WGSD Curriculum – English Language Arts
5th Grade
Reading

<table>
<tr><td colspan="2" align="center">High Priority Standards (MLS)</td></tr>
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5.R.1.A.a – Develop and demonstrate reading skills in response to text by: drawing conclusions, inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

5.R.1.A.b - Develop and demonstrate reading skills in response to text by: drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.

5.R.1.A.c - Develop and demonstrate reading skills in response to text by: monitoring comprehension and making corrections and adjustments when understanding breaks down.

5.R.1.B.a – Develop an understanding of vocabulary by: determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words, prefixes and suffixes through context.

5.R.1.B.b - Develop an understanding of vocabulary by: using context to determine meaning of unfamiliar or multiple meaning words.

5.R.1.B.c - Develop an understanding of vocabulary by: constructing analogies.

5.R.1.B.d - Develop an understanding of vocabulary by: explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text.

5.R.1.B.e - Develop an understanding of vocabulary by: identifying and using words and phrases that signal contrast, addition, and other logical relationships.

5.R.1.B.f - Develop an understanding of vocabulary by: using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choice.

5.R.1.D.a – Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate.

5.R.1.D.b - Read independently for multiple purposes over sustained periods of time by: producing evidence of reading.

5.R.2.A.b - – Read, infer, analyze, and draw conclusions to: explain the theme or moral lesson, conflict and resolution in a story or novel.

5.R.2.C.c - Read, infer and draw conclusions to: evaluate the critical impact of sensory details, imagery, and figurative language.

5.R.3.C.b - Read, infer and draw conclusions to: explain the difference between a stated and implied purpose for an expository text.

5.R.3.C.c - Read, infer and draw conclusions to: analyze how the pattern of organization of a text influences the relationships.

5.RF.3.A.a-b - Know and apply grade-level phonics and word analysis skills in decoding words.

5.RF.4.A.a - Read with sufficient accuracy and fluency to support comprehension.

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<tr><td align="center">Learning Goal</td><td align="center">Proficiency Scale</td></tr>
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Students will be able to read with understanding.

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Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- demonstrating knowledge of grade appropriate ways to solve words.
- determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate texts.
- identifying how characters in a story or drama respond to challenges

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	● explaining how the key details support the main idea.
	● citing from the text to explain and infer meaning.
	● explaining the relationships between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
	Approaching: Student demonstrates he/she is nearing proficiency by:
	● performing basic processes such as:
	● applying word analysis and vocabulary skills to solve unknown words.
	● asking and answering questions to demonstrate understanding of a text, referring to the text as the basis for the answers.
	● summarizing a text including the theme or main ideas of text using details in text.
	● determining the central message, lesson, moral, or main idea of a text.
	● recognizing and recalling specific vocabulary, such as: context clues, figurative language, idiom, adage, proverb.
	Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Word Analysis/ Vocabulary Acquisition & Use
Students will:
- quickly and automatically solve most words in the text in a way that supports fluency.
- quickly recognize, solve, and understand a large number of words, including multi-syllable words.
- take apart and read a full range of plurals, including irregular plurals (child, children) and irregular plurals that require spelling changes (volcano/volcanoes, louse/lice).
- work flexibly with base words, taking apart and making new words by changing letters (found/sound) and adding prefixes and suffixes (merry/marry/marrying/remarry).
- use base words, prefixes, and suffixes in the process of deriving word meaning.
- notice and use word roots (Greek and Latin) to take apart and understand words (aqua-: aquarium/aquatic/aquaduct, commun-: community/ communicate/communism).
- read and derive/determine the meaning of words that are related to each other because they have the same base or root word (monarch, monarchs, monarchy, oligarchy, patriarch, matriarch).
- add a variety of endings to words (-able, -ible, -ent, -ant) and discuss changes in spelling and meaning.

- notice and use frequently appearing vowel and syllable patterns in multisyllabic words (-is(s)- in whisper, missing; -un- in sunny, munch).
- solve and read words using all consonant clusters and long and short vowel patterns, including vowel patterns with r, that appear in multi-syllable words.
- use what is known about words to read new words (path, sympathy).
- recognize, read, and understand words that have multiple meanings (major, major), homographs (look the same, sound different: contest, contest), and homophones (sound the same, look different: peel, peal).
- take apart a wide range of multi-syllable words with ease (mi-cro-or-gan-ism) and use the parts to assist pronunciation and derive meaning.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, affixes, word parts and roots.
- use reference materials, both print and digital, to help in determining the precise meaning of keywords and phrases.
- demonstrate an understanding of figurative language including; similes, metaphors, idioms, adages, and proverbs.
- use word relationships (such as synonyms, antonyms, etc.) to better understand word meanings.
- determine the meaning of words and phrases from fifth grade level texts.
- acquire and use words and phrases verbally and in writing that signal contrast, addition and other logical relationships (however, although, nevertheless, similarly, moreover, in addition, etc.).

Fluency
Students will:
- demonstrate phrased, fluent oral reading.
- read dialogue with phrasing and expression that reflects understanding of character and events.
- demonstrate awareness of the function of the full range of punctuation.
- demonstrate appropriate stress on words, pausing and phrasing, intonation, use of punctuation and size of font, bold, and italics.
- use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing.
- quickly and automatically solve most words in the text in a way that supports fluency.
- read silently and orally at an appropriate rate, not too fast or too slow.
- quickly recognize, solve, and understand a large number of words, including multi-syllable words.
- build stamina for independent reading by reading daily for extended periods of time.
- read fifth grade level texts with fluency and expression.

Comprehension
Students will:
- choose "right-fit" books.
- read a variety of fifth grade level genres (stories, poetry, dramas, informational and content-specific texts).

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Reading

- build stamina for independent reading by reading daily for extended periods of time.
- explain how main ideas are supported by details.
- self-monitor to recognize when meaning breaks down and use comprehension strategies to build understanding
- determine key details that connect to the theme or main idea.
- use text features to find information in nonfiction texts.
- provide textual evidence to support inferences (using quotations from the text).
- utilize and integrate a variety of comprehension strategies (predicting, making connections, questioning, synthesizing, summarizing, inferring) to make meaning of the text.
- identify the difference between a retelling and a summary of the text.
- explain how characters respond to challenges in a story.
- explain understanding of the text in writing.
- summarize key ideas in literary and informational texts verbally and in writing.
- demonstrate an understanding of figurative language including; similes, metaphors, idioms, adages, and proverbs.

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Text Elements and Structure

High Priority Standards (MLS)
5.R.1.C.a – Compare, contrast, and analyze relevant connections between: text to text (ideas and information in various fiction and nonfiction words, compare and contrast).
5.R.1.C.b - Compare, contrast, and analyze relevant connections between: text to world (text ideas and the world by responding to literature reflects a culture and historic time frame).
5.R.2.A.a – Read, infer, analyze, and draw conclusions to: compare and contrast the roles and functions of characters in various plots, their relationships and their conflicts.
5.R.2.A.c – Read, infer, analyze, and draw conclusions to: describe how a narrator's or speaker's point of view influences events.
5.R.2.A.d – Read, infer, analyze, and draw conclusions to: recognize foreshadowing.
5.R.2.A.e – Read, infer, analyze, and draw conclusions to: explain the effect of a historical event or movement in a work of literature.
5.R.2.A.f – Read, infer, analyze, and draw conclusions to: introduce origin myths and culturally significant characters and events in mythology.
5.R.2.A.g – Read, infer, analyze, and draw conclusions to: introduce forms of third-person points of view in stories.
5.R.2.B.a – Read, infer and draw conclusions to: explain how poets use sound and visual elements in poetry.
5.R.2.B.b - Read, infer and draw conclusions to: identify forms of poetry.
5.R.2.C.a - Read, infer and draw conclusions to: analyze the similarities between an original text and its dramatic adaptation.
5.R.2.C.b - Read, infer and draw conclusions to: identify structural elements of dramatic literature.
5.R.3.A.a - Read, infer and draw conclusions to: use multiple text features and graphics to locate information and gain an overview of the contents of text information.
5.R.3.A.b - Read, infer and draw conclusions to: interpret details from procedural text to complete a task, solve a problem, or perform procedures.
5.R.3.A.c - Read, infer and draw conclusions to: interpret factual or quantitative information.
5.R.3.B.a - Read, infer and draw conclusions to: evaluate how well the author's purpose was achieved, identify reasons for the decision and provide evidence to support the claim.
5.R.3.B.b - Read, infer and draw conclusions to: analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
5.R.3.B.c - Read, infer and draw conclusions to: verify facts through established methods.
5.R.3.B.d - Read, infer and draw conclusions to: identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument.
5.R.3.B.e - Read, infer and draw conclusions to: recognize exaggerated, contradictory, or misleading statements.
5.R.3.B.f - Read, infer and draw conclusions to: explain the type of evidence used to support a claim in a persuasive text.
5.R.3.B.g - Read, infer and draw conclusions to: use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning.
5.R.3.C.a - Read, infer and draw conclusions to: identify devices used in biographies and autobiographies, including how an author presents major events in a person's life.
5.R.3.C.d - Read, infer and draw conclusions to: analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view.

5.R.4.A.a – Read to develop an understanding of media and its components by: explaining how messages conveyed in various forms of media are presented differently.

5.R.4.A.b - Read to develop an understanding of media and its components by: comparing and contrasting the difference in techniques used in media.

5.R.4.A.c - Read to develop an understanding of media and its components by: identifying the point of view of media presentations.

5.R.4.A.d - Read to develop an understanding of media and its components by: analyzing various digital media venues for levels of formality and informality.

5.R.4.A.e - Read to develop an understanding of media and its components by: explaining textual and graphics features of a web page and how they help readers to comprehend text.

Learning Goal	Proficiency Scale
Students will be able to analyze what they read.	Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal. Meeting: Student demonstrates mastery with the learning goal as evidenced by: - explaining how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. - describing how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). - comparing and contrasting the literary elements, content, point of view, and organization of selections, drawing on specific details in the text. - drawing on information from multiple print or digital sources to efficiently locate relevant and useful information. - explaining how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). - relating literary works and their characters, settings, and plots to current and historical events, people and viewpoints. Approaching: Student demonstrates he/she is nearing proficiency by: - performing basic processes such as: - identifying multiple points of view. - identifying similarities and differences across texts. - explaining the overall structure and primary organizational structures (description, comparison, sequence, problem/solution, cause/effect). - interpreting how illustrations, text features, and text work together to contribute to

	understanding. ● recognizing and recalling specific vocabulary, such as: summary, integrate, relationship, interaction, analyze, literary elements, account, similarities, quoting, chronology, multimedia. Beginning: Student demonstrates limited understanding or skill with the learning goal.

<u>Learning Targets</u>

Students will:
- determine key details that connect to the theme or main idea.
- explain how main ideas are supported by details.
- explain how characters respond to challenges in a story.
- summarize key ideas in literary and informational texts verbally and in writing.
- compare literary texts within the same genre.
- compare informational texts on the same topic.
- discuss key details and events to clarify how two individuals, events, ideas, or concepts are related.
- locate key details and events to clarify how individuals, events, themes, ideas, or concepts develop throughout the text.
- compare and contrast the varieties of English (dialects, registers) used in stories dramas or poems.
- organize their thinking about relationships and interactions using a graphic organizer.
- organize their thinking about what they read in writing (reading journal, graphic organizer).
- examine texts with different points of view to understand who is telling the story or giving the account.
- write about an event in order to discuss the similarities and differences that multiple accounts of the same event can have.
- discuss and write about how authors' experiences influence point of view.
- discuss and write about content-related topics in science and social studies that include differing points of view (i.e. immigration, imperialism, world wars, solar system models).
- examine resources pages in nonfiction texts to better understand how authors use multiple resources to build a point of view.
- identify cause/effect, problem/solution and chronology within multiple texts and compare the overall text structures (i.e. comparing chronology in the social studies textbook and <u>Hana's Suitcase</u>).
- explore how the order of details affects the overall structure of stories, dramas, and poems (i.e. if this chapter never happened how would the story be different).
- explore how graphic features impact the meaning, tone or beauty of a text (i.e. is a picture worth a thousand words, how have various cultures used artwork to tell a story, is a graphic novel better than a traditional novel for certain stories, how do the additions of music and video impact the meaning of the

written word).
- use nonfiction text features to find informational efficiently (i.e. correctly using an index, glossary, timeline, etc.).
- identify why authors use precise words and phrases to convey ideas.

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5th Grade
Writing

High Priority Standards (MLS)
5.W.2.A.a-g - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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5.W.2.B.a-h - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

5.W.2.C.a-e - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

5.W.1.A.a, 5.W.1.B.a-e - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

5.W.1.A.b – Follow a writing process to plan a first draft by formulating questions related to the topic.

5.W.1.A.c - Follow a writing process to plan a first draft by accessing prior knowledge or building background knowledge related to the topic.

5.W.1.A.d, 5.W.1.C.a - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5.W.3.A.d-e & g- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

5.L.1.A.a-e - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5.W.1.C.b & 5.L.1.B.a-j - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.W.1.D.a – With assistance from adults/peers use technology, including the Internet, to produce and publish writing.

5.W.1.D.b - With assistance from adults/peers demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting.

Learning Goal	Proficiency Scale

Students will be able to write to communicate for a variety of purposes and audiences.	Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
	
	Meeting: Student demonstrates mastery with the learning goal as evidenced by:
	● composing and formatting compositions for a specified audience and purpose.
	● creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation).
	● modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).
	● using developmentally appropriate grammar, spelling, punctuation, capitalization and structure.
	
	Approaching: Student demonstrates he/she is nearing proficiency by:
	● performing basic processes such as:
	  ● identifying and formatting compositions for a specified audience and purpose.
	  ● demonstrating focus, organization, and elaboration in relation to purpose and audience.
	  ● using correct capitalization, grammar, spelling, punctuation and capitalization in isolation.
	● recognizing and recalling specific vocabulary, such as: opinion, argument, claim, phrases, clauses,

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Writing

	rewrite, transitional phrase, transitional clause, dialogue, pacing, sensory details, clauses, phrases, format, domain-specific, organize, paraphrase source, conjunctions, prepositions, interjections, perfect tense, subject-verb agreement, pronoun-antecedent agreement.
	Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Writing Process
Students will:
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Narrative
Students will:
- produce a narrative in which the development and organization are appropriate to purpose and audience.
- provide an introduction that establishes the situation by introducing a narrator and/or characters and providing a few details about setting and problem.
- organize events using a variety of transitional words, phrases, and clauses.
- use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses and thinking of characters in situations.
- develop the plot of the story and clarifies what the story is truly about.
- use sensory and details and figurative language to convey experiences and events.
- provide a satisfying conclusion showing how the character changes.
- provide a clear introduction that includes a general observation or focus.
- provide text structure that includes formatting, illustrations, and multimedia.

Informational/Expository
Students will:
- create an organizational structure in which ideas are grouped to support the author's purpose.
- distinguish between fact and opinion.

- understand author's purpose.
- provide a clear introduction that includes a general observation or focus and previews subtopics.
- organize writing where related ideas are grouped into paragraphs.
- provide text structure that includes formatting, illustrations, and multimedia.
- include nonfiction text features to supplement content.
- develop the topic with facts, definitions, concrete details, quotations, or examples related to the topic.
- uses a consistent, inviting, teaching tone
- link ideas within and across categories of information using words, phrases and clauses (e.g. in contrast, specifically).
- include vocabulary of experts within the writing.
- provide a concluding paragraph related to the topic restating the main points and leaving the reader with something to consider.
- recall and paraphrase relevant information from a print or digital source.
- provide a list of trusted sources.

Opinion/Argumentative
Students will:
- introduce a topic including stating the argument/claim.
- create an organizational structure in which ideas are grouped to support the author's purpose.
- provide logically ordered reasons that are supported by facts and details.
- provide a concluding statement that relates to the claim.
- distinguish between fact and opinion.
- understand author's purpose and what is significant about the topic
- connect opinion with argument and claim.
- use evidence, facts, and details to support claim.
- make choices about how to angle evidence to support points
- include nonfiction text features to supplement content.
- attempts to use a scholarly voice when appropriate
- develop the topic with facts, definitions, concrete details, quotations, or examples related to the topic.
- link ideas within and across categories of information using sensory details, figurative language, phrases and clauses (e.g. in contrast, specifically).
- include vocabulary of experts within the writing.
- recall and paraphrase relevant information from a print or digital source.
- provide a list of sources.

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Writing

Grammar (L.1.A)
Students will:
- explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
- use relative pronouns and relative adverbs
- use pronouns consistently across a text
- use and correct verb tenses
- produce a variety of complex sentences in writing

Punctuation, Capitalization, Spelling (L.1.B)
Students will:
- write legibly
- use a comma before a coordinating conjunction when writing a compound sentence
- use a comma to separate an introductory clause in a complex sentence
- use a comma to set off the words *yes* and *no*
- use italics when keyboarding titles of books, magazines, and newspapers
- use underlining when writing titles of books, magazines, and newspapers
- use quotation marks when writing titles of stories, songs, poems, articles
- use apostrophes in singular nouns to show possession
- write apostrophes in regular plural nouns to show possession
- use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multisyllabic words in context

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Research

High Priority Standards (MLS)
5.W.3.A.a – Apply research process to: generate a list of subject appropriate topics.
5.W.3.A.b – Apply research process to: formulate and refine an open-ended researchable question.
5.W.3.A.c – Apply research process to: follow guideline for collecting and recording information.
5.W.3.A.d – Apply research process to: select relevant resources, literary and informational.
5.W.3.A.e – Apply research process to: assess relevance, accuracy, and reliability of information in print and digital sources.
5.W.3.A.f – Apply research process to: convert graphic/visual data into written notes.
5.W.3.A.g – Apply research process to: differentiate between paraphrasing and plagiarism when using ideas of others.
5.W.3.A.h – Apply research process to: present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria.
5.W.3.A.i – Apply research process to: record bibliographic information from sources according to a standard format.

Learning Goal	Proficiency Scale

Students will be able to acquire, assess and communicate information.	Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
	
	Meeting: Student demonstrates mastery with the learning goal as evidenced by:
	● forming a question and constructing a basic research plan.
	● summarizing and organizing information in notes.
	● determining relevant information to the topic from a variety of sources.
	● recording sources of information.
	
	Approaching: Student demonstrates he/she is nearing proficiency by:
	● performing basic processes such as:
	  • forming questions to explore and identifying sources for information about a topic.
	
	  • listing sources.
	  ● identifying information that is appropriate to the topic.
	● recognizing and recalling specific vocabulary, such as: database, relevant, research plan, various sources.
	
	Beginning: Student demonstrates limited understanding or skill with the learning goal.

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Research

Learning Targets

Students will:

- generate a research question.
- use search terms in a database.
- conduct short research projects using several sources to build knowledge of a topic.
- gather relevant information from print and digital resources.
- summarize and paraphrase information from sources in notes and in final writing pieces.
- provide a list of sources.
- draw evidence from literary or informational texts to support analysis, reflection, and research.
- use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

WGSD Curriculum – English Language Arts
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Speaking and Listening

High Priority Standards (MLS)
5.R.1.B.g - Develop an understanding of vocabulary by: using conversational, general academic, and domain specific words and phrases.
5.SL.1.A.a – Develop and apply effective listening skills and strategies in formal and informal settings by: following agreed upon rules for listening and fulfilling discussion rules independently.
5.SL.1.A.b - Develop and apply effective listening skills and strategies in formal and informal settings by: posing and responding to specific questions to clarify or follow up on information, and making comments that contribute to the discussion and link to the remarks of others.
5.SL.1.A.c - Develop and apply effective listening skills and strategies in formal and informal settings by: following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations.
5.SL.1.A.d - Develop and apply effective listening skills and strategies in formal and informal settings by: listening for speaker's message and summarizing main points based on evidence.
5.SL.2.A.a – Develop and apply effective listening skills and strategies in formal and informal setting by: evaluating and modifying own active listening skills.
5.SL.3.A.a – Speak clearly and to the point, using conventions of language when presenting individually or with a group by: summarizing points made by others before presenting own ideas, according to classroom expectations.
5.SL.3.A.b - Speak clearly and to the point, using conventions of language when presenting individually or with a group by: providing and evaluating evidence to support opinion.
5.SL.4.A.a – Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: using efficient presentation skills with available resources using a variety of media.
5.SL.4.A.b - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: planning an appropriate presentation, based on audience.
5.SL.4.A.c - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint.

Learning Goal	Proficiency Scale
Students will be able to share their thoughts with others by speaking and listening.	Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal. Meeting: Student demonstrates mastery with the learning goal as evidenced by: ● summarizing ideas from oral presentations or texts. ● sharing on a topic, text or opinion using appropriate facts and details for the intended purpose and message in an organized manner. ● expressing a clear and complete thought with grade level-appropriate language and vocabulary to the message, situation and audience. ● including multimedia or visual displays when appropriate to clarify information.

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Speaking and Listening

	Approaching: Student demonstrates he/she is nearing proficiency by:
	● performing basic processes such as:
	  ● paraphrasing and identifying the reasons and evidence a speaker provides to support particular points.
	  ● asking questions to improve understanding.
	  ● describing a topic, text, experience with limited facts and relevant, descriptive details.
	● recognizing and recalling specific vocabulary, such as: contexts, summarizing, drawing conclusions, posing, claims, identify, diverse media, multimedia components, relevant information, volume, tone, rate, visual display, awareness of audience.
	
	Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:
- listen to speaker.
- come to discussions prepared, having read or studied required material.
- review key ideas expressed.
- draw conclusions from the discussion.
- summarize the speakers points.
- explain how claims are supported by reasons and evidence.
- follow agreed-upon rules for discussion.
- carry out assigned roles.
- ask and answer questions to clarify, gather additional information or deepen understanding of a topic/issue.
- identify main idea and supporting details of oral presentations.
- paraphrase portions of a text read aloud.
- paraphrase information from oral presentations.
- summarize a written text read aloud.
- summarize information presented in diverse media and formats, including visually, quantitatively and orally.
- identify the reasons and evidence a speaker provides to support particular points.
- evaluate a speaker's point of view.

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Speaking and Listening

- use general academic and domain specific words and phrases.
- locate relevant information.
- sequence ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.
- speak with appropriate rate, volume and tone.
- adapt speech to a variety of contexts and tasks.
- use formal English when appropriate to task and situation.
- include multimedia components or visual displays when appropriate in presentations when appropriate to enhance the development of main ideas or themes.
- demonstrate an awareness of audience (where to stand, how to hold visuals, eye contact, posture, and confidence).