: Read Closely & Critically

Before and After:

RI 4.7: Interpret information presented visually quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which It appears.

RI 6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

INTEGRATION OF KNOWLEDGE AND IDEAS		
RI 5.8	**Standard:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	**Anchor:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Essential Skills/Concept:

- Recognize the points the author is trying to make through his writing
- Explain what evidence is used and how it supports what he/she has written
- Define the difference between reasons and evidence
- Identify what reasons the author gives for making these points
- Identify facts and details the author has cited as evidence to support his points

Academic Vocabulary/Cognates:

- evidence
- reason
- razón
- support
- author
- autor
- points
- identify
- identificar

Enduring Understanding:

To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.

Essential Question:

In what ways does creative choice impact an audience? Whose story is it, and why does it matter?

Suggested Learning Targets:

- ✓I can locate the reasons and evidence an author uses to support particular points in a text. (K)
- ✓I can identify which reasons and evidence support particular points. (K)
- ✓I can explain how the reasons and evidence support the particular points in a text. (R)

Questions Stems:

- What is the author's message?
- Did the author use any evidence to support his thinking?
- Where in the text does the author show evidence to support the claim?
- Why did the author write that?
- Does the author give any reasons for writing that ?
- Could you tell me why the author might have included that?
- What evidence could the author have added to make the points stronger?

Teaching Notes and Strategies:

SBAC Claim #1: Read Closely & Critically

Before and After:

RI 4.8: Explain how an author uses reasons and evidence to support particular points in a text.

RI 6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

INTEGRATION OF KNOWLEDGE AND IDEAS		
RI 5.9	**Standard:** Integrate information form several texts on the same topic in order to write or speak about the subject knowledgeably.	**Anchor:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Skills/Concept:

- Have access to several texts on the same topic
- Have a system for organizing information from several sources
- Find the common details about a topic when reading different texts
- Compare the text to find key details/ideas which are different
- Combine the most important information
- Write or speak about a subject knowledgeably

Academic Vocabulary/Cognates:

- compare
- contrast
- differ
- knowledgeably
- integrate
- comparar
- contraste/contrastar
- integrar

Enduring Understanding:

To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.

Essential Question:

In what ways does creative choice impact an audience? Whose story is it, and why does it matter?

Suggested Learning Targets:

- ✓I can locate information from several texts on the same topic. (S)
- ✓I can determine which pieces of information best support my topic. (R)
- ✓I can integrate (bring together) information form several texts to display my knowledge of the topic when writing or speaking. (S)

Questions Stems:

- What did you learn form this piece of text about _____?
- Were there important details in this text that were not in the other?
- How are you deciding what details are important enough that you need to include them when you are writing ?
- Did the author of this text write something that you need to include that the other didn't?
- How are you keeping track of the information so that you can put it together when you are writing or speaking?
- Does that sound like you know what you are talking about?

Teaching Notes and Strategies:

SBAC Claim #1: Read Closely & Critically

Before and After:

RI 4.9: Integrate information form two texts on the same topic in order to write or speak about the subject knowledgeably.

RI 6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and biography on the same person).

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
RI 5.10	**Standard:** By the end of the year, read and comprehend informational texts including history/ social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	**Anchor:** read and comprehend complex literary and informational texts independently and proficiently.

Essential Skills/Concept:

- Understand how to use text features to comprehend informational text
- Understand that the purpose of reading informational text is to learn about or understand a subject better
- Know how to access many different types of informational text such as magazine, online website, textbooks, that vary in a range of text complexity

Academic Vocabulary/Cognates:

- independently
- independientemente
- proficiently
- fluently
- bold print
- headings
- level
- nivel
- range
- complexity
- complejidad

Enduring Understanding:

Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.

Essential Question:

What do good readers do?
Am I clear about what I just read?
How do I know?

Suggested Learning Targets:

- ✓I can closely read complex grade level texts. (S)
- ✓I can reread a text to find more information or clarify ideas. (S)
- ✓I can use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text. (S)

Questions Stems:

- Have you tried reading a book about _____?
- After reading your science book you might want to look up more information in a trade book or on the computer.
- Another book about this topic is…
- The school library has a book about…
- Before reading did you look at the headings on the page?
- Did you read the bold print to help you understand what you are reading?
- Were you able to read the information fluently?

Teaching Notes and Strategies:

Before and After:

RI 4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI 6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

PHONICS AND WORD RECOGNITION		
RF 5.3	**Standard:** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**Anchor:** Not applicable to Foundational Skills

Essential Skills/Concept:

- Know which letters and sounds are related
- Be familiar with syllabication patterns Use roots, affixes and base words to read unfamiliar multisyllabic words in context
- Combine phonics ad word analysis skills to decode unfamiliar multisyllabic words out of context

Academic Vocabulary/Cognates:

- letter-sounds
- syllabication pattern
- context
- contexto
- skills
- roots
- affixes
- afijos
- accurately

Enduring Understanding:	**Essential Question:**
Word analysis and decoding skills are foundational for success as a reader.	How do sounds and letters create words? When a word doesn't make sense, what can I do?

Suggested Learning Targets:

✓I can recognize that letters and combinations of letters (graphemes) make different sounds (phonemes). (K)
✓I can use my knowledge of consonant blends, long-vowel patterns and short-vowel patterns to decode words. (S)
✓I can analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables. (R
✓I can use my analysis of word structure to help me decode unfamiliar multi-syllabic words. (S)

Questions Stems:

- Can you make all the sounds in that word in order?
- Are there any familiar parts in that word that you can use to help you?
- Do you know any other words like that?

Teaching Notes and Strategies:

Before and After:

RF 4.3: Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF 6.3: Not Applicable

FLUENCY		
RF 5.4	**Standard:** Read with sufficient accuracy and fluency to support comprehension. a. Read on0level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.	**Anchor:** Not applicable to Foundational Skills

Essential Skills/Concept:	**Academic Vocabulary/Cognates:**
• Set a purpose for reading • Know when understanding has been lost • Use expression when reading • Self-monitor for understanding • Use strategies for self-correction • Read a variety of fictional text • Re-read for fluency and comprehension • Skim text for information • Scan text to confirm	• self-correction • self-monitoring • fluency • comprehension • re-reading • checking for understanding • genres • purpose • skim • scan • expression • comprensión • géneros • propósito • expresión

Enduring Understanding:	**Essential Question:**
Fluent readers accurately process print with expression at an appropriate rate.	What do good readers do? Why does fluency matter?

Suggested Learning Targets:

- ✓I can read grade-level text fluently and show comprehension through voice, timing, and expression. (S)
- ✓I can recognize when a word I have read does not make sense within the text. (K)
- ✓I can self-correct misread or misunderstood words using context clues. (S)
- ✓I can reread with corrections when necessary. (S)
- ✓I can read fluently (easy, smooth, and automatic). (S)

Questions Stems:	**Teaching Notes and Strategies:**
• What is your reason for reading this selection? • Do you understand what you are reading? • What can you do when the story/text doesn't make sense? • What strategies can you use to help you understand what you are reading? • Did you scan the page before starting to read? • After looking at the question, can you scan the page for an answer? • Can you make that sound like you were talking?	

Before and After:

RF 4.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.	**RF 6.4:** Not Applicable

TEXT TYPES AND PUPOSES

W 5.1	**Standard:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinions and reasons using words, phrases, and clauses (e.g., *consequently, specifically).* d. Provide a concluding statement or section related to the opinion presented.	**Anchor:** Write arguments to support claims in a n analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Skills/Concept:

- Recognize facts from opinions
- Use various organizational structures, such as cause and effect, chronological order, etc. to organize text
- Understand the features of expository text
- Know how to group related ideas
- Recognize when ideas are not expressed logically
- Use transitional words and phrases to help the reader follow the information
- Understand how to express an opinion effectively
- Demonstrate the writing of a concluding statement

Academic Vocabulary/Cognates:

• organization	• organización
• opinion	• opinión
• phrases	• frases
• clauses	• clausulas
• transitions	• transiciones
• concluding statement	
• facts	
• details	• detalles
• logical	• lógico

Enduring Understanding:

Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.

Essential Question:

What do good writers do?
What's my purpose and how do I develop it?

Suggested Learning Targets:

- ✓I can determine my opinion/point of view on a particular topic or text. (R)
- ✓I can create an organizational structure (chronology, compare/contrast, cause/effect, problem/solution) to logically introduce my topic and opinion. (S)
- ✓I can support my opinion with logically ordered facts and details and link my reasons with words, phrases, and clauses. (S)
- ✓I can write an opinion piece with an introduction, supporting details/facts, and a concluding statement/section. (P)

Questions Stems:

- What is your writing about? How will you support your opinion?
- What reasons do you state to explain your opinion?
- Which facts and details have you included that support your opinion?
- Should your reasons be placed in a specific order? Why, or why not?
- Is your writing logical?
- Does your concluding statement relate back to the opinion(s) you presented earlier in your writing?

Teaching Notes and Strategies:

SBAC Claim #2: Write Effectively

Before and After:

W 4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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

W 6.1: Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce a claim(s) and organize the reasons and evidence clearly.
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to clarify the relationships among claim (s) and reasons.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from the argument presented.

TEXT TYPES AND PUPOSES		
W 5.2	**Standard:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., *headings*), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses *(e.g., in contrast, especially).* d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	**Anchor:** Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Essential Skills/Concept:	**Academic Vocabulary/Cognates:**	
• Write an introduction that includes a topic sentence • Understand how to develop a topic • Know that illustrations, headings, pictures can make the writing understandable • Logically group information so that the writing remains focused • Know the correct way to format and include facts, definitions, quotes and examples to help convey information • Support the topic with facts • Use appropriate vocabulary • Provide an effective conclusion	• topic • focus • logical • links • categories • conclusion	• lógico • categorías • conclusión

Enduring Understanding:	**Essential Question:**
Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	What do good writers do? What's my purpose and how do I develop it?

Suggested Learning Targets:

- ✓I can select a topic and gather information (e.g., facts, definitions, concrete details, quotations, examples) to share with my audience. (S)
- ✓I can define common formatting structures and determine structures that will allow me to organize my information best. (R)
- ✓I can introduce my topic by providing my general observation/focus and use formatting structures, illustrations, and multimedia to clarify (make clear) my topic. (S)
- ✓I can link my information (e.g., facts, definitions, details, quotations, examples) using words, phrases and clauses. (S)
- ✓I can explain my topic using precise language and domain-specific vocabulary. (S)
- ✓I can present my information in a formal style with a concluding statement or section that relates to the information presented. (P)

W 5.2 *(continued)*

Questions Stems: • How will you introduce your topic? • How will you organize and group your information? • How will you narrow the focus of your writing? • Did you include examples, quotes and details about your topic? • What do others say about your topic? Can you include a quote from the reading you did? • Are there illustrations, or other media you can use as a source to make your text easier to understand? • What relevant facts support the topic? • What other details, fact, definitions can be added to your writing? • What words/phrases will you use to link your ideas across paragraphs and across the text?	**Teaching Notes and Strategies:** **See Appendix C:** Author Response: Roald* pages 29-30 **SBAC Claim #2:** Write Effectively

Before and After:

W 4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., *headings*), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	**W 6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic or these statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a forma style. f. Provide a concluding statement or section that follows from the information or explanation presented.

COMMON CORE ELA STANDARDS - GRADE 5

TEXT TYPES AND PUPOSES		
W 5.3	**Standard:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	**Anchor:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Essential Skills/Concept:	**Academic Vocabulary/Cognates:**	
• Outline the major events and settings of the story • Let people know who is telling the story and what situation the character's find themselves in • Use the character's words to help explain what is happening and what the character is thinking • Know and use a variety of temporal words to move the story from beginning to end • Use sensory and descriptive words to help the reader visualize the characters, experiences, and settings in the story • Use precise words to help the reader understand the feelings and thoughts of the characters • Understand the importance of a satisfying conclusion	• narrative • narrator • characters • sequence • dialogue • pacing • description • behaviors • responses • temporal words • precise • conclusion	• narrativa • narrador • secuencia • dialogo • descripción • preciso • conclusión

Enduring Understanding:	**Essential Question:**
Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	What do good writers do? What's my purpose and how do I develop it?

Suggested Learning Targets:

- ✓I can define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution). (K)
- ✓I can orient (set the scene for) the reader by introducing the narrator, characters, and the event/situation that starts the story in motion. (S)
- ✓I can sequence the events in my story so that one event logically leads to the next. (R)
- ✓I can use narrative techniques (e.g., dialogue, description, pacing) to develop events and/or experiences and show how characters respond to situations. (S)
- ✓I can use concrete words and phrases as well as sensory details (descriptive words and phrases that appeal to the senses) to help my reader understand the experiences and events (create mind pictures). (S)
- ✓I can signal changes in the time and place by using transition words, phrases, and clauses. (S)
- ✓I can write a logical conclusion that provides a sense of closure (ties up all the loose ends and leaves the reader satisfied). (P)

W 5.3 *(continued)*

Questions Stems: • Who, when and where will your story be about? • What is the problem in the story? • Who is telling the story? • Describe how _____ felt when _____. • What happened after _____? • What if _____ would have happened first? How would that affect the plot? • How will you use dialogue to develop the plot? • What problems will the characters face in the story? • What actions will the character change throughout the story? • Remember to show the reader with precise words. • What events will lead to the conclusion/resolution of your story?	**Teaching Notes and Strategies:** **See Appendix C:** Getting Shot* pages 31-35 **SBAC Claim #2:** Write Effectively

Before and After:	
W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and Introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	**W 6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and /or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events , and/or characters. c. Use a variety of transitional words, phrases and clauses to convey sequence and signal shifts from on time frame or setting to another. d. Use precise words and phrases relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.

PRODUCTION AND DISTRIBUTION OF WRITING		
W 5.4	**Standard:** Produce clear and coherent writing (**including multiple-paragraph texts)** in which the development and organization are appropriate to task, purpose, and audience. *(Grade specific expectations for writing types are defined in Standards 1-3)*	**Anchor:** Write arguments to support claims in a n analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Skills/Concept:

- Write in a logical, sequential manner
- Have a large body of known words so they can choose words that will help make meaning clear
- Understand and use organizational structure such as comparing and contrasting, problem/solution, etc.
- Understand the purpose for the writing task
- Understand the audience

Academic Vocabulary/Cognates:

• organization	• organización
• development	
• substance	• substancia
• style	• estilo
• appropriate	• apropiado
• purpose	• propósito
• audience	• audiencia
• clear	• claro
• coherent	

Enduring Understanding:	**Essential Question:**
Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Writing clearly: What makes a difference? Final product: What does it take?

Suggested Learning Targets:

- ✓I can identify the writing style (e.g., argument, informative/explanatory, narrative) that best fits my task, purpose, and audience. (K)
- ✓I can use organizational/formatting structures (graphic organizers) to develop my writing ideas. (S)
- ✓I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (P)

Questions Stems:

- Who will be reading your writing?
- Are you writing to tell a story or to help someone learn more about…?
- What form of writing does the prompt call for?
- Who is the audience?
- What is the text structure?
- Is there a thinking map or graphic organizer you can use to help organize your writing?
- What facts, events, dialogue, examples are you including that twill help make your writing clearer?
- Does your writing move the reader easily from one part to another?

Teaching Notes and Strategies:

SBAC Claim #2: Write Effectively

Before and After:

W 4.4: Produce clear and coherent writing (including multiple-paragraph texts (in which the development and organization are appropriate to task, purpose, and audience. *(Grade-specific expectations for writing types are defined in Standards 1-3 above.*	**W 6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *(Grade-specific expectations for writing types are defined in standards 1-3.)*

PRODUCTION AND DISTRIBUTION OF WRITING		
W 5.5	**Standard:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. *(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)*	**Anchor:** Develop and strengthen writing as needed by planning revising, editing, rewriting, or trying a new approach.

Essential Skills/Concept:

- Know and use the conventions of standard English including conjunctions and verb tenses
- Demonstrate correct usage of capital letters and punctuation, such as commas, quotations, underlining, and italics
- Know different ways to expand, combine and vary sentences
- Know how to use the stages of the writing process
- Rearrange or edit unnecessary information
- Be familiar with editing tools such as checklists and handbooks
- Seek guidance from peers to help add precise language/ideas to writing

Academic Vocabulary/Cognates:

- planning
- revising
- editing
- rewriting
- organization
- approach
- guidance
- strengthen
- planeando/ planificación
- revisando
- organización

Enduring Understanding:	**Essential Question:**
Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Writing clearly: What makes a difference? Final product: What does it take?

Suggested Learning Targets:

- ✓I can use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists). (S)
- ✓I can recognize that a well-developed piece of writing requires more than on draft. (K)
- ✓I can apply revision strategies (reading aloud, checking for misunderstandings, adding and deleting details) with the help of others. (S)
- ✓I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. (S)
- ✓I can prepare multiple drafts using revisions and edits to develop and strengthen my writing. (S)
- ✓I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach. (K)

Questions Stems:

- What will you use to help organize your ideas?
- Which would be the best opening sentence?
- What is the best title for this selection?
- Can you rewrite this so that the ideas/details are clearer?
- Which sentence would be the best topic sentence?
- You have tried organizing your writing this way, have you thought of using another approach?
- Did you share your ideas with your group?
- What feedback did they give you?
- Is there a better way to start or end your writing?

Teaching Notes and Strategies:

Before and After:

W 4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (*Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)*	**W 6.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (*Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)*

PRODUCTION AND DISTRIBUTION OF WRITING		
W 5.6	**Standard:** With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	**Anchor:** Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

Essential Skills/Concept:

- Use a standard keyboard and know some of the basic functions
- Access the Internet as part of a group task
- Demonstrate knowledge of publishing programs and structure
- Know how to set margins, spacing, tabs, make columns, add page numbers, page orientation and set up
- Know how to save documents on the computer
- Understand how to use search engines on the Internet such as *Google, Bing, Yahoo*
- Be familiar with various computer programs (e.g.: *Word, Publisher, Power Point, Spellcheck, email, etc.*) and be able to use them efficiently
- Work collaboratively to complete a written project/ document

Academic Vocabulary/Cognates:

- document
- format
- insert
- computer
- spellcheck
- save
- menu
- file folder
- word processing
- PowerPoint
- keyboarding

- documento
- formato
-
- computadora
-
- menú

Enduring Understanding:	**Essential Question:**
Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Writing clearly: What makes a difference? Final product: What does it take?

Suggested Learning Targets:

- ✓I can identify technology (e.g., Word, Publisher, PowerPoint) that will help me produce, edit, and publish my writing. (L)
- ✓I can choose credible websites on the Internet that will help me compose, edit, and publish my writing. (S)
- ✓I can collaborate with peers, teachers, and others to produce and publish my writing. (S)
- ✓I can use proper keyboarding skills (type a minimum of two pages in a single sitting) to compose and prepare my writing for publication. (S)

Questions Stems:

- What software would you use to create this document?
- Where/how would you save your document?
- How do you access _____?
- How would you find _____ on the Internet?
- How did your group divide up the responsibilities for the task?
- What online resources might you use to help write your paper?

Teaching Notes and Strategies:

Before and After:

W 4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	**W 6.6:** Use technology, including the Interned, 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 three pages in a single sitting.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

W 5.7	**Standard:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	**Anchor:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Essential Skills/Concept:

- Use the steps for writing a research paper
  - Define a topic
  - Make a list of questions/resources
  - Make notes or create a graphic organizer
  - Write the first draft
  - Seek help to edit and revise from peers
  - Publish
- Know how to use reference materials such as encyclopedias, search engines or databases
- Use key words for Internet searches
- Know how to cite a variety of sources
- Know the organizational structures used when writing a research project
- Synthesize information from various perspectives or authors
- Create a bibliography

Academic Vocabulary/Cognates:

• aspects	• aspectos
• topics	
• research	
• data base	
• internet search	
• bibliography	• bibliografía
• investigation	• investigación
• cite sources	
• synthesize	• sintetizar

Enduring Understanding:	**Essential Question:**
Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	What do good researchers do? "Cut and Paste:" What's the problem?

Suggested Learning Targets:

- ✓I can define research and explain how research is different from other types of writing. (R)
- ✓I can focus my research around a central question that is provided or determine my own research worthy question (e.g., *Why do birds migrate?*). (S)
- ✓I can choose several sources (e.g., biographies, non-fiction texts, online encyclopedia) and gather information to answer my research question. (S)
- ✓I can analyze the information found in my sources and determine if it provides enough support to answer my question. (R)

Questions Stems:

- What sources could you use to investigate _____ and write about it?
- What question does your research report answer?
- What online sources will you use?
- Will you be able to finish this research in one or two periods?
- Did you research both the positive and negative sides of the issue?
- How will you keep track of the sources you use?
- Which bibliography entry is cited correctly?
- How do you cite a bibliography entry for a _____?

Teaching Notes and Strategies:

SBAC Claim #4: Conduct Research

Before and After:

W 4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**W 6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE		
W 5.8	**Standard:** 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:** Gather relevant information from multiple print and digital sources, assess the credibility accuracy of each source, and integrate the information while avoiding plagiarism.

Essential Skills/Concept:

- Research topics using multiple sources both print and digital
- Decide whether information discovered in relevant or important to the work
- Cite sources both digital and print
- Know and use several note-taking strategies, such as use of index cards, notebooks, graphic organizers
- Know how to paraphrase the words of the author without copying
- Create a bibliography
- Summarize information from multiple sources
- Interpret data

Academic Vocabulary/Cognates:

• digital sources	
• summarize	• resumir
• paraphrase	• parafrasear
• bibliography	• bibliografía
• research	
• relevant (pertinent)	• pertinente
• note-taking	
• cite	
• quote	

Enduring Understanding:	**Essential Question:**
Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	What do good researchers do? "Cut and Paste:" What's the problem?

Suggested Learning Targets:

- ✓I can recall information from experiences or gather information form print and digital sources about a topic. (S)
- ✓I can summarize and/or paraphrase (put in my own words) information when taking notes and preparing my finished work. (R)
- ✓I can prepare a list of sources used in my research. (P)

Questions Stems:

- Ask yourself, "How does this support my topic?"
- Is this information important to your research?
- How do you know the source is credible?
- How did you determine if this information is relevant to your topic?
- How do you cite sources in a bibliography?
- Where can you find information about how to cite Internet sources?
- What do you need to do if you are using the author's exact words?
- Can you say that using your own words?
- How is a digital source cited differently that a printed source?
- How will you summarize the information found in this data?
- What can you conclude?

Teaching Notes and Strategies:

SBAC Claim #2: Write effectively

SBAC Claim #4: Conduct Research

Before and After:

W 4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information and provide a list of sources.	**W 6.8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

W 5.9	**Standard:** Draw evidence from literary or informational texts to support analysis, reflection and research. **a.** Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact]") **b.** Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]")	**Anchor:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Skills/Concept:

- Analyze information based on the details the author provides
- Synthesize information using the interactions of the characters, events, and setting with their knowledge of the world
- Cite information and explain how it supports the points the author is trying to make
- Research information and draw conclusions about what has been said/written

Academic Vocabulary/Cognates:

- research
- analysis
- support
- reflection
- evidence
- literary
- information text
- análisis
- reflexión
- literario
- texto informativo

Enduring Understanding:	**Essential Question:**
Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	What do good researchers do? "Cut and Paste:" What's the problem?

Suggested Learning Targets:

- ✓I can define textual evidence ("word for word" support). (K)
- ✓I can determine textual evidence that supports my analysis, reflection, and/or research. (R)
- ✓I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research. (P)

Questions Stems:

- What evidence did the author use to support his/her claims?
- Explain the evidence the author used to support the claim, _____.
- Compare the two events in each of the two sources on the topic _____.
- Describe what you have learned on this topic.
- Which details can you add that will make your writing stronger?
- What caused you to think or believe that ?
- Has studying this topic caused you to change your thinking? How will your writing reflect that change?

Teaching Notes and Strategies:

SBAC Claim #2:
Write effectively

SBAC Claim #4:
Conduct Research

Before and After:

W 4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grade 4 Reading standards* to literature (e.g., *"Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."*).
b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explaining how an author uses reasons and evidence to support particular points in a text").

W 6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not")

RANGE OF WRITING		
W 5.10	**Standard:** 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:** 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 tasks, purposes, and audiences.

Essential Skills/Concept:

- Select appropriate writing topics
- Recognize purpose for writing
- Know the audience
- Organize thoughts to focus on a topic
- Know how to research a topic using various sources
- Generate questions to continue to write on a topic for an extended amount of time
- Know how to conclude different types of writings
- Know that a research paper has an introduction, a body, and a conclusion
- Know that for writing a research project you must include and cite various sources.

Academic Vocabulary/Cognates:

- research
- summarize revise/edit
- bibliography
- sources
- peer
- graphic organizers
- resumir
- revisar
- bibliografía

Enduring Understanding:	**Essential Question:**
Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	Why write? What do good writers do?

Suggested Learning Targets:

- ✓I can recognize that different writing tasks (e.g., journal, reflection, research) require varied time frames to complete. (K)
- ✓I can determine a writing format/style to fit my task, purpose, and/or audience. (R)
- ✓I can write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain/convey and experience). (P)

Questions Stems:

- How did you pick your topic?
- How will you organize your thoughts? (graphic organizers, Thinking Maps)
- Write about…
- Today you will have _____minutes to write about…
- Where will you find your sources? So you have a variety of sources from which you can pull information?
- Re-read your writing and ask a peer to read it to see if there are additions you need to make.
- Did you think about your audience when you were writing?
- Did you edit and revise your writing using the proofreading checklist?

Teaching Notes and Strategies:

Before and After:

W 4.10: 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.	**W 6.10:** 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.

COMPREHENSION AND COLLABORATION		
SL 5.1	**Standard:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade5 topics and texts,* building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	**Anchor:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Essential Skills/Concept:

- Be prepared when you come to group
- Use what you have learned to help others
- Respect the contributions made by others
- Use rules of conversations
  - Everyone should contribute to the discussion
  - Keep focused on the topic being discussed
  - Don't interrupt
  - Be an attentive listener
- Help your group stay focused by posing questions that contribute to the discussion
- Offer comments or responses that build on the remarks of others
- Listen with the intent to learn and build knowledge

Academic Vocabulary/Cognates:

- discussion
- elaboration
- contribute
- clarify
- draw conclusions
- discusión
- elaborar
- contribuir
- clarificar

Enduring Understanding:	**Essential Question:**
Comprehension is enhanced though a collaborative process of sharing and evaluating ideas.	What makes collaboration meaningful? Making meaning from a variety of sources: What will help?

Suggested Learning Targets:

- ✓I can read or study material(s) to be discussed. (S)
- ✓I can list important information about the topic to be discussed. (K)
- ✓I can identify and follow the agreed upon rules for discussion and carry out assigned roles. (P)
- ✓I can ask questions when I do not understand. (S)
- ✓I can stay on topic by making comments about the information being discussed. (S)
- ✓I can make connections between the comments about the information being discussed. (S)
- ✓I can make connections between the comments of others. (S)
- ✓I can explain my own ideas and tell what I've learned from a discussion. (S)

Teaching Notes and Strategies:

SBAC Claim #3: Employ effective speaking and listening skills.

SBAC Claim #5: Use oral and written language skillfully.

SL 5.1 *(continued)*

Questions Stems:

- Are you prepared ? Have you reviewed the assignment?
- Did you complete you reading assignment?
- What information will you contribute to the discussion?
- In light of what has already been said, what are your thoughts about…?
- What else could you add to that comment?
- What clarifying questions could you ask of your partner?
- Can you show the group where you got your information?
- What conclusions did you arrive at after your conversation with your group?

Before and After:

SL 4.1: Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts,* building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information , and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**SL 6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

COMPREHENSION AND COLLABORATION		
SL 5.2	**Standard:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**Anchor:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Essential Skills/Concept:

- Summarize
- Interpret information from various formats
- Offer an explanation
- Synthesize information
- Interpret information presented visually, quantitatively or orally

Academic Vocabulary/Cognates:

- summarize
- graph
- visual
- oral
- multimodal
- diverse media
- formats
- quantitatively
- resumir
- grafico
- visual
- oral
- los medios diversos
- formato
- cuantitativamente

Enduring Understanding:	**Essential Question:**
Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	What makes collaboration meaningful? Making meaning from a variety of sources: What will help?

Suggested Learning Targets:

- ✓I can identify information form a text being read aloud. (K)
- ✓I can identify information that is presented in different formats (e.g., media, charts, graphs, websites, speeches). (S)
- ✓I can summarize the information gathered to determine the main idea and support details of a presentation. (S)

Questions Stems:

- Summarize the information presented.
- Describe the information presented.
- What are the key ideas presented in the video clip?
- Write a summary about what you saw and heard.
- How did the information expand your understanding of _____? How can you use this information?
- How does the way the information is presented help you understand it?
- what are some of the facts or data presented here?

Teaching Notes and Strategies:

SBAC Claim #3: Employ effective speaking and listening skills.

SBAC Claim #5: Use oral and written language skillfully.

Before and After:

SL 4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**SL 6.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.

COMPREHENSION AND COLLABORATION		
SL 5.3	**Standard:** Summarize the points a speaker **or media source** makes and explain how each claim is supported by reasons and evidence, **and identify and analyze any logical fallacies.**	**Anchor:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Essential Skills/Concept:

- Summarize information presented orally or by media sources
- Understand that evidence can be examples, facts, or personal interview
- Identify the claims made by the speaker or media source
- Identify when the claims are not logical or based on a misconception/fallacy
- Analyze whether the evidence and reasons are valid

Academic Vocabulary/Cognates:

• summarize	• resumir
• evidence	
• claim	
• supported	
• misconception	
• logical	• lógico
• fallacy	
• identify	• identificar
• media source	
• reason	• razón

Enduring Understanding:	**Essential Question:**
Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	What makes collaboration meaningful? Making meaning from a variety of sources: What will help?

Suggested Learning Targets:

✓I can identify a speaker's claims that are supported by reasons and evidence. (K)
✓I can summarize a speaker's points using reasons and evidence he/she provides to support his/her claims. (S)

Questions Stems:

- What is it that the speaker is claiming?
- What support does the speaker use to support his/her claim?
- How does the evidence support the speaker's claim?

Teaching Notes and Strategies:

SBAC Claim #3: Employ effective speaking and listening skills.

SBAC Claim #5: Use oral and written language skillfully.

Before and After:

SL 4.3: Identify the reasons and evidence a speaker **or media source** provides to support particular points.	**SL 6.3:** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

PRESENTATION OF KNWOLEDGE ANDIDEAS

SL 5.4	**Standard:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**Anchor:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Essential Skills/Concept:

- Plan an opinion speech
- Sequence ideas in the speech in an order that is logical
- Use evidence to support the position/opinions and evidence in a manner that is logical
- Sequence ideas logically using facts and details
- Memorize and recite a poem
- Memorize and recite part of a speech or historical document
- When reciting use appropriate gestures or expressions

Academic Vocabulary/Cognates:

- deliver
- facts
- details
- logically (logic)
- appropriate
- specific
- organized
- sequencing
- memorize
- recite
- expression
- gesture
- historical document

- detalles
- lógicamente
- apropiado
- especifico
- organizado
- secuencia
- memorizar
- recitar
- expresión
- gesto
- documento histórico

Enduring Understanding:

Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.

Essential Question:

What makes a presentation "great"?
"What I say" versus "how I say it", does it really matter?

Suggested Learning Targets:

- ✓I can determine a logical sequence for presenting my ideas and facts. (R)
- ✓I can present my ideas and/or opinion with facts and relevant (appropriate) descriptive details that support the main idea or theme. (S)
- ✓I can report my information by speaking clearly at an appropriate pace. (S)

Questions Stems:

- What are you writing about? Is your opinion about your topic clear?
- How will you organize your ideas?
- What evidence will you use to support your position/opinion?
- Is the evidence and facts you have gathered sufficient to support your opinion?
- How are you moving form one paragraph/idea to the next? Are you using appropriate transition words?
- Which poem will you be reciting? Have you thought about some gestures you can use to express the feelings in the poem?

Teaching Notes and Strategies:

SBAC Claim #3: Employ effective speaking and listening skills.

Before and After:

SL 4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

a. Plan and deliver a narrative presentation that relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.

SL 6.4: Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), and sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationship; uses precise language and domain specific vocabulary; and provides a strong conclusion.

PRESENTATION OF KNOWLEDGE ANDIDEAS		
SL 5.5	**Standard:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	**Anchor:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Essential Skills/Concept:

- Understand how to create visual displays
- Know how to embed multimedia components (photos, audio, text, animation, etc.) in a presentation
- Know how to use digital media including video cameras, projectors, Power Point presentations, document cameras

Academic Vocabulary/Cognates:

- strategic
- multimedia components
- presentations
- digital media
- visual display
- data
- enhance
- estratégico
- presentaciones
- los medios digitales
- datos

Enduring Understanding:	Essential Question:
Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	What makes a presentation "great"? "What I say" versus "how I say it", does it really matter?

Suggested Learning Targets:

- ✓I can identify main ideas or themes in my presentation that could be enhanced. (K)
- ✓I can determine and include an appropriate multimedia component or visual display to enhance my main ideas or themes. (S)

Questions Stems:

- What else could you use to enhance understanding in your presentation?
- How would including that media help the presentation?
- What kind of information could you convey by using graphics, sound…?
- What digital media could you use to present your data?
- What could you do to keep your presentation focused?

Teaching Notes and Strategies:

SBAC Claim #3: Employ effective speaking and listening skills.

Before and After:	
SL 4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	**SL 6.5:** Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.

PRESENTATION OF KNOWLEDGE AND IDEAS		
SL 5.6	**Standard:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	**Anchor:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Skills/Concept:

- Ability to adapt speech to a variety of contexts
- Understand the use of formal English
- Know when it would be appropriate to use formal English
- Identify your audience

Academic Vocabulary/Cognates:

- adapt
- speech
- context
- formal English
- informal English
- situation
- adaptar
- contexto
- ingles formal
- situación

Enduring Understanding:	Essential Question:
Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	What makes a presentation "great"? "What I say" versus "how I say it", does it really matter?

Suggested Learning Targets:

- ✓I can identify various reasons for speaking (e.g., informational, descriptive, formal, informal). (K)
- ✓I can adapt a speech for various tasks or situations. (S)
- ✓I can compose a formal speech that demonstrates a command of grade 5 Language standards. (P)

Questions Stems:

- What is the reason you are speaking?
- Who is in the audience? What do they know about your subject?
- Are you delivering a formal presentation?
- Are you trying to persuade your audience?
- Are you explaining something?
- Are there places where you can substitute more precise, engaging language to keep the listeners interested?

Teaching Notes and Strategies:

SBAC Claim #3: Employ effective speaking and listening skills.

Before and After:	
SL 4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)	**SL 6.6:** Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CONVENTIONS OF STANDARD ENGLISH

L 5.1	**Standard:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. **e.** Use correlative conjunctions (e.g., either/or, neither/nor).	**Anchor:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Skills/Concept:
- Explain the function of conjunctions, prepositions, and interjections
- Use the appropriate verb tenses
- Know that verb tenses convey a sense of time and states of being
- Monitor the use of verb tenses and correct when necessary
- Correctly use either/or, neither/nor, etc.

Academic Vocabulary/Cognates:

• conventions	• convenciones
• conjunctions	• conjunciones
• correlative	
• perfect verbs	• verbos perfectos
• prepositions	• preposiciones
• interjections	• interjecciones
• grammar	• gramática
• verb tense	
• aspect	• aspecto

Enduring Understanding:

Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

Essential Question:

Why do the rules of language matter?
Communicating clearly: What does it take?

Suggested Learning Targets:

- ✓I can define conjunction (word(s) that connect words, phrases, clauses, or sentences) and explain its function in a sentence. (R
- ✓I can define preposition (a word that shows a relationship of a noun or pronoun to another word in a sentence) and explain it's function in a sentence. (R)
- ✓I can identify the past perfect, present perfect, and future perfect verb tenses and use them correctly. (S)
- ✓I can choose correct verb tense to show time, sequence, state, and condition. (S)
- ✓I can identify when the incorrect verb tense has been used and make appropriate corrections. (S)
- ✓I can identify common correlative conjunctions and use them correctly when writing. (S)

Questions Stems:
- Explain why you would use a conjunction instead of a preposition or interjection.
- What does the use of this form of verb indicate?
- What is the meaning of the perfect verb tense?
- How does verb tense relate to how you are writing your piece?
- Use your editing skills to correct _____.
- Read your writing out loud. Does it sound right?

Teaching Notes and Strategies:

SBAC Claim #2: Write Effectively

Before and After:

L 4.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
a. Write fluidly and legibly in cursive or joined italics.
b. Use interrogative relative pronouns (*who, whose, whom, which, that*) and relative adverbs (where, when, why).
c. Form and use the progressive (e.g., *I was walking; I will be walking*) verb tenses.
d. Use modal auxiliaries (e.g., *can, may must*) to convey various conditions.
e. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
f. Form and use prepositional phrases.
g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
h. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

L 6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly.
c. Recognize and correct inappropriate shifts in pronoun number and person.
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONVENTIONS OF STANDARD ENGLISH

L 5.2	**Standard:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you.*) to set off a tag question form the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	**Anchor:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Skills/Concept:

- Know the different uses for the comma including, separating items in a series
- Know which of several ways is the correct one for indicating titles of works
- Spell grade level words correctly

Academic Vocabulary/Cognates:

- commas
- items
- tag question
- introductory element
- underlining
- conventions
- quotation marks
- punctuation
- italics
- coma
- convenciones
- puntuación

Enduring Understanding:	**Essential Question:**
Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Why do the rules of language matter? Communicating clearly: What does it take?

Suggested Learning Targets:

- ✓I can determine when to capitalize words (e.g., proper nouns, "I", first word in a sentence). (R)
- ✓I can identify an introductory element (e.g., interjection, prepositional phrase of three or more words, adverb clause) and use a comma to separate it from the rest of a sentence. (S)
- ✓I can identify when a comma should be used to set off the words yes and no, tag questions, and direct address. (S)
- ✓I can identify titles of works and choose the correct formatting style (e.g., underlining, quotation marks, italics). (S)
- ✓I can identify misspelled words and use resources to assist me in spelling correctly. (S)

Questions Stems:

- Does that need a comma?
- Where would you place commas in the following sentence? *"I am taking my seeping bag Ipod pillow and snacks on our camping trip."*
- How would you use underlining, italics, or quotation marks to distinguish the title of the book in the following question? *Have you read the Chronicles of Narnia?*
- What type of writing is that? You need to know if it is the title of a book, poem or article in order to know what type of punctuation you should use.
- Where might you look if you are confused about how a title needs to be punctuated?

Teaching Notes and Strategies:

SBAC Claim #2: Write Effectively

Before and After:

L 4.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
a. Use correct capitalization.
b. Use commas and quotation marks to mark direct speech and quotations from text.
c. Use a comma before a coordinating conjunction in a compound sentence.
d. Spell grade-appropriate words correctly, consulting references as needed.

L 6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use punctuation (commas, parentheses, dashes) te set off nonrestrictive/parenthetical elements.
b. Spell correctly

KNOWLEDGE OF LANGUAGE

L 5.3	**Standard:** 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	**Anchor:** Apply knowledge of language 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.

Essential Skills/Concept:

- Know how to use different types of sentences in order to make a story more interesting to read
- Understand how to expand, combine, or reduce sentences for meaning
- Recognize dialects and registers when reading or listening
- Know that dialects and registers are often used by authors for effect

Academic Vocabulary/Cognates:

- expand
- combine / combinar
- reduce / reducir
- dialect / dialecto
- register / registro
- varieties of English / variedades de ingles
- style / estilo

Enduring Understanding:	**Essential Question:**
Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.	How does situation affect meaning? How does author's choice impact an audience?

Suggested Learning Targets:

- ✓ I can identify simple sentence structures (one independent clause), compound sentence structures (two or more independent clauses), and complex sentence structures (one independent clause and one or more subordinate clauses) sentence structures. (K)
- ✓ I can determine when to use varied sentence structures to create meaning, interest, and style in my writing. (R
- ✓ I can compare (determine similarities) how authors use variations of English in stories, dramas, or poems (e.g., dialect—*Two authors use "y'all" when writing dialogue for characters In the South.).* (R)
- ✓ I can contrast (determine differences) how authors use variations of English in stories, dramas, or poems (e.g., formal register—*"I would be so grateful if you would stop talking." versus informal register—"Shut your mouth."*). (R)

Questions Stems:

- When writing or speaking to a group vary sentences to keep the reader/listener interested.
- Use different styles of speech and writing to fit the audience and purpose.
- Count the number of words in your sentences. Are they all about the same length or have you varied them?
- Why do you think the author used that dialect in his/her writing?
- How does the dialogue sound when you read it using that dialect?
- How does that expression sound when said in Standard English? What is the effect?

Teaching Notes and Strategies:

SBAC Claim #5:
Use oral and written language skillfully

Before and After:

L 4.3: Use knowledge of language and its conventions when writing, speaking, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).	**L 6.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style.* b. Maintain consistency in style and tone.*

VOCABULARY ACQUISITION AND USE

L 5.4	**Standard:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly form 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, photosynthesis*). **c.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in content areas.**	**Anchor:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Essential Skills/Concept:

- Use strategies for solving unknown words including:
  - Using the roots and affixes
  - Using the context
  - Using digital and print reference materials
- Interpret figurative language
- Understand and explain the meaning of common idioms, adages, and proverbs
- Be able to use context clues to interpret the meaning of a word
- From several alternatives choose the appropriate alternate word
- Identify words that are used in multiple ways in different content areas

Academic Vocabulary/Cognates:

- figurative
- root word
- prefix
- suffix
- interpret
- idioms
- adages
- proverbs
- context clues
- figurativo
- prefijo
- sufijo
- interpretar
- proverbio

Enduring Understanding:

Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

Essential Question:

When a word doesn't make sense, what can I do?
How do I use what I know to figure out what I don't know?

Suggested Learning Targets:

- ✓ I can infer the meaning of unknown words using context clues (e.g., definitions, synonyms/antonyms, cause/effect relationships, comparisons found in surrounding text). (R)
- ✓ I can recognize and define common Greek and Latin affixes and roots (units of meaning). (K)
- ✓ I can break down unknown words in to units of meaning to infer the definition. (R)
- ✓ I can verify my inferred meaning of an unknown word by consulting reference materials (e.g., dictionaries, glossaries, thesauruses). (S)

Questions Stems:

- What strategies have you used to try to figure out that word?
- Have you looked in the dictionary or glossary?
- Can you use the sentences around that word to help you discover what that word might mean?
- Are there roots or suffixes and prefixes that you can use?
- Can you use a dictionary to find definitions and keys to pronunciation?

Teaching Notes and Strategies:

SBAC Claim #5:
Use oral and written language skillfully

Before and After:

L 4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies.
a. use context (e.g., definitions, examples, or restatements 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., *telegraph, photograph, autograph*).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.

L 6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

VOCABULARY ACQUISITION AND USE

L 5.5	**Standard:** 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. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**Anchor:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Skills/Concept:

- Understand what figurative language is and be able to recognize it in text (similes, metaphors, personification, idioms)
- Be able to recognize words that are synonyms, antonyms, or homographs
- Recognize common idioms, adages, and proverbs

Academic Vocabulary/Cognates:

- figurative language
- similes
- metaphors
- adages
- proverbs
- idioms
- synonym
- antonym
- homograph
- lenguaje figurado
- símiles
- metáforas
- proverbios
- sinónimo
- antónimo
- homógrafo

Enduring Understanding:	**Essential Question:**
Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?

Suggested Learning Targets:

- ✓I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia). (K)
- ✓I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). (R
- ✓I can recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning. (R
- ✓I can recognize word relationships and use the relationships to further understand each of the words (e.g., *pretty/gorgeous, love/loathe, Because there was no wind, I had to wind up my kite string and go home*.). (S)

Questions Stems:

- The author wrote _____ what does he/she really mean?
- Can you show me an example of some of the figurative language the author used in the text?
- Could you add a simile or metaphor to help make your writing/speech vivid?
- Why did the author choose this pair of words to put in the writing?
- How does knowing how these two words are related help you understand the meaning of the text?

Teaching Notes and Strategies:

SBAC Claim #5:
Use oral and written language skillfully

Before and After:

L 4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and two words with similar but not identical meanings (synonyms).

L 6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figures of speech (e.g., personification) in context.
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

VOCABULARY ACQUISITION AND USE		
L 5.6	**Standard:** Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition).*	**Anchor:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Essential Skills/Concept:

- Understand that academic words are found in a variety of school subjects: (analyze, determine, summarize, determine, recognize)
- Understand content specific words: (constitution, immigration, legislature, natural resources)
- Read a wide variety of text, both print and digital media
- Participate in collaborative discussions
- Write for a variety of purposes and in different genres

Academic Vocabulary/Cognates:

- academic
- domain
- specific
- signal
- contrast
- académico
- domino
- especifico
- señal
- contraste

Enduring Understanding:	**Essential Question:**
Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?

Suggested Learning Targets:

- ✓ I can recognize the difference between general academic words and phrases (Tier Two words are subtle or precise ways to say relatively precise things, e.g., *saunter* instead of *walk.*) and domain-specific words and phrases (Tier Three words are often specific to content knowledge, e.g., *lava, democracy, pulley.*). (K)
- ✓ I can acquire and use grade-appropriate academic and domain-specific words/phrases, including words that signal contrast, addition, and other logical relationships, to increase comprehension and expression. (S)

Questions Stems:

- What have you been reading lately?
- Keep a list of words you don't know, but that might be important.
- As you read, be sure to look for those words that signal that an addition or contrast is going to be made.
- The more you read, the more vocabulary you will learn.
- Be on the lookout for words you know that might be used in a different way since it is a different

Teaching Notes and Strategies:

SBAC Claim #5:
Use oral and written language skillfully

Before and After:

L 4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservations, and endangered* when discussing animal preservation).	**L 6.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.