

Reading Foundational Skills – Grade 5		Interdisciplinary Literacy Practices	
Print Concepts		1	Recognize that text is anything that communicates a message.
	No Print Concepts standard for grade 5.	2	Employ, develop and refine schema to understand and create text.
Phonological Awareness		3	View literacy experiences as transactional, interdisciplinary and transformational.
	No Phonological Awareness standard for grade 5.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
Phonics and Word Recognition		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
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.	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.
Fluency		9	Apply high level cognitive processes to think deeply and critically about text.
RF.5.4	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	10	Develop a literacy identity that promotes lifelong learning.
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Reading Standards for Literature - Grade 5

Interdisciplinary Literacy Practices

Key Ideas and Details

[RL.5.1](#)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[RL.5.2](#)

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

[RL.5.3](#)

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

Craft and Structure

[RL.5.4](#)

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

[RL.5.5](#)

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

[RL.5.6](#)

Describe how a narrator's or speaker's perspective influences how events are described.

Integration of Knowledge and Ideas

[RL.5.7](#)

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

[RL.5.8](#)

(Not applicable to literature)

[RL.5.9](#)

Compare/contrast stories in the same genre on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

[RL.5.10](#)

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

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

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GUIDING PRINCIPLE FOR READING LITERATURE



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

PROGRESSION

	RL.4.1	RL.5.1	RL.6.1
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

MULTIDIMENSIONALITY - RL.5.1



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

QUOTE ACCURATELY FROM A TEXT when *explaining what the text says explicitly* and **when drawing inferences** from the text.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

Apply high level cognitive processes to think deeply and critically about text.

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Develop a literacy identity that promotes lifelong learning.

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GUIDING PRINCIPLE FOR READING LITERATURE



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

PROGRESSION

	RL.4.2	RL.5.2	RL.6.2
	Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.	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.	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.


MULTIDIMENSIONALITY - RL.5.2




Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

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.


GUIDING PRINCIPLE FOR READING LITERATURE

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


PROGRESSION

	RL.4.3	RL.5.3	RL.6.3
	Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	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 moves toward a resolution.


MULTIDIMENSIONALITY - RL.5.3

 *Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
Compare/contrast **CHARACTERS, SETTINGS OR EVENTS** in a story or drama, *using specific details to analyze their interaction over the course of the text.*


GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

	RL.4.4	RL.5.4	RL.6.4
	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.	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.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

MULTIDIMENSIONALITY - RL.5.4

 *Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
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.**

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.







9

Apply high level cognitive processes to think deeply and critically about text.


10

Develop a literacy identity that promotes lifelong learning.


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GUIDING PRINCIPLE FOR READING LITERATURE				Interdisciplinary Literacy Practices	
	5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.				
PROGRESSION					
	RL.4.5	RL.5.5	RL.6.5	1	Recognize that text is anything that communicates a message.
	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	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.	Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.	2	Employ, develop and refine schema to understand and create text.
	MULTIDIMENSIONALITY - RL.5.5			3	View literacy experiences as transactional, interdisciplinary and transformational.
	<i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT 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 .			4	Utilize receptive and expressive language arts to better understand self, others and the world.
GUIDING PRINCIPLE FOR READING LITERATURE				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.			6	Collaborate with others to create new meaning.
PROGRESSION				7	Utilize digital resources to learn and share with others.
	RL.4.6	RL.5.6	RL.6.6	8	Engage in specialized, discipline-specific literacy practices.
	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.	Describe how a narrator's or speaker's perspective influences how events are described.	Explain how an author develops the perspective of the narrator or speaker in a text.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.5.6			10	Develop a literacy identity that promotes lifelong learning.
	<i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT Describe how a narrator's or speaker's PERSPECTIVE influences <i>how events are described</i> .			HOME	

GUIDING PRINCIPLE FOR READING LITERATURE

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


PROGRESSION

	RL.4.7	RL.5.7	RL.6.7
	Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	Analyze how visual and multi-media elements contribute to the meaning or tone of non-print texts.	Compare/contrast reading a print text and viewing its visual/oral presentation.


MULTIDIMENSIONALITY - RL.5.7

 *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.**

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

	RL.4.8	RL.5.8	RL.6.8
	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)

MULTIDIMENSIONALITY - RL.5.8

 *Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
 (Not applicable to literature)

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

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GUIDING PRINCIPLE FOR READING LITERATURE



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.

PROGRESSION

	RL.4.9	RL.5.9	RL.6.9
	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature 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.

MULTIDIMENSIONALITY - RL.5.9



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Compare/contrast **STORIES IN THE SAME GENRE** on *their approaches* to **SIMILAR THEMES AND TOPICS**.

GUIDING PRINCIPLE FOR READING LITERATURE



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

PROGRESSION

	RL.4.10	RL.5.10	RL.6.10
	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.	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.	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.

MULTIDIMENSIONALITY - RL.10



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

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**.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

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Reading Standards for Informational Text - Grade 5

Key Ideas and Details

[RI.5.1](#)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[RI.5.2](#)

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

[RI.5.3](#)

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

Craft and Structure

[RI.5.4](#)

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

[RI.5.5](#)

Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.

[RI.5.6](#)

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

Integration of Knowledge and Ideas

[RI.5.7](#)

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

[RI.5.8](#)

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

[RI.5.9](#)

Integrate information from several texts on the same theme or topic.

Range of Reading and Level of Text Complexity

[RI.5.10](#)

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

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

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GUIDING PRINCIPLE READING INFORMATIONAL TEXT



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

PROGRESSION

	RI.4.1	RI.5.1	RI.6.1
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

MULTIDIMENSIONALITY - RI.5.1

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>QUOTE ACCURATELY FROM A TEXT when <i>explaining what the text says explicitly</i> and when drawing inferences from the text.</p>
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Interdisciplinary Literacy Practices

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

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



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







PROGRESSION







	RI.4.2	RI.5.2	RI.6.2
	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	Analyze how the central ideas are reflected in the text by citing particular details and/or providing an objective summary.













MULTIDIMENSIONALITY







	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>Analyze how the CENTRAL IDEAS are reflected in a text, and <i>cite relevant implicit and explicit evidence</i> to support thinking.</p>
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GUIDING PRINCIPLE READING INFORMATIONAL TEXT				Interdisciplinary Literacy Practices	
	3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.				
PROGRESSION				1	Recognize that text is anything that communicates a message.
	RI.4.3	RI.5.3	RI.6.3	2	Employ, develop and refine schema to understand and create text.
	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.	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.	Analyze in detail how an author develops a key individual, event or idea over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
MULTIDIMENSIONALITY RI.5.3				4	Utilize receptive and expressive language arts to better understand self, others and the world.
	Green (<i>italic</i>) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Explain the relationships or interactions between INDIVIDUALS, EVENTS, IDEAS OR CONCEPTS IN A HISTORICAL, SCIENTIFIC OR TECHNICAL TEXT <i>based on specific information over the course of a text.</i>			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
GUIDING PRINCIPLE READING INFORMATIONAL TEXT				6	Collaborate with others to create new meaning.
	4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.			7	Utilize digital resources to learn and share with others.
PROGRESSION				8	Engage in specialized, discipline-specific literacy practices.
	RI.4.4	RI.5.4	RI.6.4	9	Apply high level cognitive processes to think deeply and critically about text.
	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	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.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	10	Develop a literacy identity that promotes lifelong learning.
MULTIDIMENSIONALITY - RI.5.4				<div>HOME</div>	
	Green (<i>italic</i>) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine the <i>meaning of</i> GENERAL ACADEMIC AND DOMAIN-SPECIFIC <i>words or phrases</i> in a GRADE-LEVEL TEXT, and analyze how those words and phrases shape meaning.				

GUIDING PRINCIPLE READING INFORMATIONAL TEXT				Interdisciplinary Literacy Practices	
	5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.				
PROGRESSION					
	RI.4.5	RI.5.5	RI.6.5	1	Recognize that text is anything that communicates a message.
	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.	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.	2	Employ, develop and refine schema to understand and create text.
				3	View literacy experiences as transactional, interdisciplinary and transformational.
MULTIDIMENSIONALITY - RI.5.5				4	Utilize receptive and expressive language arts to better understand self, others and the world.
	<i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compare/contrast <i>the overall</i> STRUCTURE <i>of events, ideas, concepts or information in</i> TWO OR MORE TEXTS.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
GUIDING PRINCIPLE READING INFORMATIONAL TEXT				6	Collaborate with others to create new meaning.
	6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.			7	Utilize digital resources to learn and share with others.
PROGRESSION				8	Engage in specialized, discipline-specific literacy practices.
	RI.4.6	RI.5.6	RI.6.6	9	Apply high level cognitive processes to think deeply and critically about text.
	Compare/contrast a firsthand and secondhand account of the same event or topic.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.	Determine an author’s perspective and purpose in a text, and explain how it is conveyed in a text.	10	Develop a literacy identity that promotes lifelong learning.
MULTIDIMENSIONALITY - RI.5.6				<div>HOME</div>	
	<i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze MULTIPLE ACCOUNTS <i>of the same event or topic,</i> noting important similarities and differences in the PERSPECTIVE they represent.				

GUIDING PRINCIPLE READING INFORMATIONAL TEXT				Interdisciplinary Literacy Practices	
	7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.				
PROGRESSION				1	Recognize that text is anything that communicates a message.
	RI.4.7	RI.5.7	RI.6.7		
	Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.	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.	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.		
MULTIDIMENSIONALITY - RI.5.7				2	Employ, develop and refine schema to understand and create text.
	<i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze information from MULTIPLE PRINT AND NON-PRINT FORMATS , <i>demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</i>				
GUIDING PRINCIPLE READING INFORMATIONAL TEXT				3	View literacy experiences as transactional, interdisciplinary and transformational.
	8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.				
PROGRESSION					
	RI.4.8	RI.5.8	RI.6.8	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.		
MULTIDIMENSIONALITY - RI.5.8					
	<i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT Explain how an author uses REASONS and EVIDENCE to support particular CLAIMS in a text, <i>identifying which REASONS and EVIDENCE support which CLAIM(S).</i>				
				6	Collaborate with others to create new meaning.
GUIDING PRINCIPLE READING INFORMATIONAL TEXT					
	8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.				
PROGRESSION				7	Utilize digital resources to learn and share with others.
	RI.4.8	RI.5.8	RI.6.8		
	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.		
MULTIDIMENSIONALITY - RI.5.8				8	Engage in specialized, discipline-specific literacy practices.
	<i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT Explain how an author uses REASONS and EVIDENCE to support particular CLAIMS in a text, <i>identifying which REASONS and EVIDENCE support which CLAIM(S).</i>				
				9	Apply high level cognitive processes to think deeply and critically about text.
GUIDING PRINCIPLE READING INFORMATIONAL TEXT					
	8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.				
PROGRESSION				10	Develop a literacy identity that promotes lifelong learning.
	RI.4.8	RI.5.8	RI.6.8		
	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.		
MULTIDIMENSIONALITY - RI.5.8				HOME	
	<i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT Explain how an author uses REASONS and EVIDENCE to support particular CLAIMS in a text, <i>identifying which REASONS and EVIDENCE support which CLAIM(S).</i>				

GUIDING PRINCIPLE READING INFORMATIONAL TEXT				Interdisciplinary Literacy Practices	
	9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge and/or to compare the approaches the authors take.				
PROGRESSION				1	Recognize that text is anything that communicates a message.
	RI.4.9	RI.5.9	RI.6.9	2	Employ, develop and refine schema to understand and create text.
	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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
MULTIDIMENSIONALITY - RI.5.9				4	Utilize receptive and expressive language arts to better understand self, others and the world.
	Green (<i>italic</i>) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Integrate <i>information</i> from SEVERAL TEXTS ON THE SAME THEME OR TOPIC.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
GUIDING PRINCIPLE READING INFORMATIONAL TEXT				6	Collaborate with others to create new meaning.
	10. Students will read, comprehend and analyze complex informational texts independently and proficiently.			7	Utilize digital resources to learn and share with others.
PROGRESSION				8	Engage in specialized, discipline-specific literacy practices.
	RI.4.10	RI.5.10	RI.6.10	9	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.	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.	10	Develop a literacy identity that promotes lifelong learning.
MULTIDIMENSIONALITY - RI.5.10				<div>HOME</div>	
	Green (<i>italic</i>) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT By the end of the year, flexibly use a variety of comprehension strategies (<i>i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently .				

Composition – Grade 5

Interdisciplinary Literacy Practices

Text Types and Purposes

C.5.1

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 every writing experience must utilize those digital resources.)

- 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.
- Provide logically ordered reasons that are supported by facts and details.
- Use grade-appropriate transitions.
- Provide a concluding section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

C.5.2

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

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

- 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.
- 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.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Grade 5

Interdisciplinary Literacy Practices

Text Types and Purposes

C.5.3

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

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

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- 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.
- Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows the narrated experiences or events.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

Production and Distribution

C.5.4

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

Research to Build and Present Knowledge

C.5.5

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

C.5.6

Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.

Range of Writing

C.5.7

Compose routinely over extended time frames and shorter time frames for a variety of 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.

PROGRESSION

C.4.1

Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.

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

- 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 related ideas are grouped to support the writer's purpose.
- c. Provide reasons that are supported by facts and details.

C.5.1

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 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 ideas are logically grouped to support the writer's purpose.
- c. Provide logically ordered reasons that are supported by facts and details.

C.6.1

Compose arguments to support claims with clear reasons and relevant evidence.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Introduce claim(s), and organize the reasons and evidence clearly.
- 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.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.


9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION				Interdisciplinary Literacy Practices	
	C.4.1	C.5.1	C.6.1		
	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 argument presented.	3	View literacy experiences as transactional, interdisciplinary and transformational.
				4	Utilize receptive and expressive language arts to better understand self, others and the world.
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and re-writing.	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.	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.
				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	



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 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 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.**

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION



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.

PROGRESSION

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

HOME

C.4.2

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

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

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.

C.5.2

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


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

- 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.6.2

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.

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

PROGRESSION				Interdisciplinary Literacy Practices	
	C.4.2	C.5.2	C.6.2		
	c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related 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 grade-appropriate conjunctions to develop text structure within sentences.	d. Use grade-appropriate conjunctions to develop text structure within sentences.	d. Use appropriate transitions to clarify the relationships among ideas and concepts.	2	Employ, develop and refine schema to understand and create text.
	e. Use grade-appropriate transitions to develop text structure 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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	f. Use precise language and domain-specific vocabulary to inform about or explain the topic.	f. Use precise language and domain-specific vocabulary to inform about or explain the topic.	f. Establish and maintain a formal style.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	g. Provide a concluding section.	g. Provide a concluding section.	g. Provide a concluding statement or section that follows from the information or explanation presented.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline-specific literacy practices.
	h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	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.	h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.	9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
				HOME	



Compose **INFORMATIVE AND/OR EXPLANATORY TEXTS**, using writing and digital resources, **to examine a topic and convey ideas and information clearly.**

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

- a. **Produce clear and coherent writing in which the development and organization** *are appropriate to task, purpose and audience.*
- b. *Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.*
- c. **Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.**
- d. *Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.*
- e. *Use grade-appropriate TRANSITIONS to develop text 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 planning, revising, editing, rewriting or trying a new approach.**

Interdisciplinary Literacy Practices

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

HOME

GUIDING PRINCIPLE FOR COMPOSITION



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

PROGRESSION

C.4.3

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

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

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.

C.5.3

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

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

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.

C.6.3

Compose narratives to develop real or imagined experiences or multiple events, memories, or ideas using effective technique, relevant descriptive details and well-structured event sequences.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.


9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION				Interdisciplinary Literacy Practices	
	C.4.3	C.5.3	C.6.3		
	c. Use dialogue and de- scription to develop ex- periences and events or show the responses of characters to situations.	c. Use narrative techniques, such as dialogue, description and pacing, to develop expe- riences and events or show the responses of characters to situations.	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.
	d. Use a variety of conjunc- tions and transitional words and phrases to manage the sequence of events.	d. Use a variety of conjunctions and transitional words, phrases and clauses to man- age the sequence of events.	d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	2	Employ, develop and refine schema to understand and create text.
	e. Use concrete words and phrases and sensory de- tails to convey experi- ences and events pre- cisely.	e. Use concrete words and phrases and sensory details to convey experiences and events precisely.	e. Use precise words and phrases, relevant descriptive details and sensory language to convey expe- riences and events.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	f. Provide a conclusion that follows the narrat- ed experiences or events.	f. Provide a conclusion that follows the narrated experi- ences or events.	f. Provide a conclusion that follows from the narrated experiences or events.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	g. With guidance and sup- port from peers and adults, develop and strengthen writing as needed by planning, re- vising, editing and re- writing.	g. With guidance and support from peers and adults, devel- op and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	g. With 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.
				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 pro- motes lifelong learning.
				HOME	



Compose NARRATIVES, using writing and digital resources, **to develop real or imagined** *experiences or multiple events or ideas* **using effective technique, descriptive details and clear sequences.**

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

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

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION



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

PROGRESSION

	C.4.4	C.5.4	C.6.4
	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.

MULTIDIMENSIONALITY - C.5.4

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>With limited guidance and support from adults, <i>use</i> DIGITAL RESOURCES to create and publish products as well as to interact and collaborate with others.</p>
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GUIDING PRINCIPLE FOR COMPOSITION



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

PROGRESSION

	C.4.5	C.5.5	C.6.5
	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources.

MULTIDIMENSIONALITY - C.5.5

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>Conduct short RESEARCH projects that use SEVERAL SOURCES to build knowledge through investigation of different aspects of a topic.</p>
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Interdisciplinary Literacy Practices

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

HOME

GUIDING PRINCIPLE FOR COMPOSITION



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

PROGRESSION



C.4.6

Summarize relevant information from experiences, or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

C.5.6

Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work, and provide a list of sources.

C.6.6

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

MULTIDIMENSIONALITY - C.5.6



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

*Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; **SUMMARIZE OR PARAPHRASE** applicable information in notes and finished work, and provide a list of sources.*

GUIDING PRINCIPLE FOR COMPOSITION



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

PROGRESSION



C.4.7

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

C.5.7

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

C.6.7

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

MULTIDIMENSIONALITY - C.5.7



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Compose routinely over extended time frames and shorter time frames *for a variety of tasks, purposes and audiences.*

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

Apply high level cognitive processes to think deeply and critically about text.

10

Develop a literacy identity that promotes lifelong learning.

HOME

Language – Grade 5

Interdisciplinary Literacy Practices

Conventions of Standard English

L.5.1

When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

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

L.5.2

When writing:

- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- 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.
- Use underlining, quotation marks or italics to indicate titles of works.
- Use strategies and resources (print and electronic) to identify and correct spelling errors.

Knowledge of Language

L.5.3

Use knowledge of language and its conventions when writing, speaking, reading or listening.

- Expand, combine and reduce sentences for meaning, reader/listener interest and style.
- Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.

Vocabulary Acquisition and Use

L.5.4

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.

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

L.5.5

Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.

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

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self, others and the world.

5

Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

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GUIDING PRINCIPLE FOR LANGUAGE



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

PROGRESSION

L.4.1	L.5.1	L.6.1
<p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may, and must. d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Use frequently confused words, such as: to, too, two; there, their, they're. 	<p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions and interjections in a grade-level text. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. e. Use correlative conjunctions. 	<p>In both written and oral expression:</p> <ul style="list-style-type: none"> a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize variations from standard English, and implement strategies to improve expression in conventional language.

MULTIDIMENSIONALITY - L.5.1

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>When writing or speaking, demonstrate command of the conventions of Standard English grammar and usage.</p> <ul style="list-style-type: none"> a. <i>Explain the function of</i> CONJUNCTIONS, PREPOSITIONS AND INTERJECTIONS in a GRADE-LEVEL TEXT. b. <i>Use</i> the PERFECT VERB TENSES. c. <i>Use</i> VERB TENSE to convey various times, sequences, states and conditions. d. <i>Produce</i> COMPLETE SENTENCES recognizing and correcting inappropriate shifts in verb tense. e. <i>Use</i> CORRELATIVE CONJUNCTIONS.
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Interdisciplinary Literacy Practices

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GUIDING PRINCIPLE FOR LANGUAGE



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

PROGRESSION

L.4.2	L.5.2	L.6.2
When writing:	When writing:	When writing:
<ul style="list-style-type: none"> a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation marks to indicate direct speech and quotations for a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings. 	<ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors. 	<ul style="list-style-type: none"> a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Demonstrate appropriate use of strategies to identify and correct spelling errors.

MULTIDIMENSIONALITY - L.5.2

Green (*italic*) = Comprehension Purple (**bold**) = Analysis MAROON (CAPS) = CONTENT



When writing:

- a. *Use* **PUNCTUATION TO SEPARATE ITEMS IN A SERIES.**
- b. *Use* a **COMMA TO SEPARATE AN INTRODUCTORY ELEMENT FROM THE REST OF THE SENTENCE.**
- c. *Use* a **COMMA TO SET OFF THE WORDS YES AND NO, TO SET OFF A TAG QUESTION FROM THE REST OF THE SENTENCE AND TO INDICATE DIRECT ADDRESS.**
- d. *Use* **UNDERLINING, QUOTATION MARKS OR ITALICS TO INDICATE TITLES OF WORKS.**
- e. *Use strategies and resources (print and electronic) to identify and correct spelling errors.*

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GUIDING PRINCIPLE FOR LANGUAGE



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.

PROGRESSION

	L.4.3	L.5.3	L.6.3
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
	a. Choose words and phrases to convey ideas precisely.	a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.	a. Vary sentence patterns for meaning, reader/listener interest and style.
	b. Choose punctuation for effect.		
	c. Differentiate between formal and informal discourse patterns based on context.	b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.	b. Maintain consistency in style and tone.

MULTIDIMENSIONALITY - L.5.3

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p><i>Use knowledge of language and its conventions</i> when writing, speaking, reading or listening.</p> <p>a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.</p> <p>b. Compare and contrast the VARIETIES OF ENGLISH (e.g., dialects, registers, slang) used in stories, dramas or poems.</p>
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GUIDING PRINCIPLE FOR LANGUAGE



4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

PROGRESSION

	L.4.4	L.5.4	L.6.4
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.	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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.
	a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.	a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	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 affixes and roots as clues to the meaning of a word.	b. Use common affixes and roots as clues to the meaning of a word.	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.
	b. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.	c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Interdisciplinary Literacy Practices

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GUIDING PRINCIPLE FOR LANGUAGE



5. Students will demonstrate understanding of word relationships and nuances in word meanings.

PROGRESSION

	L.4.5	L.5.5	L.6.5
	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
	a. Explain the meaning of simple similes and metaphors in context.	a. Interpret figurative language, including similes and metaphors, in context.	a. Interpret figurative language, including but not limited to personification, in context.
	b. Recognize and explain the meaning of common idioms, adages and proverbs.	b. Recognize and explain the meaning of common idioms, adages and proverbs.	b. Use the relationship between particular words to better understand each of the words.
	c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	c. Distinguish among the connotations of words with similar denotations.

MULTIDIMENSIONALITY - L.5.5

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**





Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Interpret figurative language**, including **SIMILES AND METAPHORS**, **in context**.
- Recognize* and **explain the meaning of common IDIOMS, ADAGES, AND PROVERBS**.
- Demonstrate understanding of words by relating them to their SYNONYMS and ANTONYMS**.

Interdisciplinary Literacy Practices

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PROGRESSION				Interdisciplinary Literacy Practices	
	L.4.4	L.5.4	L.6.4		
	d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.	d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.	d. 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.	1	Recognize that text is anything that communicates a message.
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MULTIDIMENSIONALITY - L.5.4				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	<i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT			6	Collaborate with others to create new meaning.
	<i>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.</i>			7	Utilize digital resources to learn and share with others.
	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.
	b. Use common AFFIXES AND ROOTS as clues to the meaning of a word.			9	Apply high level cognitive processes to think deeply and critically about text.
	c. <i>Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i>			10	Develop a literacy identity that promotes lifelong learning.
	d. Acquire and use accurately GRADE-APPROPRIATE GENERAL ACADEMIC AND DOMAIN-SPECIFIC words and phrases, including THOSE THAT SIGNAL CONTRAST, ADDITION AND OTHER LOGICAL RELATIONSHIPS.			HOME	