	Reading Foundational Skills – Grade 5		Interdisciplinary Literacy Practices		
	Print Concepts		1		
		1	Recognize that text is anything that communicates a message.		
	No Print Concepts standard for grade 5.		Employ, develop and refine schema to understand and create text.		
	Phonological Awareness	3	View literacy experiences as transactional, interdisciplinary and transfor-		
			mational.		
	No Phonological Awareness standard for grade 5.		Utilize receptive and expressive language arts to better understand self, others and the world.		
			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	Phonics and Word Recognition		Collaborate with others to create		
		6	new meaning.		
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.	7	Utilize digital resources to learn and share with others.		
		8	Engage in specialized, discipline- specific literacy practices.		
	Fluency		Apply high level cognitive processes		
	 Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		to think deeply and critically about text.		
RF.5.4			Develop a literacy identity that promotes lifelong learning.		
			HOME		

	Reading Standards for Literature - Grade 5		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RL.5.1</u>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1	Recognize that text is anything that communicates a message.
RL.5.2	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.	2	Employ, develop and refine schema to understand and create text.
<u>RL.5.3</u>	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.5.4</u>	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.	4	guage arts to better understand self, others and the world.
	7		Apply strategic practices, with
<u>RL.5.5</u>	Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures.	5	scaffolding and then independently, to approach new literacy tasks.
RL.5.6	Describe how a narrator's or speaker's perspective influences how events are described.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
<u>RL.5.7</u>	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.	7	share with others.
			Engage in specialized, discipline-
<u>RL.5.8</u>	(Not applicable to literature)	8	specific literacy practices.
<u>RL.5.9</u>	Compare/contrast stories in the same genre on their approaches to similar themes and topics.	9	Apply high level cognitive processes to think deeply and critically about text.
Range of Reading and Level of Text Complexity			2 1 10 10 10 10 10 10
RL.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.		Develop a literacy identity that promotes lifelong learning.
<u>KL.3.10</u>			HOME

	1. Students will read closely t	IG PRINCIPLE FOR READING LITE o determine what the text says of extual evidence to support conclu	explicitly and to make logical infer-		Interdisciplinary Literacy Practices
	RL.4.1	PROGRESSION RL.5.1	RL.6.1	1	Recognize that text is anything that communicates a message.
	Refer to details and examples in a text when explaining what the text says explicitly	Quote accurately from a text when explaining what the text says explicitly and when draw-	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the	2	Employ, develop and refine schema to understand and create text.
	and when drawing inferences from the text.	ing inferences from the text. MULTIDIMENSIONALITY - RL.5.	text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
7	Green (italic) = Comp QUOTE ACCURATELY FROM A T ences from the text.	4	Utilize receptive and expressive language arts to better understand self, others and the world.		
	GUIDIN	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
2			alyze their development; cite specific tions, to support conclusions drawn	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RL.4.2 Analyze how the theme is re-	RL.5.2 Analyze how the theme is re-	RL.6.2 Analyze how the theme is reflected in	7	share with others.
	flected, and cite relevant im- plicit and explicit evidence from the text, including but	flected in the text, including but not limited to poems, stories and dramas, and cite relevant	the text by citing particular details and/or providing an objective summary.	8	Engage in specialized, discipline- specific literacy practices.
	not limited to poems, stories and dramas.	implicit and explicit evidence to support thinking.		9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.5.2 Green (italic) = Comprehension				2 1 11 11 11 11 11
				10	Develop a literacy identity that promotes lifelong learning.
	and cite relevant implicit and ex	xplicit evidence to support thinking.			HOME

	IG PRINCIPLE FOR READING LITE			Interdisciplinary
3. Students will analyze how and a text.	ا	Literacy Practices		
	PROGRESSION		1	Recognize that text is anything that
RL.4.3	RL.5.3	RL.6.3		communicates a message.
Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over	Describe how a particular story's or drama's plot unfolds in a series of episodes, and determine how the characters respond or change as the plot	2	Employ, develop and refine schema to understand and create text.
on specific details to analyze their interaction over the course of the text.	the course of the text.	moves toward a resolution.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Comp	4	Utilize receptive and expressive language arts to better understand self, others and the world.		
Compare/contrast CHARACTERS, SETTINGS OR EVENTS in a story or drama, using specific details to analyze their interaction over the course of the text.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
4. Students will interpret words	IG PRINCIPLE FOR READING LITE and phrases as they are used in a to nings, and analyze how specific wor	ext, including determining technical,	6	Collaborate with others to create new meaning.
	PROGRESSION		_	Utilize digital resources to learn and
RL.4.4	RL.5.4	RL.6.4	7	share with others.
Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative lan-	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a spe-	8	Engage in specialized, discipline- specific literacy practices.
guage such as metaphors and similes, and describe and ex- plain how those words and phrases shape meaning.	mythology, and analyze how those words and phrases shape meaning.	cific word choice on meaning and tone.	9	Apply high level cognitive processes to think deeply and critically about text.
Green (italic) = Comp	MULTIDIMENSIONALITY - RL.5. orehension Purple (bold) = Analysis	4 MAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
	s and phrases as they are used in a and analyze how those words and p	text, including but not limited to ALLU- phrases shape meaning.		HOME

	IG PRINCIPLE FOR READING LITE	RATURE c sentences, paragraphs and larger por-		Interdisciplinary
tions of the text relate to each o		Literacy Practices		
PROGRESSION				Recognize that text is anything that
RL.4.5	RL.5.5	RL.6.5		communicates a message.
Analyze the overall structure, in a text or part of the text, the author uses in poems, sto-	Analyze and explain the overall structure of poems, stories and dramas in two or more texts,	Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of a text	2	Employ, develop and refine schema to understand and create text.
ries and dramas, including but not limited to linear, nonlinear and circular structures.	including but not limited to line- ar, nonlinear and circular struc- tures.	and contributes to the development of the theme, setting or plot.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RL.5.5	5	4	Utilize receptive and expressive lan-
Green (italic) = Com	orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand self, others and the world.
Analyze and <i>explain the overall</i> STRUCTURE OF POEMS, STORIES AND DRAMAS IN TWO OR MORE TEXTS, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Collaborate with others to create new meaning.
6. Students will analyze how poi	nt of view, perspective and purpose	shape the content and style of a text.	6	
			7	Utilize digital resources to learn and
DI 4.6	PROGRESSION	DI C C		share with others.
RL.4.6 Compare/contrast the point of	RL.5.6 Describe how a narrator's or	RL.6.6 Explain how an author develops the	•	Engage in specialized, discipline-
view of first and third person	speaker's perspective influences	perspective of the narrator or speaker	8	specific literacy practices.
narrators and the effect they have on the reader.	how events are described.	in a text.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.5.6			Develop a literacy identity that pro-
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			10	motes lifelong learning.
Describe how a narrator's or sp	eaker's PERSPECTIVE influences how	w events are described.		HOME
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		G PRINCIPLE FOR READING LITE aluate content presented in print/r	non-print forms of text found in diverse		Interdisciplinary Literacy Practices
	PROGRESSION				Recognize that text is anything that
	RL.4.7	RL.5.7	RL.6.7	1	communicates a message.
	Make connections between the text of a story or drama and a visual or oral presenta-	Analyze how visual and multi- media elements contribute to the meaning or tone of non-	Compare/contrast reading a print text and viewing its visual/oral presentation.	2	Employ, develop and refine schema to understand and create text.
	tion, including making connections with what they "see" and "hear" when reading the text to what they perceive	print texts.		3	View literacy experiences as transactional, interdisciplinary and transformational.
	when they listen or watch.	MULTIDIMENSIONALITY - RL.5.	7	4	Utilize receptive and expressive language arts to better understand self, others and the world.
J	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze how VISUAL AND MULTIMEDIA ELEMENTS contribute to the meaning or tone of non-print texts.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE	6	Collaborate with others to create new meaning.
	8. Students will delineate and evalidity, reasoning, relevance an		ns and evidence in a text, assessing the	7	Utilize digital resources to learn and share with others.
		PROGRESSION			
	RL.4.8 (Not applicable to literature)	RL.5.8 (Not applicable to literature)	RL.6.8 (Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.5.8				Develop a literacy identity that pro-
	Green (italic) = Comp (Not applicable to literature)	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	motes lifelong learning.
	(1101 applicable to literature)				HOME

	GUIDING	PRINCIPLE FOR READING LITER	ATURE		Interdisciplinary
	9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				Literacy Practices
		PROGRESSION		4	Recognize that text is anything that
	RL.4.9	RL.5.9	RL.6.9	1	communicates a message.
	Compare/contrast themes, top- ics and patterns of events in sto- ries, myths and traditional litera- ture from different cultures.	Compare/contrast stories in the same genre on their approaches to similar themes and topics.	Compare/contrast how various forms or genres of texts approach a similar theme or topic.	2	Employ, develop and refine schema to understand and create text.
					View literacy experiences as transac-
		ULTIDIMENSIONALITY - RL.5.9		3	tional, interdisciplinary and transfor-
	Green (italic) = Comprei	hension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT		mational. Utilize receptive and expressive lan-
	Compare/contrast STORIES IN THE	4	guage arts to better understand self, others and the world.		
	GUIDING PRINCIPLE FOR READING LITERATURE 10. Students will read, comprehend and analyze complex literary texts independently and proficiently.				Apply strategic practices, with scaffolding and then independently,
	PROGRESSION				to approach new literacy tasks.
	RL.4.10 By the end of the year, flexibly	RL.5.10 By the end of the year, flexibly	RL.6.10 By the end of the year, flexibly use a	6	Collaborate with others to create new meaning.
	use a variety of comprehension strategies (i.e., questioning, mon- itoring, visualizing, inferencing, summarizing, synthesizing, using	use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer- encing, summarizing, synthesiz-	variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge,	7	Utilize digital resources to learn and share with others.
	prior knowledge, determining importance) to read, comprehend and analyze grade-level ap-	ing, using prior knowledge, de- termining importance) to read, comprehend and analyze grade-	determining importance) to read, comprehend and analyze grade- level appropriate, complex literary	8	Engage in specialized, discipline- specific literacy practices.
	propriate, complex literary texts independently and proficiently.	level appropriate, complex liter- ary texts independently and proficiently.	texts independently and proficient- ly.	9	Apply high level cognitive processes to think deeply and critically about text.
	М	ULTIDIMENSIONALITY - RL10			COAC
	By the end of the year, flexibly use	hension Purple (bold) = Analysis M a variety of comprehension strates	gies (i.e., questioning, monitoring,	10	Develop a literacy identity that promotes lifelong learning.
<u></u>		ng, synthesizing, using prior knowle ADE-LEVEL APPROPRIATE, COMPLE	xdge, determining importance) to X LITERARY TEXTS independently and		HOME

	Reading Standards for Informational Text - Grade 5		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RI.5.1</u>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.5.2</u>	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	2	Employ, develop and refine schema to understand and create text.
<u>RI.5.3</u>	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.5.4</u>	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.	4	guage arts to better understand self, others and the world.
<u>RI.5.5</u>	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RI.5.6</u>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		
<u>RI.5.7</u>	Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	7	Utilize digital resources to learn and share with others.
<u>RI.5.8</u>	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	8	Engage in specialized, discipline- specific literacy practices.
<u>RI.5.9</u>	Integrate information from several texts on the same theme or topic.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity	<u> </u>	
RI.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that promotes lifelong learning.
	portance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.		HOME

1. Students will read closely to d	PRINCIPLE READING INFORMAT determine what the text says explic to support conclusions drawn from	itly and to make logical inferences from		Interdisciplinary Literacy Practices	
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	PROGRESSION				
RI.4.1	RI.5.1	RI.6.1		communicates a message.	
Refer to details and examples in a text when explaining what the text says explicitly	Quote accurately from a text when explaining what the text says explicitly and when draw-	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the	2	Employ, develop and refine schema to understand and create text.	
and when drawing inferences from the text.	ing inferences from the text.	text.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
Green (italic) = Comp	MULTIDIMENSIONALITY - RI.5.1 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				
ences from the text.	QUOTE ACCURATELY FROM A TEXT when explaining what the text says explicitly and when drawing inferences from the text.				
2. Students will determine centi	•	development; cite specific textual evi-	6	Collaborate with others to create new meaning.	
, , , , , , , , , , , , , , , , , , , ,	PROGRESSION		_	Utilize digital resources to learn and	
RI.4.2	RI.5.2	RI.6.2	7	share with others.	
Analyze how the central ideas are reflected in a text, and cite relevant implicit and ex-	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit	Analyze how the central ideas are reflected in the text by citing particular details and/or providing an objective	8	Engage in specialized, discipline- specific literacy practices.	
plicit evidence from the text.	evidence to support thinking.	summary.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY			Dovolon a literacy identity that pro	
	Purple (bold) = Analysis		Develop a literacy identity that pro motes lifelong learning.		
support thinking.	s are reflected in a text, and cite r	elevant implicit and explicit evidence to		HOME	

3. Students will analyze how and	PRINCIPLE READING INFORMAT	IONAL TEXT develop and interact over the course of		Interdisciplinary Literacy Practices
a text. PROGRESSION				Recognize that text is anything that
RI.4.3	RI.5.3	RI.6.3	1	communicates a message.
Explain the individuals, events, procedures, ideas or concepts in a historical, scien-	Explain the relationships or interactions between individuals, events, ideas or concepts in a	Analyze in detail how an author develops a key individual, event or idea over the course of a text.	2	Employ, develop and refine schema to understand and create text.
tific or technical text, includ- ing what happened and why, based on specific information over the course of a text.	historical, scientific or technical text based on specific information over the course of a text.		3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Com _i	MULTIDIMENSIONALITY RI.5.3 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand self, others and the world.
Explain the relationships or interactions between INDIVIDUALS, EVENTS, IDEAS OR CONCEPTS IN A HISTORI-CAL, SCIENTIFIC OR TECHNICAL TEXT based on specific information over the course of a text.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
4. Students will interpret words	PRINCIPLE READING INFORMAT and phrases as they are used in a to nings, and analyze how specific wor	ext, including determining technical,	6	Collaborate with others to create new meaning.
commotative and figurative mean	PROGRESSION	a choises shape meaning or tene.	7	Utilize digital resources to learn and
RI.4.4	RI.5.4	RI.6.4	,	share with others.
Determine the meaning of general academic and domain specific words or phrases in a	Determine the meaning of general academic and domainspecific words or phrases in a	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and	8	Engage in specialized, discipline- specific literacy practices.
grade-level text, and describe and explain how those words and phrases shape meaning.	grade-level text, and analyze how those words and phrases shape meaning.	technical meanings; analyze the impact of a specific word choice on meaning and tone.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.5.4	4		Develop a literacy identity that pro-
Green (italic) = Comp		MAROON (CAPS) = CONTENT	10	motes lifelong learning.
 	ords and phrases shape meaning.	CIFIC words or phrases in a GRADE-LEVEL		HOME

	GUIDING F	PRINCIPLE READING INFORMATI	ONAL TEXT		Interdisciplinary
	5. Students will analyze the stru tions of the text relate to each o		Literacy Practices		
	PROGRESSION				Recognize that text is anything that
	RI.4.5	RI.5.5	RI.6.5	1	communicates a message.
	Describe the overall structure, in a text or part of the text, the author uses to organize	Compare/contrast the overall structure of events, ideas, concepts or information in two or	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and con-	2	Employ, develop and refine schema to understand and create text.
	the events, ideas, concepts or information.	more texts.	tributes to the development of the ideas.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Graan (italic) - Comr	MULTIDIMENSIONALITY - RI.5.5		4	Utilize receptive and expressive language arts to better understand self, others and the world.
┚	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compare/contrast the overall STRUCTURE of events, ideas, concepts or information in TWO OR MORE TEXTS.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		PRINCIPLE READING INFORMATI		6	Collaborate with others to create new meaning.
	6. Students will analyze now pol	PROGRESSION	e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
	RI.4.6	RI.5.6	RI.6.6		
	Compare/contrast a firsthand and secondhand account of	Analyze multiple accounts of the same event or topic, noting	Determine an author's perspective and purpose in a text, and explain	8	Engage in specialized, discipline- specific literacy practices.
•	the same event or topic.	important similarities and differences in the perspective they represent.	how it is conveyed in a text.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.5.6				
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze MULTIPLE ACCOUNTS of the same event or topic, noting important similarities and differences in the PERSPECTIVE they represent.			10	Develop a literacy identity that promotes lifelong learning.
					HOME
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GUIDING F	PRINCIPLE READING INFORMATI	ONAL TEXT		Interdisciplinary
7. Students will integrate and exmedia and formats.	Literacy Practices			
	PROGRESSION	1	Recognize that text is anything that	
RI.4.7	RI.5.7	RI.6.7	_	communicates a message.
Interpret information presented in print and non-print formats and explain how the information contributes to an	Analyze information from multi- ple print and non-print formats, demonstrating the ability to locate an answer to a question	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.	2	Employ, develop and refine schema to understand and create text.
understanding of the text in which it appears.	quickly or to solve a problem efficiently.	ic of issue.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RI.5.7	7		Utilize receptive and expressive lan-
Green (italic) = Comp		MAROON (CAPS) = CONTENT	4	guage arts to better understand self, others and the world.
Analyze information from MULTIPLE PRINT AND NON-PRINT FORMATS, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
GUIDING F	PRINCIPLE READING INFORMATI	ONAL TEXT		Collaborate with others to create
8. Students will delineate and ev	valuate the argument, specific claim	ns and evidence in a text, assessing the	6	new meaning.
validity, reasoning, relevance an	nd sufficiency.			
	PROGRESSION		7	Utilize digital resources to learn and
RI.4.8	RI.5.8	RI.6.8		share with others.
Explain how an author uses reasons and evidence to support particular claims the au-	Explain how an author uses reasons and evidence to support particular claims in a text, iden-	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by	8	Engage in specialized, discipline- specific literacy practices.
thor makes in a text.	tifying which reasons and evidence support which claim(s).	reasons and evidence from unsup- ported claims.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.5.8			
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Explain how an author uses REASONS and EVIDENCE to support particular CLAIMS in a text, identifying			10	Develop a literacy identity that promotes lifelong learning.
which REASONS and EVIDENCE s		irticular CLAIIVIS III a text, identījying		HOME

	GUIDING	PRINCIPLE READING INFORMATION	ONAL TEXT		Interdisciplinary
	9. Students will analyze how tw knowledge and/or to compare	Literacy Practices			
		PROGRESSION		1	Recognize that text is anything that
	RI.4.9	RI.5.9	RI.6.9	_	communicates a message.
	Integrate information from two or more texts on the same theme or topic.	Integrate information from several texts on the same theme or topic.	Compare/contrast how two or more authors present similar events.	2	Employ, develop and refine schema to understand and create text.
		MULTIDIMENSIONALITY - RI.5.9			View literacy experiences as transac-
	Green (italic) = Com		MAROON (CAPS) = CONTENT	3	tional, interdisciplinary and transfor- mational.
	Integrate information from SEV	ERAL TEXTS ON THE SAME THEME OF	R TOPIC.		Utilize receptive and expressive lan-
				4	guage arts to better understand self,
		PRINCIPLE READING INFORMATIO			others and the world.
②	•	iend and analyze complex information	onal texts independently and proficient-	5	Apply strategic practices, with scaffolding and then independently,
	ly.	PROGRESSION		3	to approach new literacy tasks.
					·
	RI.4.10	RI.5.10	RI.6.10		Collaborate with others to create
	RI.4.10 By the end of the year, flexibly use a variety of compre-	RI.5.10 By the end of the year, flexibly use a variety of comprehension	By the end of the year, flexibly use a	6	Collaborate with others to create new meaning.
	By the end of the year, flexi- bly use a variety of compre- hension strategies (i.e., ques-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visual-		
	By the end of the year, flexi- bly use a variety of compre- hension strategies (i.e., ques- tioning, monitoring, visualiz- ing, inferencing, summarizing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, de-	6 7	new meaning.
/	By the end of the year, flexi- bly use a variety of compre- hension strategies (i.e., ques- tioning, monitoring, visualiz- ing, inferencing, summarizing, synthesizing, using prior	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determin-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, com-	7	new meaning. Utilize digital resources to learn and share with others.
/	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, compre-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational		new meaning. Utilize digital resources to learn and
/	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informa-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level	7	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, disciplinespecific literacy practices.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational	7	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, disciplinespecific literacy practices. Apply high level cognitive processes
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	7	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, disciplinespecific literacy practices.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	7	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about text.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. Green (italic) = Com	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. MULTIDIMENSIONALITY - RI.5.10 prehension Purple (bold) = Analysis Insert a variety of comprehension strategies.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. MAROON (CAPS) = CONTENT egies (i.e., questioning, monitoring, vis-	7	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, disciplinespecific literacy practices. Apply high level cognitive processes to think deeply and critically about
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. Green (italic) = Complex informational texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. MULTIDIMENSIONALITY - RI.5.10 prehension Purple (bold) = Analysis use a variety of comprehension strateing, synthesizing, using prior knowledges.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. MAROON (CAPS) = CONTENT egies (i.e., questioning, monitoring, visinge, determining importance) to read,	7 8 9	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about text. Develop a literacy identity that promotes lifelong learning.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. Green (italic) = Complex informational texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. MULTIDIMENSIONALITY - RI.5.10 prehension Purple (bold) = Analysis use a variety of comprehension strateing, synthesizing, using prior knowledges.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. MAROON (CAPS) = CONTENT egies (i.e., questioning, monitoring, vis-	7 8 9	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, disciplinespecific literacy practices. Apply high level cognitive processes to think deeply and critically about text. Develop a literacy identity that pro-

	Composition – Grade 5	Interdisciplinary Literacy Practices			
	Text Types and Purposes	1	Recognize that text is anything that communicates a message.		
	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not		Employ, develop and refine schema to understand and create text.		
<u>C.5.1</u>	 every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which 	3	View literacy experiences as transactional, interdisciplinary and transformational.		
	 b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose. c. Provide logically ordered reasons that are supported by facts and details. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. 		Utilize receptive and expressive language arts to better understand self, others and the world.		
			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.	6	Collaborate with others to create new meaning.		
	 (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. 		Utilize digital resources to learn and share with others.		
6.5.3			Engage in specialized, discipline- specific literacy practices.		
<u>C.5.2</u>			Apply high level cognitive processes to think deeply and critically about text.		
	 e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. h. With guidance and support from peers and adults, develop and strengthen writing as needed by 	10	Develop a literacy identity that promotes lifelong learning.		
	planning, revising, editing, rewriting or trying a new approach.		HOME		

	Composition – Grade 5	Interdisciplinary Literacy Practices		
	Text Types and Purposes	1	Recognize that text is anything that	
	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.		communicates a message.	
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not eve-ry writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.	
	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
C.5.3	b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.		Utilize receptive and expressive lan-	
	 c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows the narrated experiences or events. 		guage arts to better understand self, others and the world.	
			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	6	Collaborate with others to create new meaning.	
	Production and Distribution		Utilize digital resources to learn and	
<u>C.5.4</u>	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	7	share with others.	
	Research to Build and Present Knowledge	8	Engage in specialized, discipline-	
C.5.5	Conduct short research projects that use several sources to build knowledge through investigation of	•	specific literacy practices.	
	different aspects of a topic.		Apply high level cognitive processes	
<u>C.5.6</u>	Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and	9	to think deeply and critically about text.	
	provide a list of sources.		Develop a literacy identity that pro-	
	Range of Writing	10	motes lifelong learning.	
<u>C.5.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		HOME	

GUIDING PRINCIPLE FOR COMPOSITION



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

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



b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's pur-

C.4.1

Compose opinions, using

writing and digital resources,

on topics or texts, supporting

an author's perspective with

(NOTE: Students must have the

year to utilize digital resources,

opportunity throughout the

but not every writing experi-

resources.)

pose.

ence must utilize those digital

Produce clear and coherent.

writing in which the devel-

opment and organization

are appropriate to task,

reasons and information.

c. Provide reasons that are supported by facts and details.

Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.

PROGRESSION

C.5.1

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- c. Provide logically ordered reasons that are supported by facts and details.
- c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledge opposing claims and demonstrating an understanding of the topic or text.

C.6.1

Compose arguments to support

a. Produce clear and coherent

and audience.

ly.

writing in which the develop-

appropriate to task, purpose

b. Introduce claim(s), and organize

the reasons and evidence clear-

ment, organization and style are

vant evidence.

claims with clear reasons and rele-

		PROGRESSION			Interdisciplinary
	C.4.1	C.5.1	C.6.1		Literacy Practices
	d. Use grade-appropriate transitions.	d. Use grade-appropriate transitions.	 d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons. 	1	Recognize that text is anything that communicates a message.
			e. Establish and maintain a formal style.	2	Employ, develop and refine schema to understand and create text.
	e. Provide a concluding section.	e. Provide a concluding section.	f. Provide a concluding statement or section that follows from the	3	View literacy experiences as transactional, interdisciplinary and transformational.
			argument presented.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
7	f. With guidance and sup- port from peers and adults, develop and	f. With guidance and support from peers and adults, develop and strengthen writing as	 g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re- writing or trying a new approach. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	strengthen writing as needed by planning, re- vising, editing and re-	needed by planning, revising, editing, rewriting or trying a new approach.	writing of trying a new approach.	6	Collaborate with others to create new meaning.
	writing.			7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
					HOME

MULTIDIMENSIONALITY - C.5.1 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT	Interdisciplinary Literacy Practices	
Compose OPINION PIECES, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.	1	Recognize that text is anything that communicates a message.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
 a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ide- 	3	View literacy experiences as transactional, interdisciplinary and transformational.
as are logically grouped to support the writer's purpose. C. Provide logically ordered reasons that are supported by facts and details.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
d. Use grade-appropriate TRANSITIONS. e. Provide a concluding section.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that promotes lifelong learning.
		HOME

GUIDING PRINCIPLE FOR COMPOSITION

PROGRESSION



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

Interdisciplinary Literacy Practices

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



Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

C.5.2

Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

C.6.2

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.) (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

a. Produce clear and coherent

and audience.

writing in which the develop-

appropriate to task, purpose

ment and organization are

a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
- b. Introduce a topic, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding

comprehension.

 Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.

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				PROGRESSION				Interdisciplinary
		C.4.2		C.5.2		C.6.2		
	facts, de details, de informa	the topic with finitions, concrete quotations or other tion and examples to the topic.	C.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	C.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.	1	Recognize that text is anything that communicates a message.
	d. Use grad	le-appropriate con-	d.	Use grade-appropriate con-	d.	Use appropriate transitions to	2	Employ, develop and refine schema to understand and create text.
	•	s to develop text e within sentences.		junctions to develop text structure within sentences.		clarify the relationships among ideas and concepts.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	sitions to	de-appropriate tran- o develop text e across paragraphs.	e.	Use grade-appropriate transitions to develop text structure across paragraphs.	e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	domain-	cise language and specific vocabulary n about or explain	f.	Use precise language and domain-specific vocabulary to inform about or explain	f.	Establish and maintain a formal style.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
7	the topi	•		the topic.			6	Collaborate with others to create new meaning.
	g. Provide a	concluding section.	g.	Provide a concluding section.	g.	Provide a concluding state- ment or section that follows from the information or expla- nation presented.	7	Utilize digital resources to learn and share with others.
	_	dance and support ers and adults, de-	h.	• • • • • • • • • • • • • • • • • • • •	h.	With some guidance, develop	8	Engage in specialized, discipline- specific literacy practices.
	velop an writing a	d strengthen is needed by plan rising, editing and	op and strengthen writing as needed by planning, revising, editing, rewriting or try editing, rewriting or trying a new approach, focusing	and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audi-	9	Apply high level cognitive processes to think deeply and critically about text.		
						ence have been addressed.	10	Develop a literacy identity that promotes lifelong learning.
								HOME

	MULTIDIMENSIONALITY - C.5.2		Interdisciplinary
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
	Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to examine a topic and convey ideas and information clearly.	1	Recognize that text is anything that communicates a message.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
	 a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic clearly, provide a general observation and focus and group related information log- 	3	View literacy experiences as transactional, interdisciplinary and transformational.
	 ically; include formatting, illustrations and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	f. Use precise language and domain-specific vocabulary to inform about or explain the topic.g. Provide a concluding section.	6	Collaborate with others to create new meaning.
	h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
			HOME

GUIDING PRINCIPLE FOR COMPOSITION Interdisciplinary							
3. Students will compose narratives nique, well-chosen details and well-		Literacy Practices					
inque, wen enosen details and wen	1	Recognize that text is anything that communicates a message.					
C.4.3	PROGRESSION C.5.3	C.6.3		For the state of the Control of			
Compose narratives, using writing and digital resources, to	Compose narratives, using writing and digital resources, to develop	Compose narratives to develop real or imagined experiences or	2	Employ, develop and refine schema to understand and create text.			
develop real or imagined experi- ences or multiple events or ideas, using effective technique, descrip- tive details and clear sequences.	real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	multiple events, memories, or ideas using effective technique, relevant descriptive details and well-structured event sequenc-	3	View literacy experiences as transactional, interdisciplinary and transformational.			
(NOTE: Students must have the opportunity throughout the year	(NOTE: Students must have the opportunity throughout the year	es.	4	Utilize receptive and expressive language arts to better understand self, others and the world.			
to utilize digital resources, but not every writing experience must utilize those digital resources.)	to utilize digital resources, but not every writing experience must utilize those digital resources.)		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
Produce clear and coherent writing in which the develop-	Produce clear and coherent writing in which the develop-	Produce clear and coherent writing in which the devel-	6	Collaborate with others to create new meaning.			
ment and organization are appropriate to task, purpose and audience.	ment and organization are appropriate to task, purpose and audience.	opment, organization and style are appropriate to task, purpose and audience.	7	Utilize digital resources to learn and share with others.			
b. Orient the reader by estab- lishing a situation and intro-	b. Orient the reader by estab- lishing a situation and intro-	b. Engage the reader by estab- lishing a context and intro-	8	Engage in specialized, discipline- specific literacy practices.			
ducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.	ducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.	ducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	9	Apply high level cognitive processes to think deeply and critically about text.			
			10	Develop a literacy identity that promotes lifelong learning.			
				HOME			

				PROGRESSION				Interdisciplinary
		C.4.3		C.5.3		C.6.3		
	scripti perier	ialogue and de- ion to develop ex- nces and events or the responses of	C.	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show	C.	Use narrative techniques, such as dialogue, pacing and description, to develop, experiences, events and/or characters.	1	Recognize that text is anything that communicates a message.
	chara	cters to situations.		the responses of characters to situations.			2	Employ, develop and refine schema to understand and create text.
	tions a	variety of conjunc- and transitional s and phrases to	d. Use a variety of conjunctions and transitional words, phrases and clauses to man-	 d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. 		3	View literacy experiences as transactional, interdisciplinary and transformational.	
	event	ge the sequence of ss. oncrete words and	e.	age the sequence of events. Use concrete words and	e.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
_	tails to	es and sensory de- o convey experi- and events pre-		phrases and sensory details to convey experiences and events precisely.		relevant descriptive details and sensory language to convey experiences and events.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	f. Provid	de a conclusion ollows the narrat-	f.	Provide a conclusion that follows the narrated experi-	f.	Provide a conclusion that follows from the narrated experiences or	6	Collaborate with others to create new meaning.
		ed experiences or events.		ences or events.	events.	7	Utilize digital resources to learn and share with others.	
	port f	guidance and sup- rom peers and	g.	With guidance and support from peers and adults, develop and strengthen writing as	g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, re-	8	Engage in specialized, discipline- specific literacy practices.
	streng neede vising,	strengthen writing as needed by planning, re-	needed by planning, revising, editing, rewriting or trying a new approach.	writing or trying a new approach.	9	Apply high level cognitive processes to think deeply and critically about text.		
	writin	g.					10	Develop a literacy identity that promotes lifelong learning.
								HOME

MULTIDIMENSIONALITY - C.5.3 Green (italic) = Comprehension	FNT	Interdisciplinary		
		Literacy Practices		
Compose NARRATIVES, using writing and digital resources, to develop real or imagined expanding events or ideas using effective technique, descriptive details and clear sequences.	periences or 1	Recognize that text is anything that communicates a message.		
(NOTE: Students must have the opportunity throughout the year to utilize digital resource writing experience must utilize those digital resources.)	s, but not <u>every</u>	Employ, develop and refine schema to understand and create text.		
a. Produce clear and coherent writing in which the development and organization are a task, purpose and audience.	appropriate to 3	View literacy experiences as transactional, interdisciplinary and transfor-		
b. Orient the reader by establishing a situation and introducing a narrator and/or chara	cters; organize	mational.		
an event sequence that reflects linear, nonlinear or circular structure.C. Use narrative techniques, such as dialogue, description and pacing, to develop experevents or show the responses of characters to situations.	iences and 4	Utilize receptive and expressive language arts to better understand self, others and the world.		
d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the events.	ne sequence of 5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
e. Use concrete words and phrases and sensory details to convey experiences and events	precisely.	Collaborate with others to create		
f. Provide a conclusion that follows the narrated experiences or events.		new meaning.		
g. With guidance and support from peers and adults, develop and strengthen writing as ning, revising, editing, rewriting or trying a new approach.	needed by plan-	Utilize digital resources to learn and share with others.		
		Engage in specialized, discipline- specific literacy practices.		
	9	Apply high level cognitive processes to think deeply and critically about text.		
	10	Develop a literacy identity that promotes lifelong learning.		
		HOME		
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	GUIC	ING PRINCIPLE FOR COMPOSITIO	N		Interdisciplinary
	4. Students will se digital resource with others.		Literacy Practices		
		1	Recognize that text is anything that		
	C.4.4	C.5.4	C.6.4	•	communicates a message.
	With some guidance and sup- port from adults, use digital re- sources to create and publish	With limited guidance and sup- port from adults, use digital re- sources to create and publish	Use digital resources to create and publish products as well as to interact and collaborate with others;	2	Employ, develop and refine schema to understand and create text.
	products as well as to interact and collaborate with others.	products as well as to interact and collaborate with others.	cite sources using MLA or APA for- mat.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Green (italic) = Comp	MULTIDIMENSIONALITY - C.5.4 rehension Purple (bold) = Analysis Mort from adults, use DIGITAL RESOURCE.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	as well as to interact and collabo	·	ses to create and publish products	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		well as more sustained research proj		6	Collaborate with others to create new meaning.
	demonstrating understanding of			_	Utilize digital resources to learn and
	C.4.5	PROGRESSION C.5.5	C.6.5	7	share with others.
/	Conduct short research projects that build knowledge through investigation of	Conduct short research projects that use several sources to build knowledge through investigation	Conduct short research projects to answer a question, drawing on several sources.	8	Engage in specialized, discipline- specific literacy practices.
	different aspects of a topic.	of different aspects of a topic.	Crai soai cesi	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - C.5.5			Develop a literacy identity that pro-
_	Green (italic) = Compi	10	motes lifelong learning.		
	Conduct short RESEARCH project different aspects of a topic.		HOME		
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	JIDING PRINCIPLE FOR COMPOSITIO			Interdisciplinary
6. Students will gather relevarand accuracy of each source a	Literacy Practices			
search while avoiding plagiaris	·	,	4	Recognize that text is anything that communicates a message.
	PROGRESSION		1	
C.4.6	C.5.6	C.6.6		Employ, develop and refine schema
Summarize relevant infor- mation from experiences, or gather relevant information	Summarize relevant information from experiences, or gather relevant information from multiple	Gather relevant information from multiple print and digital sources; assess the credibility of each	2	to understand and create text.
from various print and digital sources; take notes, catego-	print and digital sources; summa- rize or paraphrase applicable infor-	source; and, in order to reflect or interpret, quote or paraphrase da-	3	View literacy experiences as transational, interdisciplinary and transfo
rize information and provide a list of sources.	mation in notes and finished work, and provide a list of sources.	ta and conclusions of others, avoiding plagiarism by providing in		mational. Utilize receptive and expressive lar
		-text and bibliographic MLA or APA citation.	4	guage arts to better understand se others and the world.
	MULTIDIMENSIONALITY - C.5.6			Apply strategic practices, with
•	mprehension Purple (bold) = Analysis M on from experiences, or gather relevant	5	scaffolding and then independently to approach new literacy tasks.	
	OR PARAPHRASE applicable information		6	Collaborate with others to create new meaning.
GL	JIDING PRINCIPLE FOR COMPOSITIO	N		ŭ
7. Students will compose rout and audiences.	inely over extended and shorter time fra	ames for a variety of tasks, purposes	7	Utilize digital resources to learn ar share with others.
	PROGRESSION			Engage in specialized, discipline- specific literacy practices.
C.4.7	C.5.7	C.6.7	8	
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	9	Apply high level cognitive processe to think deeply and critically about text.
	MULTIDIMENSIONALITY - C.5.7			
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				Develop a literacy identity that pro motes lifelong learning.
Compose routinely over extendand audiences.	nded time frames and shorter time fran	nes for a variety of tasks, purposes		HOME
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	Language – Grade 5		Interdisciplinary Literacy Practices
	Conventions of Standard English		Recognize that text is anything that
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	1	communicates a message.
<u>L.5.1</u>	 a. Explain the function of conjunctions, prepositions and interjections in a grade-level text. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. 		Employ, develop and refine schema to understand and create text.
	 d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. e. Use correlative conjunctions. 	3	View literacy experiences as transactional, interdisciplinary and transfor-
<u>L.5.2</u>	and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors.		mational. Utilize receptive and expressive language arts to better understand self, others and the world.
			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Knowledge of Language		to approach new interacy tusies.
<u>L.5.3</u>	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, slang) used in stories, dramas	6	Collaborate with others to create new meaning.
	or poems.		Utilize digital resources to learn and
	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade	7	share with others.
	5 reading and content, choosing flexibly from an array 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.	8	Engage in specialized, discipline- specific literacy practices.
<u>L.5.4</u>	 b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and 	9	Apply high level cognitive processes to think deeply and critically about text.
	phrases, including those that signal contrast, addition and other logical relationships.		
1 5 5	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.	10	Develop a literacy identity that promotes lifelong learning.
<u>L.5.5</u>	b. Recognize and explain the meaning of common idioms, adages, and proverbs.c. Demonstrate understanding of words by relating them to their synonyms and antonyms.		HOME

	GUII	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary	
	1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.				Literacy Practices	
		PROGRESSION		4	Recognize that text is anything that	
l ∟	L.4.1	L.5.1	L.6.1	1	communicates a message.	
dei coi	nen writing or speaking, monstrate command of the nventions of standard English ammar and usage.	nonstrate command of the ventions of standard English mmar and usage demonstrate command of the conventions of standard English grammar and usage demonstrate command of the conventions of standard English correct pronoun error	In both written and oral expression: a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective,	uns and includ- Employ, develop and re	Employ, develop and refine schema to understand and create text.	
a. b.	Use relative pronouns and relative adverbs. Use the progressive verb	a. Explain the function of conjunctions, prepositions and interjections in a grade-level	objective, possessive and intensive pronouns. b. Recognize and correct inappro-	3	View literacy experiences as transactional, interdisciplinary and transformational.	
C.	tenses. c. Use modal auxiliaries to con- text. b. Use the perfect verb tenses.	priate shifts in pronoun number and person. c. Recognize variations from	4	Utilize receptive and expressive language arts to better understand self, others and the world.		
d.	as can, may, and must. Order adjectives within sentences according to conventional patterns.	various times, sequences, states and conditions. d. Produce complete sentences, recognizing and correcting	states and conditions. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. ment strategies to improve expression in conventional language. guage.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
e. f.	e. Use prepositional phrases. f. Produce complete sentenc- e. Use prepositional phrases. inappropriate shifts in tense.	· · ·		6	Collaborate with others to create new meaning.	
	es, recognizing and cor- recting inappropriate frag- ments and run-ons.			7	Utilize digital resources to learn and share with others.	
g.	Use frequently confused words, such as: to, too, two; there, their, they're.			8	Engage in specialized, discipline- specific literacy practices.	
		ULTIDIMENSIONALITY - L.5.1			Apply high level cognitive processes	
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT When writing or speaking, demonstrate command of the conventions of Standard English grammar and usage.			9	to think deeply and critically about text.	
a. b. c.	Use the PERFECT VERB TENSES	the function of CONJUNCTIONS, PREPOSITIONS AND INTERJECTIONS in a GRADE-LEVEL TEXT. The PERFECT VERB TENSES. VERB TENSE to convey various times, sequences, states and conditions.			Develop a literacy identity that promotes lifelong learning.	
d. e.	d. Produce COMPLETE SENTENCES recognizing and correcting inappropriate shifts in verb tense.				HOME	

	GUIDING PRINCIPLE FOR LANGUAGE				Interdisciplinary	
	2. Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.				Literacy Practices	
	PROGRESSION				Recognize that text is anything that	
	L.4.2	L.5.2	L.6.2	1	communicates a message.	
		a. Demonstrate appropriate use of punctuation (commas, pa-	Employ, develop and refine schema to understand and create text.			
	b. Use commas and quotation marks to indicate direct speech and quotations for a	b. Use a comma to separate an introductory element from the rest of the sentence.	rentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Demonstrate appropriate use of strategies to identify and correct spelling errors.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	 c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings. d. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to 	words yes and no, to set off a tag question from the rest		4	Utilize receptive and expressive language arts to better understand self, others and the world.	
			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
		e. Use strategies and resources (print and electronic) to	trategies and resources	6	Collaborate with others to create new meaning.	
		identify and correct spelling errors.		7	Utilize digital resources to learn and share with others.	
		MULTIDIMENSIONALITY - L.5.2 whension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.	
_	 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. 		9	Apply high level cognitive processes to think deeply and critically about text.		
	OF THE SENTENCE AND TO IN	E WORDS YES AND NO, TO SET OFF. DICATE DIRECT ADDRESS. DN MARKS OR ITALICS TO INDICATE	A TAG QUESTION FROM THE REST	10	Develop a literacy identity that promotes lifelong learning.	
	e. Use strategies and resources (print and electronic) to identify and	correct spelling errors.		HOME	

	GUII		Interdisciplinary		
	3. Students will 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.				Literacy Practices
		PROGRESSION	- cramy man reasoning or necessing.	1	Recognize that text is anything that communicates a message.
	L.4.3	L.5.3	L.6.3		,
	Use knowledge of language and its conventions when writing,	Use knowledge of language and its conventions when writing,	Use knowledge of language and its conventions when writing, speak-	2	Employ, develop and refine schema to understand and create text.
	speaking, reading or listening. a. Choose words and phrases	speaking, reading or listening. a. Expand, combine and re-	ing, reading or listening. a. Vary sentence patterns for	3	View literacy experiences as transactional, interdisciplinary and transformational.
/	to convey ideas precisely. b. Choose punctuation for effect.	duce sentences for meaning, reader/listener interest and style.	meaning, reader/listener inter- est and style.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	c. Differentiate between for- mal and informal discourse	b. Compare and contrast the varieties of English (e.g., dia-	b. Maintain consistency in style and tone.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	patterns based on context.	lects, registers, slang) used in stories, dramas or poems.		6	Collaborate with others to create new meaning.
		MULTIDIMENSIONALITY - L.5.3		7	Utilize digital resources to learn and share with others.
	Green (italic) = Compre			8	Engage in specialized, discipline- specific literacy practices.
♬	 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, slang) used in stories, dra- 			9	Apply high level cognitive processes to think deeply and critically about text.
	mas or poems.			10	Develop a literacy identity that promotes lifelong learning.
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GUI	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
4. Students will use a variety of st	rategies to determine or clarify the r	neaning of words and phrases, con-		Literacy Practices
ulting reference material when appropriate. Students will acquire and use accurately a range of general				Literacy Fractices
	rds and phrases sufficient for readin	g, writing, speaking and listening in	_	Recognize that text is anything tha
order to be transition ready.			1	communicates a message.
	PROGRESSION			
L.4.4	L.5.4	L.6.4	2	Employ, develop and refine schem
Determine or clarify the mean-	Determine or clarify the mean-	Determine or clarify the meaning of		to understand and create text.
ing of unknown and multiple-	ing of unknown and multiple-	unknown and multiple-meaning		View literacy experiences as trans
meaning words and phrases	meaning words and phrases	words and phrases based on grade	3	tional, interdisciplinary and transf
based on grade 4 reading and	based on grade 5 reading and	6 reading and content, choosing		mational.
content, choosing flexibly from	content, choosing flexibly from	flexibly from an array of strategies.		Utilize receptive and expressive la
an array of strategies.	an array of strategies.		4	guage arts to better understand s
		a. Use context (e.g., the overall		others and the world.
a. Use context (e.g., defini-	d. Use context (e.g., cause)	meaning of a sentence or para-		Apply strategic practices, with
tions, examples or restate-	effect relationships and	graph; a word's position or	5	scaffolding and then independent
ments in text) as a clue to	comparisons in text) as a	function in a sentence) as a		to approach new literacy tasks.
the meaning of a word or	clue to the meaning of a	clue to the meaning of a word		The same of the sa
phrase.	word or phrase.	or phrase.	6	Collaborate with others to create
				new meaning.
b. Use common affixes and	b. Use common affixes and	b. Use Greek and Latin affixes and		Utiliza digital resources to leave a
roots as clues to the mean-	roots as clues to the mean-	roots as clues to the meaning	7	Utilize digital resources to learn a share with others.
ing of a word.	ing of a word.	of a word.		SHATE WITH OTHERS.
				Engage in specialized, discipline-
handa a harara a barar 1960 a barar	c Consult print and digital saf	c Consult print and digital refer	8	specific literacy practices.
b. Consult print and digital ref-	 c. Consult print and digital ref- erence materials to find the 	 c. Consult print and digital refer- ence materials to find the pro- 		* **
erence materials to find the pronunciation, and deter-	pronunciation and deter-	nunciation and determine or		Apply high level cognitive process
mine or clarity the precise	mine or clarity the precise	clarity the precise meaning of	9	to think deeply and critically abou
meaning of key words and	meaning of key words and	key words and phrases.		text.
phrases.	phrases.	,		2 1 10 11 11 11
F	·		10	Develop a literacy identity that pr
				motes lifelong learning.
				HOME

•		DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	5. Students will demonstrate understanding of word relationships and nuances in word meanings.				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	L.4.5	L.5.5	L.6.5	1 *	communicates a message.
	Demonstrate understanding of, figurative language, word relationships and nuances in word	Demonstrate understanding of figurative language, word relationships and nuances in word	Demonstrate understanding of figurative language, word relationships and nuances in word mean-	2	Employ, develop and refine schema to understand and create text.
	meanings. a. Explain the meaning of simple similes and metaphors in	meanings. a. Interpret figurative language, including similes and	ings. a. Interpret figurative language, including but not limited to	3	View literacy experiences as transactional, interdisciplinary and transformational.
_	b. Recognize and explain the	metaphors, in context. b. Recognize and explain the b. Use the relationship between	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	meaning of common idioms, adages and proverbs. c. Demonstrate understanding c. Demonstrate understanding	particular words to better understand each of the words. c. Distinguish among the conno-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	of words by relating them to their synonyms and anto-nyms.	of words by relating them to their synonyms and anto-nyms.	words by relating them to tations of words with similar denotations.	6	Collaborate with others to create new meaning.
		,		7	Utilize digital resources to learn and share with others.
		MULTIDIMENSIONALITY - L.5.5 ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
7	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including SIMILES AND METAPHORS, in context.			9	Apply high level cognitive processes to think deeply and critically about text.
		aning of common IDIOMS, ADAGES, And words by relating them to their SY		10	Develop a literacy identity that promotes lifelong learning.
		220			HOME

				Interdisciplinary	
	L.4.4	L.5.4	L.6.4		
/	 d. Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, 	grade-appropriate general grade-appropriate general aca- academic and domain-specific demic and domain-specific	1	Recognize that text is anything that communicates a message.	
	including those that signal those that signal contrast, precise actions and that are addition and other logical basic to a particular topic. relationships.	addition and other logical	cabulary knowledge when con- sidering a word or phrase im- portant to comprehension or	2	Employ, develop and refine schema to understand and create text.
			expression.	3	View literacy experiences as transactional, interdisciplinary and transformational.
				4	Utilize receptive and expressive language arts to better understand self, others and the world.
	MULTIDIMENSIONALITY - L.5.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., CAUSE/EFFECT RELATIONSHIPS AND COMPARISONS in text) as a clue to the meaning of a word or phrase. b. Use common AFFIXES AND ROOTS as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases. d. Acquire and use accurately GRADE-APPROPRIATE GENERAL ACADEMIC AND DOMAIN-SPECIFIC words and 				Collaborate with others to create new meaning.
					Utilize digital resources to learn and share with others.
					Engage in specialized, discipline- specific literacy practices.
	phrases, including THOSE THAT	Γ SIGNAL CONTRAST, ADDITION AND C	OTHER LOGICAL RELATIONSHIPS.	9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
		771			HOME