

# ELA





| July 2024 |     |     |     |                 |           |     |
|-----------|-----|-----|-----|-----------------|-----------|-----|
| Sun       | Mon | Tue | Wed | Thu             | Fri       | Sat |
|           |     |     |     |                 |           |     |
|           | 1   | 2   | 3   | H               | 5         | 6   |
| 7         | 8   | 9   | 10  | 11              | 12        | 13  |
| 14        | 15  | 16  | 17  | 18              | 19        | 20  |
| 21        | 22  | 23  | 24  | Curr Prof Devel | TECH ACAD | 27  |
| 28        | 🤪   | 🤪   | AD  |                 |           |     |



## Johnson City Schools 2024-2025

| January 2025 |     |     |     |     |     |     |
|--------------|-----|-----|-----|-----|-----|-----|
| Sun          | Mon | Tue | Wed | Thu | Fri | Sat |
|              |     |     | H   | V   | V   | 4   |
| 5            | AD  | 7   | 8   | 9   | 10  | 11  |
| 12           | 13  | 14  | 15  | 16  | 17  | 18  |
| 19           | H   | 21  | 22  | 23  | 24  | 25  |
| 26           | 27  | 28  | 29  | 30  | 31  |     |

RI 4  
RI 5  
RI 5

| August 2024 |     |     |     |     |     |     |
|-------------|-----|-----|-----|-----|-----|-----|
| Sun         | Mon | Tue | Wed | Thu | Fri | Sat |
|             |     |     |     | IS  | AD  | 3   |
| 4           | 5   | 6   | 7   | 8   | 9   | 10  |
| 11          | 12  | 13  | 14  | 15  | 16  | 17  |
| 18          | 19  | 20  | 21  | 22  | 23  | 24  |
| 25          | 26  | 27  | 28  | 29  | 30  | 31  |

RI 2  
RI 6  
RI 7  
CFA

|     |  |     |
|-----|--|-----|
| 🤪   | New Teachers In-service  |     |
| AD  | Administrative Day   | CFA |
| IS  | In-service Day for all teachers. 4 additional in-service days will be planned, outside the school calendar, at the school level. | CFA |
| ☾   | Student ½ Day<br>Dismissal times:<br>Elementary 11:30 am<br>Middle 11:00 am<br>High School 11:00 am                              |     |
|     | Student Day  |     |
| H   | Holiday for students and staff   |     |
| FB  | Fall Break   |     |
| ★   | End of nine-week term  |     |
| SB  | Spring Break   |     |
| V   | Vacation   |     |
| TPC | Teacher/Parent Conference Day (not a student day; appointments vary by school)   |     |
| ❄️  | 2 snow days are built into the calendar.   |     |

| February 2025 |     |     |     |     |     |     |
|---------------|-----|-----|-----|-----|-----|-----|
| Sun           | Mon | Tue | Wed | Thu | Fri | Sat |
|               |     |     |     |     |     | 1   |
| 2             | 3   | 4   | 5   | 6   | 7   | 8   |
| 9             | 10  | 11  | 12  | 13  | 14  | 15  |
| 16            | ❄️  | 18  | 19  | 20  | 21  | 22  |
| 23            | 24  | 25  | 26  | 27  | 28  |     |

RI 9  
RL 5  
RL 9  
W

| September 2024 |     |     |     |     |     |     |
|----------------|-----|-----|-----|-----|-----|-----|
| Sun            | Mon | Tue | Wed | Thu | Fri | Sat |
| 1              | H   | 3   | 4   | 5   | 6   | 7   |
| 8              | 9   | 10  | 11  | 12  | 13  | 14  |
| 15             | 16  | 17  | 18  | 19  | 20  | 21  |
| 22             | 23  | 24  | 25  | 26  | 27  | 28  |
| 29             | 30  |     |     |     |     |     |

RL 3  
RL 7  
RL 2  
W  
CFA

| March 2025 |     |     |     |     |     |     |
|------------|-----|-----|-----|-----|-----|-----|
| Sun        | Mon | Tue | Wed | Thu | Fri | Sat |
|            |     |     |     |     |     | 1   |
| 2          | 3   | 4   | 5   | 6   | 7★  | 8   |
| 9          | 10  | 11  | 12  | 13  | 14  | 15  |
| 16         | SB  | SB  | SB  | SB  | SB  | 22  |
| 23         | 24  | 25  | 26  | 27  | 28  | 29  |
| 30         | 31  |     |     |     |     |     |

Review  
CP

| October 2024 |     |     |     |     |     |     |
|--------------|-----|-----|-----|-----|-----|-----|
| Sun          | Mon | Tue | Wed | Thu | Fri | Sat |
|              |     | 1   | 2   | 3   | 4★  | 5   |
| 6            | FB  | FB  | FB  | FB  | FB  | 12  |
| 13           | 14  | 15  | 16  | 17  | 18  | 19  |
| 20           | 21  | 22  | 23  | 24  | 25  | 26  |
| 27           | 28  | 29  | 30  | 31  |     |     |

CP  
RL 1  
RL 6  
RL 4  
CFA

| April 2025 |     |     |     |     |     |     |
|------------|-----|-----|-----|-----|-----|-----|
| Sun        | Mon | Tue | Wed | Thu | Fri | Sat |
|            |     | 1   | 2   | 3   | ❄️  | 5   |
| 6          | 7   | 8   | 9   | 10  | 11  | 12  |
| 13         | 14  | 15  | 16  | 17  | V   | 19  |
| 20         | 21  | 22  | 23  | 24  | 25  | 26  |
| 27         | 28  | 29  | 30  |     |     |     |

TCAP  
TCAP

| November 2024 |     |     |     |     |     |     |
|---------------|-----|-----|-----|-----|-----|-----|
| Sun           | Mon | Tue | Wed | Thu | Fri | Sat |
|               |     |     |     |     | 1   | 2   |
| 3             | 4   | TPC | 6   | 7   | 8   | 9   |
| 10            | 11  | 12  | 13  | 14  | 15  | 16  |
| 17            | 18  | 19  | 20  | 21  | 22  | 23  |
| 24            | 25  | 26  | V   | H   | V   | 30  |

RI 1  
RI 3  
RI 8  
CFA

| December 2024 |     |     |     |     |     |     |
|---------------|-----|-----|-----|-----|-----|-----|
| Sun           | Mon | Tue | Wed | Thu | Fri | Sat |
| 1             | 2   | 3   | 4   | 5   | 6   | 7   |
| 8             | 9   | 10  | 11  | 12  | 13  | 14  |
| 15            | 16  | 17  | 18  | 19  | ❄️★ | 21  |
| 22            | V   | V   | H   | V   | V   | 28  |
| 29            | V   | V   |     |     |     |     |

Review  
W  
CP

# Grade 5 Master ELA Pacing Calendar

| May 2025 |     |     |     |     |     |     |
|----------|-----|-----|-----|-----|-----|-----|
| Sun      | Mon | Tue | Wed | Thu | Fri | Sat |
|          |     |     |     | 1   | 2   | 3   |
| 4        | 5   | 6   | 7   | 8   | 9   | 10  |
| 11       | 12  | 13  | 14  | 15  | 16  | 17  |
| 18       | 19  | 20  | 21  | 22  | ☾   | AD  |
| 25       | H   | 27  | 28  | 29  | 30  | 31  |

| June 2025 |     |     |     |     |     |     |
|-----------|-----|-----|-----|-----|-----|-----|
| Sun       | Mon | Tue | Wed | Thu | Fri | Sat |
| 1         | 2   | 3   | 4   | 5   | 6   | 7   |
| 8         | 9   | 10  | 11  | 12  | 13  | 14  |
| 15        | 16  | 17  | 18  | 19  | 20  | 21  |
| 22        | 23  | 24  | 25  | 26  | 27  | 28  |
| 29        | 30  |     |     |     |     |     |



**2024-2025 English Language Arts Assessment Guide**  
**Tennessee Academic Standards**  
**Grade 5**

|   | <b>Quarter</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
|---|----------------|----------|----------|----------|----------|
| <b>READING STANDARDS</b>  |                |          |          |          |          |
| <b>Key Ideas and Details—Standard #1</b>  |                |          |          |          |          |
| 5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  |                |          | A        | A        |          |
| 5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  |                |          | A        | A        |          |
| <b>Key Ideas and Details—Standard #2</b>  |                |          |          |          |          |
| 5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.   |                | A        | A        | A        |          |
| 5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text.   |                | A        | A        | A        |          |
| <b>Key Ideas and Details—Standard #3</b>  |                |          |          |          |          |
| 5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.   |                | A        | A        | A        |          |
| 5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.  |                |          | A        | A        |          |
| <b>Craft and Structure—Standard #4</b>  |                |          |          |          |          |
| 5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. |                |          | A        | A        |          |
| 5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.                         |                |          |          | A        |          |
| <b>Craft and Structure—Standard #5</b>  |                |          |          |          |          |
| 5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.   |                |          |          | A        |          |
| 5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.  |                |          |          | A        |          |
| <b>Craft and Structure—Standard #6</b>  |                |          |          |          |          |
| 5.RL.CS.6 Describe how a narrator’s or speaker’s point of view influences how events are described.   |                |          | A        | A        |          |

|  |   |   |   |   |
|--|---|---|---|---|
| 5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.  | A | A | A |   |
| <b>Integration of Knowledge and Ideas—Standard #7</b>  |   |   |   |   |
| 5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.        | A | A | A |   |
| 5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.   | A | A | A |   |
| <b>Integration of Knowledge and Ideas—Standard #8</b>  |   |   |   |   |
| 5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.   |   | A | A |   |
| <b>Integration of Knowledge and Ideas—Standard #9</b>  |   |   |   |   |
| 5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.  |   |   | A |   |
| 5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.   |   |   | A |   |
| <b>Range of Reading and Level of Text Complexity—Standard #10</b>  |   |   |   |   |
| 5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.  | * | * | * | * |
| 5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.  | * | * | * | * |
| <b>FOUNDATIONAL LITERACY STANDARDS</b>   |   |   |   |   |
| <b>Phonics and Word Recognition—Standard #3</b>  |   |   |   |   |
| 5.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.   |   |   |   |   |
| a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. | A | A | A |   |
| <b>Word Composition—Standard #4</b>  |   |   |   |   |
| 5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.  |   | A |   |   |
| a. Spell grade-appropriate words correctly consulting references as needed.  | * | * | * | * |
| b. Write legibly in manuscript and cursive.  | * | * | * | * |
| <b>Fluency—Standard #5</b>   |   |   |   |   |
| 5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.   |   |   |   |   |
| a. Read grade-level text with purpose and understanding.   | * | * | * | * |

|  |   |   |   |   |
|--|---|---|---|---|
| b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  | * | * | * | * |
| c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.  | * | * | * | * |
| <b>Sentence Composition—Standard #6</b>  |   |   |   |   |
| <b>5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b> |   |   |   |   |
| a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.   | A |   |   |   |
| b. Form and use the perfect verb tense.  | A |   |   |   |
| c. Use verb tense to convey various times, sequences, states, and conditions.  | A |   |   |   |
| d. Recognize and correct inappropriate shifts in verb tense.   |   | A |   |   |
| e. Use correlative conjunctions.   |   | A |   |   |
| f. Use punctuation to separate items in a series.  |   | A |   |   |
| g. Use a comma to separate an introductory element from the rest of the sentence.  |   | A |   |   |
| h. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address.  |   |   | A |   |
| i. Use underlining, quotation marks, or italics to indicate titles of works.   |   |   | A |   |
| j. Write multiple cohesive paragraphs on a topic.  | * | * | * | * |
| <b>Vocabulary Acquisition—Standard #7</b>  |   |   |   |   |
| <b>5.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>                                   |   |   |   |   |
| i. Use context as a clue to the meaning of a word or phrase.   | A |   |   |   |
| ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.   |   |   | A |   |
| iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.   |   | A |   |   |
| <b>5.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>  |   |   |   |   |
| i. Interpret figurative language, including similes and metaphors, in context.   |   |   | A |   |
| ii. Recognize and explain the meaning of common idioms and proverbs.   |   |   | A |   |
| iii. Use the relationship between particular words to better understand each of the words.   |   |   | A |   |
| <b>5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</b>                    | A |   |   |   |

## WRITING STANDARDS

### Text Types and Protocol—Standard #1

|  |  |   |  |  |
|--|--|---|--|--|
| <b>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b> |  | A |  |  |
| <b>a. Introduce a topic or text.</b>   |  | A |  |  |
| <b>b. Develop an opinion through logically-ordered reasons that are supported by facts and details.</b>            |  | A |  |  |
| <b>c. Create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</b> |  | A |  |  |
| <b>d. Provide a concluding statement or section related to the opinion presented.</b>                              |  | A |  |  |
| <b>e. Link opinion and reasons using words, phrases, and clauses.</b>  |  | A |  |  |
| <b>f. Apply language standards addressed in the Foundational Literacy standards.</b>                               |  | A |  |  |

### Text Types and Protocol—Standard #2

|  |  |  |   |  |
|--|--|--|---|--|
| <b>5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</b>                                  |  |  | A |  |
| <b>a. Introduce a topic by providing a general observation and focus.</b>  |  |  | A |  |
| <b>b. Group related information logically.</b>   |  |  | A |  |
| <b>c. Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader.</b>                       |  |  | A |  |
| <b>d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</b> |  |  | A |  |
| <b>e. Provide a conclusion related to the information or explanation presented.</b>  |  |  | A |  |
| <b>f. Link ideas within and across categories of information using words, phrases, and clauses.</b>  |  |  | A |  |
| <b>g. Use precise language and domain-specific vocabulary to inform about or explain the topic.</b>  |  |  | A |  |
| <b>h. Apply language standards addressed in the Foundational Literacy standards.</b>   |  |  | A |  |

### Text Types and Protocol—Standard #3

|  |   |  |  |  |
|--|---|--|--|--|
| <b>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b> | A |  |  |  |
| <b>a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters.</b>  | A |  |  |  |
| <b>b. Organize an event sequence that unfolds naturally and logically.</b>   | A |  |  |  |
| <b>c. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.</b>       | A |  |  |  |
| <b>d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</b>  | A |  |  |  |



|   |   |   |   |   |
|---|---|---|---|---|
| e. Provide a conclusion that follows from the narrated experiences or events.   | A |   |   |   |
| f. Use precise words and phrases and use sensory details to convey experiences and events.  | A |   |   |   |
| g. Apply language standards addressed in the Foundational Literacy standards.   | A |   |   |   |
| <b>Production and Distribution of Writing—Standard #4</b>   |   |   |   |   |
| 5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  | * | * | * | * |
| <b>Production and Distribution of Writing—Standard #5</b>   |   |   |   |   |
| 5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)   | * | * | * | * |
| <b>Production and Distribution of Writing—Standard #6</b>   |   |   |   |   |
| 5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. | * | * | * | * |
| <b>Research to Build and Present Knowledge—Standard #7</b>  |   |   |   |   |
| 5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.   | * | * | * | * |
| <b>Research to Build and Present Knowledge—Standard #8</b>  |   |   |   |   |
| 5.W.RBPK.8 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.  | * | * | * | * |
| <b>Research to Build and Present Knowledge—Standard #9</b>  |   |   |   |   |
| 5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.  | * | * | * | * |
| <b>Range of Writing- Standard #10</b>   |   |   |   |   |
| 5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.   | * | * | * | * |
| <b>SPEAKING AND LISTENING STANDARDS</b>   |   |   |   |   |
| <b>Comprehension and Collaboration—Standard #1</b>  |   |   |   |   |
| 5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.   | * | * | * | * |
| <b>Comprehension and Collaboration—Standard #2</b>  |   |   |   |   |

|  |   |   |   |   |
|--|---|---|---|---|
| 5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.  | * | * | * | * |
| <b>Comprehension and Collaboration—Standard #3</b>   |   |   |   |   |
| 5.SL.CC.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  | * | * | * | * |
| <b>Presentation of Knowledge and Ideas—Standard #4</b>   |   |   |   |   |
| 5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas. | * | * | * | * |
| <b>Presentation of Knowledge and Ideas—Standard #5</b>   |   |   |   |   |
| 5.SL.PKI.5 Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.                         | * | * | * | * |
| <b>Presentation of Knowledge and Ideas—Standard #6</b>   |   |   |   |   |
| 5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.   | * | * | * | * |

Revised 06/2024

# 2024-2025—Quarter 1

## Tennessee Academic Standards

### ELA—Fifth Grade

| Reading Standards   |  |  |
|---|--|--|
| Literature  | Informational Text   |  |
| <b>5.RL.KID.2</b><br>Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.   | <b>5.RI.KID.2</b><br>Determine the central idea of a text and explain how it is supported by key details; summarize the text.              |  |
| <b>5.RL.KID.3</b><br>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.   |  |  |
|   | <b>5.RI.CS.6</b><br>Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.            |  |
| <b>5.RL.IKI.7</b><br>Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.                 | <b>5.RI.IKI.7</b><br>Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.     |  |
| Foundational Literacy Standards   |  |  |
| Phonics & Word Recognition  | Sentence Composition   | Vocabulary Acquisition   |
| <b>5.FL.PWR.3a</b><br>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | <b>5.FL.SC.6a</b><br>Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. | <b>5.FL.VA.7a.i</b><br>Use context as a clue to the meaning of a word or phrase.   |
|   | <b>5.FL.SC.6b</b><br>Form and use the perfect verb tense.  | <b>5.FL.VA.7c</b><br>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |
|   | <b>5.FL.SC.6c</b><br>Use verb tense to convey various times, sequences, states, and conditions.  |  |
|   | <b>5.FL.SC.6d</b><br>Recognize and correct inappropriate shifts in verb tense.<br><br>*not assessed in Q1                                  |  |

## Writing Standards

### Text Types & Protocol

#### 5.W.TTP.3

Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

- a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters.
- b. Organize an event sequence that unfolds naturally and logically.
- c. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.
- d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- e. Provide a conclusion that follows from the narrated experiences or events.
- f. Use precise words and phrases and use sensory details to convey experiences and events.
- g. Apply language standards addressed in the Foundational Literacy standards.

## 2024-2025—Quarter 2

### Tennessee Academic Standards

#### ELA—Fifth Grade

| Reading Standards  |  |   |   |
|--|--|---|---|
| Literature   |  | Informational Text  |   |
| <p><b>*5.RL.KID.1*</b></p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>  |  | <p><b>*5.RI.KID.1*</b></p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>                     |   |
| <p><b>5.RL.KID.2</b></p> <p>Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.</p>   |  | <p><b>5.RI.KID.2</b></p> <p>Determine the central idea of a text and explain how it is supported by key details; summarize the text.</p>                                    |   |
| <p><b>5.RL.KID.3</b></p> <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</p>   |  | <p><b>*5.RI.KID.3*</b></p> <p>Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.</p>                                 |   |
| <p><b>*5.RL.CS.4*</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</p>   |  |   |   |
| <p><b>*5.RL.CS.6*</b></p> <p>Describe how a narrator’s or speaker’s point of view influences how events are described.</p>   |  | <p><b>5.RI.CS.6</b></p> <p>Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.</p>                                  |   |
| <p><b>5.RL.IKI.7</b></p> <p>Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.</p>                 |  | <p><b>5.RI.IKI.7</b></p> <p>Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.</p>                           |   |
|  |  | <p><b>*5.RI.IKI.8*</b></p> <p>Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.</p> |   |
| Foundational Literacy Standards  |  |   |   |
| Phonics & Word Recognition   | Word Composition   | Sentence Composition  | Vocabulary Acquisition  |
| <p><b>5.FL.PWR.3a</b></p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | <p><b>5.FL.WC.4</b></p> <p>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> | <p><b>5.FL.SC.6e</b></p> <p>Use correlative conjunctions.</p>   | <p><b>5.FL.VA.7a.iii</b></p> <p>Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> |
|  |  | <p><b>5.FL.SC.6f</b></p> <p>Use punctuation to separate items in a series.</p>  |   |

|  |  |   |  |
|--|--|---|--|
|  |  | <b>5.FL.SC.6g</b><br>Use a comma to separate an introductory element from the rest of the sentence. |  |
|--|--|---|--|

**Writing Standards**

**Text Types & Protocol**

**5.W.TTP.1**

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

- a. Introduce a topic or text.
- b. Develop an opinion through logically-ordered reasons that are supported by facts and details.
- c. Create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- d. Provide a concluding statement or section related to the opinion presented.
- e. Link opinion and reasons using words, phrases, and clauses.
- f. Apply language standards addressed in the Foundational Literacy standards.

## 2024-2025—Quarter 3

### Tennessee Academic Standards

#### ELA—Fifth Grade

| Reading Standards   |   |  |
|---|---|--|
| Literature  | Informational Text  |  |
| <b>5.RL.KID.1</b>   | <b>5.RI.KID.1</b>   |  |
| Quote accurately from 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.   |  |
| <b>5.RL.KID.2</b>   | <b>5.RI.KID.2</b>   |  |
| Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.  | Determine the central idea of a text and explain how it is supported by key details; summarize the text.  |  |
| <b>5.RL.KID.3</b>   | <b>5.RI.KID.3</b>   |  |
| Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.  | Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.   |  |
| <b>5.RL.CS.4</b>  | <b>*5.RI.CS.4*</b>  |  |
| Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. | Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings. |  |
| <b>*5.RL.CS.5*</b>  | <b>*5.RI.CS.5*</b>  |  |
| Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.   | Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.  |  |
| <b>5.RL.CS.6</b>  | <b>5.RI.CS.6</b>  |  |
| Describe how a narrator’s or speaker’s point of view influences how events are described.   | Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.   |  |
| <b>5.RL.IKI.7</b>   | <b>5.RI.IKI.7</b>   |  |
| Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.              | Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.   |  |
|   | <b>5.RI.IKI.8</b>   |  |
|   | Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.                                     |  |
| <b>*5.RL.IKI.9*</b>   | <b>*5.RI.IKI.9*</b>   |  |
| Compare and contrast stories in the same genre on their approaches to similar themes and topics.  | Integrate information from two or more texts on the same topic in order to build content knowledge.   |  |
| Foundational Literacy Standards   |   |  |
| Phonics & Word Recognition  | Sentence Composition  | Vocabulary Acquisition   |
| <b>5.FL.PWR.3a</b>  | <b>5.FL.SC.6h</b>   | <b>5.FL.VA.7a.ii</b>   |
| Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read  | Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address.            | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. |

|  |  |  |
|--|--|--|
| accurately unfamiliar multisyllabic words in context and out of context. |  |  |
|  | <b>5.FL.SC.6i</b><br>Use underlining, quotation marks, or italics to indicate titles of works. | <b>5.FL.VA.7b.i</b><br>Interpret figurative language, including similes and metaphors, in context.             |
|  |  | <b>5.FL.VA.7b.ii</b><br>Recognize and explain the meaning of common idioms and proverbs.                       |
|  |  | <b>5.FL.VA.7b.iii</b><br>Use the relationship between particular words to better understand each of the words. |

## Writing Standards

### Text Types & Protocol

#### 5.W.TTP.2

Write informative/explanatory texts to examine a topic and convey ideas and information.

- a. Introduce a topic by providing a general observation and focus.
- b. Group related information logically.
- c. Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader.
- d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- e. Provide a conclusion related to the information or explanation presented.
- f. Link ideas within and across categories of information using words, phrases, and clauses.
- g. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- h. Apply language standards addressed in the Foundational Literacy standards.





## Questioning to TN Academic Standards for Reading (Literature & Informational Text)

**Grade 5  
2024-2025**

|             |  |   |
|-------------|--|---|
| 5.RL.KID.1  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.                          | PA: How does the narrator describe ___?<br>PB: Which detail from the story supports the correct answer to Part A?<br><br>Which <b>two</b> sentences from the passage describe ___?<br><br>Read these sentences from paragraph ____.<br>How does ___?  |
| 5.RI.KID.1* | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.                          | Which sentence best states the relationship between ___ and ___ as described in paragraph ___?<br><br>Based on Passage ___, how does the author connect the actions of ___, ___, and ___?   |
| 5.RL.KID.2  | Determine the theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. | What is the theme of the passage?<br><br>Which statement correctly summarizes the passage?<br><br>Which sentence states a theme of the passage?<br><br>PA: Which statement describes ___'s experience with ___?<br>PB: Select <b>two</b> details from the passage that <b>best</b> support the correct answer to Part A.<br><br>PA: What is the main theme of passage ___?<br>PB: Which detail from passage ___ <b>best</b> supports the theme?<br><br>PA: Which theme in passage 1 is similar to a theme in passage 2?<br>PB: What is a major difference in the way the two stories develop that theme?<br><br>What is the difference between the setting in paragraphs ___ and the setting in the rest of the passage?<br><br>PA: What is the theme of the story?<br>PB: Which detail from the passage <b>best</b> supports the correct answer in Part A? |
| 5.RI.KID.2  | Determine the central idea of a text and explain how it is supported by key details; summarize a text.   | The following item has two parts. Answer Part A and then answer Part B.<br>PA: Which sentence states the central idea developed in paragraphs ___-___?<br>PB: Which sentence best supports the correct answer to Part A?  |

|            |   |   |
|------------|---|---|
|            |   | <p>Which sentence states the central idea of the passage?</p> <p>Which statement provides the <b>best</b> summary of the passage?</p> <p>Which is the <b>best</b> summary of the passage?</p>   |
| 5.RL.KID.3 | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.  | <p>How is ___ like ___ in the story?</p> <p>The following item has two parts. Answer Part A and then answer Part B.<br/> PA: How is ___ different from ___?<br/> PB: Select the detail from paragraphs ___-___ that best supports the correct answer in Part A.</p> <p>How are the characters in these two passages similar?</p> <p>In passage ___, how are the actions of ___ and ___ alike?</p> <p>Which lines from the passage <b>best</b> illustrate the difference between ___ and ___?</p> <p>How are ___ and ___ different?</p> <p>How are ___ and ___ alike?</p> <p>PA: What is the relationship between ___ and ___?<br/> PB: How does this relationship affect the ideas in the text?</p> |
| 5.RI.KID.3 | Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.   | <p>What is the relationship between ___ and ___?</p> <p>PA: Which statement <b>best</b> describes the relationship between ___ and ___?<br/> PB: Which statement from the passage <b>best</b> supports the answer to Part A?</p> <p>Which statement <b>best</b> describes the relationship between ___ and ___ in the passage?</p> <p>PA: According to the passage, which statement explains what <b>most</b> caused ___ to ___?<br/> PB: Which sentence from the passage <b>best</b> supports the correct answer to Part A?</p>  |
| 5.RL.CS.4  | Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. | <p>What does the word ___ mean as it is used in paragraph ___?</p> <p>Which word <b>best</b> helps the reader understand the meaning of the word ___ in paragraph ___?</p> <p>In paragraph ___, what does the phrase "___" suggest about the setting of the story?</p> <p>In paragraph ___, which word <b>best</b> helps the reader understand what ___ means?</p> <p>In paragraph ___, what does the phrase ___ mean?</p>  |
| 5.RI.CS.4  | Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area,  | <p>PA: What does ___ mean as it is used in paragraph ___?<br/> PB: Which phrase <b>best</b> supports the answer to Part A?</p> <p>What is the meaning of the word ___ as it is used in paragraph ___ of the excerpt from ___?</p>   |

|             |  |   |
|-------------|--|---|
|             | including figurative, connotative, and technical meanings.   | What does the word ___ mean as it is used in paragraph ___ of the excerpt from ___?   |
| 5.RL.CS.5   | Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.  | What is the main purpose of paragraph ___?<br>Select two ways paragraphs ___ and ___ contribute to the overall structure of the story.<br>How does paragraph ___ contribute to the overall structure of the passage?<br>How do paragraphs ___ contribute to the overall structure of the story?   |
| 5.RI.CS.5*  | Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.   |   |
| 5.RL.CS.6   | Describe how a narrator's or speaker's point of view influences how events are described.  | Which two sentences describe how having access to ___'s thoughts most contributes to the development of the passage?<br>How does the narrator's point of view affect what the reader knows about ___?<br>How does the narrator's point of view in both passages influence what the reader knows?  |
| 5.RI.CS.6*  | Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.  | How does the author's point of view affect what the reader knows about ___?<br>How does the author's point of view in both passages influence what the reader knows?<br>With which statement would the author of the passage most likely agree?<br>With which statement would the authors of both passages agree?<br>The author most likely wrote the passage ___ to ___. |
| 5.RL.IKI.7* | Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem. | According to the (Text Feature), ___?<br>Which of the following would be most helpful to a reader's understanding of this text? (model, map, diagram, photograph, etc.)   |
| 5.RI.IKI.7* | Locate an answer to a question or solve a problem, drawing on information from multiple print or digital resources.  |   |

|               |  |   |
|---------------|--|---|
| 5.RI.IKI.8    | Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.  | <p>How does the author develop her ideas about ___?</p> <p>What is <b>one</b> (idea) that the author implies but does not support with evidence?</p> <p>PA: Which idea does the author develop to show ___?</p> <p>PB: Which statement from the passage <b>best</b> supports the answer to Part A?</p> <p>Read the sentence from paragraph ____.</p> <p>What does this sentence help the reader to understand about ___?</p> <p>In paragraph ____, what does the sentence ____ tell the reader about ___?</p> <p>What do the details in paragraphs ____ help the reader understand about ___? Select two answers.</p> |
| 5.RL.IKI.9*   | Compare and contrast stories in the same genre on their approaches to similar themes and topics.   |   |
| 5.RI.IKI.9    | Integrate information from two or more texts on the same topic in order to build content knowledge.  | <p>Read this sentence from paragraph ____.</p> <p>Which idea from Passage ____ helps readers understand this sentence?</p> <p>The following item has two parts. Answer Part A and then Answer Part B.</p> <p>PA: What information about ____ in Passage ____ does the reader learn more about in Passage ____?</p> <p>PB: Select a statement from each passage that best supports the correct answer to Part A.</p> <p>Based on information in <b>both</b> passages, what characteristic <b>best</b> describes ____?</p>  |
| 5.RL.RRTC.10* | Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.               |   |
| 5.RI.RRTC.10* | Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently. |   |

\* = No Released TCAP Items for This Standard, Historical JCS Checkpoint Stems Shared



**Johnson City Schools**  
**English Language Arts**  
**Protected Texts List for Grades 3 – 8 (2024 - 2025)**

This list was created by and for JCS English Language Arts teachers in grades 5-8 in order to assist in vertical planning and text selection. Please refer to this list and use professional courtesy when choosing a text for whole group instruction.

| Grade                     | Extended Text Titles  | Additional Aligned Titles from Publisher  | Renowned Short Text Titles                                       |
|---------------------------|---|---|--|
| <b>3<sup>rd</sup> ELA</b> | <i>The Chocolate Touch</i> by Patrick Catling<br><i>The War with Grandpa</i> by Robert Kimmel Smith<br><i>Sarah, Plain and Tall</i> by Patricia MachLahlan<br><i>I Survived Hurricane Katrina</i> by Lauren Tarshis   |   | <i>Move on Up That Beanstalk, Jack!</i> by Thomas Kingley Troupe |
| <b>4<sup>th</sup> ELA</b> | <i>A Long Walk to Water</i> by Linda Sue Park<br><i>Wonder</i> by RJ Palacio<br><i>Shiloh</i> by Phyllis Reynolds Naylor<br><i>Holes</i> by Louis Sacher  |   | <i>Hidden Figures</i> by Margot Lee Shetterly                    |
| <b>5<sup>th</sup> ELA</b> | <i>Esperanza Rising</i> by Pam Munoz Ryan<br><i>Hugo Cabret</i> by Brian Selznick<br><i>Ugly</i> by Robert Hogue<br><i>The True Confessions of Charlotte Doyle</i> by Avi   |   |  |
| <b>6<sup>th</sup> ELA</b> | <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba<br><i>The House of Dies Drear</i> by Virginia Hamilton<br><i>The Phantom Tollbooth</i> by Norton Juster<br><i>The War That Saved My Life</i> by Kimberly Brubaker Bradley<br><i>Percy Jackson: The Lightning Thief</i> by Rick Riordan | <i>The Secret Garden</i> by Frances Hodgson Burnett<br><i>Bud, Not Buddy</i> by Christopher Paul Curtis<br><i>The Young Landlords</i> by Walter Dean Myers<br><i>The Jungle Book</i> by Rudyard Kipling<br><i>Where the Red Fern Grows</i> by Wilson Rawls<br><i>Black Beauty</i> by Anna Sewell<br><i>Charlie and the Chocolate Factory</i> by Roald Dahl<br><i>The Sword and the Circle</i> by Rosemary Sutcliff<br><i>Watership Down</i> by Richard Adams<br><i>Anything but Typical</i> by Nora Raleigh Baskin<br><i>Around the World in 80 Days</i> by Jules Verne<br><i>The House of Dies Drear</i> by Virginia Hamilton<br><i>Maniac Magee</i> by Jerry Spinelli |  |

| Grade               | Extended Text Titles  | Additional Aligned Titles<br>from Publisher   | Renowned Short Text Titles   |
|---------------------|---|---|--|
| 7 <sup>th</sup> ELA | <i>The Boy on the Wooden Box</i> by Leon Leyson<br><i>The Giver</i> by Lois Lowry<br><i>My Side of the Mountain</i> by Jean Craighead George<br><i>Serafina and the Black Cloak</i> by Robert Beatty  | <i>Stand Tall</i> by Joan Bauer<br><i>Fair Weather</i> by Richard Peck<br><i>Ribbons</i> by Laurence Yep<br><i>Incarceron</i> by Catherine Fisher<br><i>Crater</i> by Homer Hickam<br><i>James and the Giant Peach</i> by Roald Dahl<br><i>Hatchet</i> by Gary Paulsen<br><i>Hoot</i> by Carl Hiaasen<br><i>Hush</i> by Jacqueline Woodson<br><i>The Cay</i> by Theodore Taylor<br><i>Letters From Rifka</i> by Karen Hesse<br><i>No Promises in the Wind</i> by Irene Hunt<br><i>The Clay Marble</i> by Minfong Ho   | “The Lottery” Shirley Jackson<br>“The Landlady” Roald Dahl<br>“The Monsters are Due on Maple Street” by Rod Serling        |
| 8 <sup>th</sup> ELA | <i>House of the Scorpion</i> by Nancy Farmer<br><i>Crossover</i> by Kwame Alexander<br><i>Taking Flight</i> by Elaine and Michaela DePrince<br><i>Unbroken</i> (YA adaptation) by Laura Hillenbrand<br><i>The Outsiders</i> by S.E. Hinton<br><i>Chasing Lincoln’s Killer</i> by James L. Swanson | <i>Rules of the Road</i> by Joan Bauer<br><i>All Quiet on the Western Front</i> by Erich Maria Remarque<br><i>The Devil’s Arithmetic</i> by Jane Yolen<br><i>The Boy in the Striped Pajamas</i> by John Boyne<br><i>Ender’s Game</i> by Orson Scott Card<br><i>A Mango-Shaped Space</i> by Wendy Mass<br><i>Queen’s Own Fool</i> by Jane Yolen and Robert J. Harris<br><i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor<br><i>Does My Head Look Big in This?</i> by Randa Abdel-Fattah<br><i>Farewell to Manzanar</i> by James D. Houston and Jeanne Houston<br><i>The Time Machine</i> by H. G. Wells<br><i>20,000 Leagues Under the Sea</i> by Jules Verne<br><i>Boy: Tales of Childhood</i> by Roald Dahl | “The Gift of the Magi” O. Henry<br><br>“My Mother Never Worked”<br>Bonnie Smith-Yackel<br><br>“The Tell-Tale Heart” by Poe |



## 2024-2025 ELA Week-at-a-Glance Document Grade 5: Quarter 1

*Please note: Standards in **bold** could appear on the quarter 1 checkpoint.*

| Week 1: August 5-9, 2024   |  |   |   |   |  |  |
|--|--|---|---|---|--|--|
| Primary Resource   | Reading  |   | Writing   |   | Phonics and Word Study   | Establishing Routines  |
|  | Read Aloud and Book Discussion   | Independent Reading   | Writing   | Independent Writing   |  |  |
| Benchmark Advance<br><br>Review and Routines<br><br>Days 1-5<br><br><b>Other Options:</b><br>Star Testing,<br>Spelling Inventory,<br>IXL<br>Diagnostic,<br>BOY Writing RTI<br>Screener,<br>Reading | Ongoing Read Aloud: <i>Ugly</i> by Robert Hoge<br><br><b>Day 1</b><br><i>Choosing a Good Book for Independent Reading</i><br><br>5.SL.CC.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | <b>Day 1-2</b><br><i>Introduce Independent Reading</i><br><br>5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently. | <b>Days 1-2</b><br><i>Writing to Sources Model: A Response to Reading</i><br><br>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br><br>5.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.<br><br>5.W.TTP.2a Introduce a topic by providing a general observation and focus. | <b>Days 1-2</b><br><i>Response Journals</i><br><br>5.W.TTP.2a Introduce a topic by providing a general observation and focus.<br><br>5.W.TTP.1a Introduce a topic or text.<br><br>5.W.TTP.1b Develop an opinion | <b>Day 1</b><br><i>Long Vowels</i><br><br><b>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b> | <b>Days 1-3</b><br><i>Smooth Transitions</i><br><br>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing |

|  |  |  |  |   |  |  |
|--|--|--|--|---|--|--|
| <p>Interest Inventory, Set AR Goals, Introduce RACE strategy</p> | <p>5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <hr/> <p><b>Day 2</b><br/><i>Build Good Listening Habits</i></p> <p>5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.</p> <hr/> <p><b>Day 3</b><br/><i>Understanding Author's Purpose (to entertain)</i></p> <p>5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying</p> | <p><b>Day 3</b><br/><i>Previewing Books</i></p> <p>5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <hr/> <p><b>Day 4</b><br/><i>Use a Reading Log</i></p> <p>Standard: n/a</p> <hr/> <p><b>Day 5</b><br/><i>Introduce the Reading Workstation</i></p> <p>5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.</p> | <p>5.W.TTP.1b Develop an opinion through logically-ordered reasons that are supported by facts and details.</p> <p>5.W.TTP.3a Orient the reader by establishing a situation, using a narrator and/or introducing characters.</p> <hr/> <p><b>5.W.TTP.3d Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</b></p> <hr/> <p><b>Day 3</b><br/><i>Writing to Sources Model: A Response to Reading</i></p> <p>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <p>5.W.TTP.2a Introduce a topic by providing a general observation and focus.</p> <p>5.W.TTP.1b Develop an opinion through logically-ordered reasons that are supported by facts and details.</p> | <p>through logically-ordered reasons that are supported by facts and details.</p> <hr/> <p><b>Day 3</b><br/><i>A Response to Reading</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> | <p>5.FL.WC.4a Spell grade-appropriate words correctly consulting references as needed.</p> <hr/> <p><b>Day 2-3</b><br/><i>Open and Closed Syllable Patterns</i></p> <p><b>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b></p> <hr/> <p><b>Day 4</b><br/><i>Consonant -le Syllable Patterns</i></p> <p><b>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to</b></p> | <p>one's own ideas clearly.</p> <p><i>Getting Ready for Whole- Group Instruction: Creating a Collaborative Atmosphere within Reader's Workshop</i></p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p> <hr/> <p><b>Days 4-5</b><br/><i>Getting Ready for Whole-Group Instruction: Creating a Collaborative Atmosphere</i></p> |
|--|--|--|--|---|--|--|



|  |  |   |  |   |   |
|--|--|---|--|---|---|
| <p>which reasons and evidence support which points.</p> <hr/> <p><b>Day 4</b><br/><i>Understanding Author's Purpose (to persuade)</i></p> <p>5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.</p> <hr/> <p><b>Day 5</b><br/><i>Understanding Author's Purpose (inform)</i></p> <p>5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.</p> | <p>5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.</p> <p>5.W.RBPK.8 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.</p> | <p><b>5.W.TTP.3a Orient the reader by establishing a situation, using a narrator and/or introducing characters.</b></p> <hr/> <p><b>5.W.TTP.3d Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</b></p> <hr/> <p><b>Days 4-5</b><br/><i>Writing to Sources</i><br/><i>Model: Persuasive Writing</i></p> <p>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>5.W.TTP.1a Introduce a topic or text.</p> <p>5.W.TTP.1b Develop an opinion through logically-ordered reasons that are supported by facts and details.</p> <p>5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <p>5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <p><b>Days 4-5</b><br/><i>Persuasive Writing</i></p> <p>5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5.W.RBPK.8 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.</p> | <p><b>read accurately unfamiliar multisyllabic words in context and out of context.</b></p> <hr/> <p><b>Day 5</b><br/><i>Vowel Team Syllable Patterns</i></p> <p><b>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b></p> | <p><i>within Reader's Workshop</i></p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p> |
|--|--|---|--|---|---|

**Week 2: August 12-16, 2024**

| Primary Resource   | Reading   | Writing   | Phonics and Word Study   | Language   |
|--|---|---|--|--|
| <p>Benchmark Advance</p> <p>Unit 1</p> <p><i>Cultivating Natural Resources</i></p> <p>Week 1</p> | <p>Ongoing Read Aloud: <i>Ugly</i> by Robert Hoge</p> <p><b>Focus standard: 5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text.</b></p> <p><i>Benchmark Comprehension Intervention Lesson 19: Determine Two or More Main Ideas in a Text</i></p> <p><i>Benchmark Comprehension Intervention Lesson 20: Explain How Key Details Support the Main Ideas of a Text</i></p> <p><i>Benchmark Comprehension Intervention Lesson 21: Summarize Text</i></p> <p><i>Extension: Curriculum Associates Ready Reading Lesson 2: Summarizing Informational Texts</i></p> <p><b>Day 1</b><br/> <i>#1 Introduce Unit 1: Cultivating Natural Resources</i></p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p> | <p><i>Extension: Curriculum Associates Ready Writing Lesson 3: Writing a Narrative: Legend</i></p> <p><b>Day 1</b><br/> <i>Ready Writing Step 1: Study a Mentor Text</i></p> <p><b>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b></p> <p>OR</p> <p><i>Benchmark #3 Write an Informative/Explanatory Essay: Analyze a Mentor Text</i></p> <p>5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <hr/> <p><b>Day 2</b><br/> <i>Ready Writing Step 2: Unpack Your Assignment</i></p> <p><b>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b></p> <p>OR</p> <p><i>Benchmark #6 Write an Informative/Explanatory Essay: Gather Facts and Details from a Print Source</i></p> <p>5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print</p> | <p><i>#5 Review Short Vowel Syllable Pattern</i></p> <p><b>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b></p> | <p><i>Extension: Curriculum Associates Ready Reading Language Lessons 4 and 5: Perfect Verb Tenses and Using Verb Tenses</i></p> <p><b>5.FL.SC.6b Form and use the perfect verb tense.</b></p> <p><b>5.FL.SC.6c Use verb tense to convey various times, sequences, states, and conditions.</b></p> |

|  |   |  |   |
|--|---|--|---|
|  | <p>#2 <i>"The Structure of a Corn Plant" First Reading: Ask Questions</i></p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 2</b><br/>#4 <i>"The Structure of a Corn Plant" Identify Key Details and Determine Central Idea</i></p> <p><b>5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text.</b></p> <hr/> <p><b>Day 3</b><br/>#7 <i>"The Structure of a Corn Plant" Explain Cause and Effect Relationships in a Text</i></p> <p>5.RI.KID.3 5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.</p> <p>5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</p> <hr/> <p><b>Day 4</b><br/>#10 <i>"The Future of a Crop" First Reading: Create Mental Images</i></p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> | <p>and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <hr/> <p><b>Day 3</b><br/><i>Ready Writing Step 3: Find Text Evidence</i></p> <p>5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.</p> <p>5.W.RBPK.8 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.</p> <p>OR<br/><i>Benchmark #9 Write an Informative/Explanatory Essay: Listen and View to Gather Facts and Details</i></p> <p>5.W.RBPK.8 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.</p> <p>5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.</p> <hr/> <p><b>Day 4</b><br/><i>Ready Writing Step 4: Organize Your Details</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> | <p>#8 <i>"The Structure of a Corn Plant" Grammar in Context: Verb Tense to Convey Sequences</i></p> <p><b>5.FL.SC.6b Form and use the perfect verb tense.</b></p> <p><b>5.FL.SC.6c Use verb tense to convey various times, sequences, states, and conditions.</b></p> |
|--|---|--|---|

|  |  |   |  |  |
|--|--|---|--|--|
|  | <p><b>Day 5</b><br/> <i>#12 “The Future of a Crop” Draw on Information from Multiple Sources: Charts and Graphs</i></p> <p><b>5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.</b></p> <p><i>#13 “The Future of a Crop” Determine Author’s Point of View and Purpose</i></p> <p><b>5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.</b></p> | <p>OR</p> <p><i>Benchmark #11 Write an Informative/Explanatory Essay: Analyze an Author’s Organization</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <hr/> <p><b>Day 5</b><br/> <i>Ready Writing Step 5: Draft Your Legend</i></p> <p><b>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b></p> <p><b>5.W.TTP.3a Orient the reader by establishing a situation, using a narrator, and/or introducing characters.</b></p> <p><b>5.W.TTP.3b Organize an event sequence that unfolds naturally and logically.</b></p> <p>OR</p> <p><i>Benchmark #14 Grammar: Coordinating Conjunctions</i></p> <p>5.FL.SC.6a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.</p> |  |  |
|--|--|---|--|--|

## Week 3: August 19-23, 2024

| Primary Resource   | Reading   | Writing  | Phonics and Word Study  | Language   |
|--|---|--|---|--|
| <p>Benchmark Advance</p> <p>Unit 1</p> <p><i>Cultivating Natural Resources</i></p> <p>Week 2</p> | <p>Ongoing Read Aloud: <i>Ugly</i> by Robert Hoge</p> <p><b>Focus standard: 5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.</b></p> <p><i>Benchmark Comprehension Intervention Lesson 33: Identify Similarities and Differences Between Two Accounts of an Event</i></p> <p><i>Benchmark Comprehension Intervention Lesson 34: Analyze Multiple Accounts of an Event</i></p> <p><i>Extension: Curriculum Associates Ready Reading Lesson 14: Analyzing Accounts of the Same Topic</i></p> <p><b>Day 1</b><br/>#1 "A Short History of a Special Plant" First Reading: Ask Questions</p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> | <p><i>Extension: Curriculum Associates Ready Writing Lesson 3: Writing a Narrative: Legend</i></p> <p><b>Day 1</b><br/><i>Ready Writing Step 6: Revise: First Read</i></p> <p><b>5.W.TTP.3d Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</b></p> <p>OR<br/><i>Benchmark #3 Write an Informative/Explanatory Essay: Read and Analyze the Text-Based Prompt</i></p> <p>5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <hr/> <p><b>Day 2</b><br/><i>Ready Writing Step 7: Revise: Second Read</i></p> <p><b>5.W.TTP.3c Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.</b></p> <p>OR<br/><i>Benchmark #6 Write an Informative/Explanatory Essay: Gather Facts and Details from a Print Source</i></p> <p>5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> | <p><b>Day 1</b><br/>#2 Review Long Vowel Syllable Pattern</p> <p><b>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b></p> | <p><i>Extension: Curriculum Associates Ready Reading Language Lessons 1 and 13: Coordinating and Subordinating Conjunctions and Combining Sentences</i></p> <p><b>5.FL.SC.6a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.</b></p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  | <p><b>Day 2</b><br/> <i>#4 "A Short History of a Special Plant" Identify Key Details and Determine Central Ideas</i></p> <p><b>5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text.</b></p> <p><i>#5 "A Short History of a Special Plant" Determine the Meaning of Domain-Specific Vocabulary</i></p> <p>5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</p> <hr/> <p><b>Day 3</b><br/> <i>#8 "A Short History of a Special Plant" Close Reading: Determine the Author's Point of View and Purpose</i></p> <p><b>5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.</b></p> <hr/> <p><b>Day 4</b><br/> <i>#10 "A Short History of a Special Plant" Close Reading: Draw on Information from Multiple Sources to Answer Cause and Effect Questions</i></p> | <p>5.W.RBPK.8 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.</p> <hr/> <p><b>Day 3</b><br/> <i>Ready Writing Step 8: Edit for Conventions</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <p>OR<br/> <i>Benchmark #9 Write an Informative/Explanatory Essay: Gather Notes from a Video Source</i></p> <p>5.W.RBPK.8 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.</p> <p><b>5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.</b></p> <hr/> <p><b>Day 4</b><br/> <i>Ready Writing: Publish and Present Writing</i></p> <p>5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills</p> |  | <p><b>Day 3</b><br/> <i>#7 "A Short History of a Special Plant" Grammar in Context: Coordinating Conjunctions and Independent Clauses</i></p> <p><b>5.FL.SC.6a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.</b></p> |
|--|--|--|--|--|

|   |  |  |  |
|---|--|--|--|
| <p>5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</p> <hr/> <p><b>Day 5</b><br/> <i>#12 Close Reading: Integrate Information from Two Texts on the Same Topic</i></p> <p>5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.</p> | <p>to type a complete product in a single sitting as defined in W.1-3.</p> <p>OR</p> <p><i>Benchmark #11 Write an Informative/Explanatory Essay: Plan and Organize Your Ideas</i></p> <p>5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <hr/> <p><b>Day 5</b><br/> <i>Ready Writing Evaluate and Reteach Writing</i></p> <p><b>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b></p> <p>OR</p> <p><i>Benchmark #13 Language in Context: Combine Sentences for Meaning, Interest, and Style</i></p> <p>5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <p>5.FL.SC.6a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.</p> |  |  |
|---|--|--|--|

**Week 4: August 26-30, 2024**

| Primary Resource   | Reading  | Writing  | Phonics and Word Study  | Language   |
|--|--|--|---|--|
| <p>Benchmark Advance</p> <p>Unit 1</p> <p><i>Cultivating Natural Resources</i></p> <p>Week 3</p> | <p>Ongoing Read Aloud: <i>Ugly</i> by Robert Hoge</p> <p><b>Focus standard: 5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.</b></p> <p><i>Benchmark Comprehension Intervention Lesson 35: Draw on Information from Multiple Print Sources</i></p> <p><i>Benchmark Comprehension Intervention Lesson 36: Draw on Information from Multiple Digital Sources</i></p> <p><i>Benchmark Comprehension Intervention Lesson 37: Draw on Information from Multiple Print and Digital Sources</i></p> <p><i>Extension: Curriculum Associates Ready Reading Lesson 18: Finding Information from Multiple Sources</i></p> <p><b>Day 1</b><br/>#1 “The Science of Growing Corn” First Reading: <i>Mental Images</i></p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 2</b><br/>#4 “The Science of Growing Corn” Close Reading: <i>Draw on Information from Multiple Sources</i></p> <p><b>5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.</b></p> | <p><b>Day 1</b><br/><i>Benchmark #3 Write an Informative/Explanatory Essay: Draft a Clear Introduction</i></p> <p>5.W.TTP.2a Introduce a topic by providing a general observation and focus.</p> <hr/> <p><b>Day 2</b><br/><i>Benchmark #6 Write an Informative/Explanatory Essay: Develop the Topic with Facts, Details, and Quotations from Sources</i></p> <p>5.W.TTP.2d Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <hr/> <p><b>Day 3</b><br/><i>Benchmark #8 Write an Informative/Explanatory Essay: Link Ideas Within and Across Categories of Information</i></p> <p>5.FL.SC.6a Explain the function of conjunctions, prepositions, and interjections as used in general</p> | <p><b>Day 1</b><br/>#2 <i>r-Controlled Vowels /ûr/ er, ir, ur</i></p> <p><b>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b></p> | <p><i>Extension: Curriculum Associates Ready Reading Language Lesson 15: Using Context Clues</i></p> <p><b>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</b></p> <p><b>Day 3</b><br/>#5 <i>Language in Context: Correctly Use Frequently Confused Words</i></p> |



|  |   |   |   |
|--|---|---|---|
|  | <p><b>Day 3</b><br/> <i>#7 “The Science of Growing Corn” and “A Short History of a Special Plant” Close Reading: Analyze Point of View and Purpose in Two Texts on the Same Topic</i></p> <p><b>5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.</b></p> <hr/> <p><b>Day 4</b><br/> <i>#9 Close Reading: Integrate Information from Several Texts on the Same Topic</i></p> <p>5.RI.IK1.9 Integrate information from two or more texts on the same topic in order to build content knowledge.</p> <hr/> <p><b>Day 5</b><br/> <i>#11 “A Girl’s Garden” Review the Features and Structures of Poetry</i></p> <p>5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</p> <p><i>#13 Unit Wrap-Up: Share Real-World Perspectives</i></p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.</p> | <p>and in particular sentences.</p> <hr/> <p><b>Day 4</b><br/> <i>Benchmark #10 Write an Informative/Explanatory Essay: Edit to Combine and Reduce Sentences</i></p> <p>5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <hr/> <p><b>Day 5</b><br/> <i>Benchmark #12 Write an Informative/Explanatory Essay: Evaluate and Reflect on Writing</i></p> <p>5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> | <p>5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p><b>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</b></p> |
|--|---|---|---|

**Week 5: September 3-6, 2024 (4-day week)**

| Primary Resource  | Reading   | Writing   | Phonics and Word Study  | Language  |
|---|---|---|---|---|
| <p>Benchmark Advance</p> <p>Unit 2</p> <p><i>Developing Characters' Relationships</i></p> <p>Week 1</p> | <p>Ongoing Read Aloud: <i>Ghost</i> by Jason Reynolds</p> <p><b>Focus standard: 5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</b></p> <p><i>Benchmark Comprehension Intervention Lesson 5: Describe Characters and Setting</i></p> <p><i>Benchmark Comprehension Intervention Lesson 6: Compare and Contrast Characters</i></p> <p><i>Benchmark Comprehension Intervention Lesson 7: Compare and Contrast Settings</i></p> <p><i>Benchmark Comprehension Intervention Lesson 8: Compare and Contrast Events</i></p> <p><i>Extension: Curriculum Associates Ready Reading Lesson 5: Comparing and Contrasting Characters in Drama</i></p> <p><b>Day 1</b><br/> <b>#1 Introduce Unit 2: Developing Characters' Relationships</b></p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p> <p><b>#2 "The Drive Down" First Reading: Draw Inferences</b></p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> | <p><b>Day 1</b><br/> <b>#3 Write an Opinion Essay: Analyze a Mentor Opinion Text</b></p> <p>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <hr/> <p><b>Day 2</b><br/> <b>#6 Write an Opinion Essay: Analyze an Author's Reasons, Facts, and Details</b></p> <p>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <hr/> <p><b>Day 3</b><br/> <b>#9 Write an Opinion Essay: Read a Source Text to Find Facts and Details</b></p> <p>5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources;</p> | <p><b>#5 Review r-Controlled Vowels /âr/, /är/, /ôr/ (air, are; ar; or, our, ore)</b></p> <p><b>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b></p> | <p><i>Extension: Curriculum Associates Ready Reading Language Lesson 6: Shifts in Verb Tense</i></p> <p>5.FL.SC.6d Recognize and correct inappropriate shifts in verb tense.</p> <p><b>#8 "The Drive Down" Grammar in Context: Form and Use the Past Perfect Verb Tense</b></p> |

|  |   |   |  |   |
|--|---|---|--|---|
|  | <p><b>Day 2</b><br/>#4 <i>“The Drive Down” Summarize the Text</i></p> <p><b>5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.</b></p> <hr/> <p><b>Day 3</b><br/>#7 <i>“The Drive Down” Compare and Contrast Two Characters in a Story</i></p> <p><b>5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</b></p> <hr/> <p><b>Day 4</b><br/>#10 <i>“Grandpop’s Surprise” First Reading: Make Connections</i></p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 5</b><br/>#12 <i>“Grandpop’s Surprise” Compare and Contrast Varieties of English</i></p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.</p> <p>5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <p>#13 <i>“Grandpop’s Surprise” Analyze How Visual Elements Contribute to Meaning and Tone</i></p> <p><b>5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.</b></p> | <p>summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <hr/> <p><b>Day 4</b><br/>#11 <i>Write an Opinion Essay: Analyze a Concluding Statement</i></p> <p>5.W.TTP.1d Provide a concluding statement or section related to the opinion presented.</p> <hr/> <p><b>Day 5</b><br/>#14 <i>Grammar: Form and Use the Past Perfect Tense</i></p> <p>5.FL.SC.6a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.</p> <p>5.FL.SC.6b Form and use the perfect verb tense.</p> |  | <p><b>5.FL.SC.6b Form and use the perfect verb tense.</b></p> |
|--|---|---|--|---|

**Week 6: September 9-13, 2024**

| Primary Resource  | Reading  | Writing  | Phonics and Word Study  | Language  |
|---|--|--|---|---|
| <p>Benchmark Advance</p> <p>Unit 2</p> <p><i>Developing Characters' Relationships</i></p> <p>Week 2</p> | <p>Ongoing Read Aloud: <i>Ghost</i> by Jason Reynolds</p> <p><b>Focus standard: 5.RL.IK1.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.</b></p> <p><i>Benchmark Comprehension Intervention Lesson 14: Analyze How Visual Elements Contribute to Meaning</i></p> <p><i>Benchmark Comprehension Intervention Lesson 15: Analyze How Multimedia Elements Contribute to Meaning</i></p> <p><i>Extension: Curriculum Associates Ready Reading Lesson 21: Analyzing Visual Elements in Literary Texts</i></p> <p><b>Day 1</b><br/>#1 "Sky-Glitter" First Reading: Draw Inferences</p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 2</b><br/>#4 "Sky-Glitter" Summarize the Text</p> <p><b>5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.</b></p> | <p><b>Day 1</b><br/>#3 Write an Opinion Essay: Read and Analyze the Text-Based Prompt</p> <p>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <hr/> <p><b>Day 2</b><br/>#6 Write an Opinion Essay: Develop Reasons Based on Facts and Details from Sources</p> <p>5.W.RBPK.8 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.</p> <p>5.W.TTP.1b Develop an opinion through logically-ordered reasons that are supported by facts and details.</p> <hr/> <p><b>Day 3</b><br/>#9 Write an Opinion Essay: Use Text Evidence to Form Your Opinion</p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and</p> | <p><b>Day 1</b><br/>#2 Review Closed Syllable Pattern</p> <p><b>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b></p> | <p><i>Extension: Curriculum Associates Ready Reading Language Lesson 23: Words That Connect Ideas</i></p> <p><b>5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships</b></p> |

|  |   |  |  |  |
|--|---|--|--|--|
|  | <p><i>#5 "Sky-Glitter" Use Context as a Clue to the Meaning of Words and Phrases</i></p> <p><b>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</b></p> <p>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</p> <hr/> <p><b>Day 3</b><br/> <i>#8 "Sky-Glitter" Close Reading: Compare and Contrast Two Characters</i></p> <p><b>5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</b></p> <hr/> <p><b>Day 4</b><br/> <i>#10 "Sky-Glitter" Close Reading: Analyze How Visual Elements Contribute to Meaning and Tone</i></p> <p><b>5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.</b></p> <hr/> <p><b>Day 5</b><br/> <i>#12 "Sky-Glitter" Close Reading: Explain How a Series of Chapters or Scenes Fits Together to Provide the Structure of a Novel</i></p> <p>5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</p> | <p>expressing one's own ideas clearly.</p> <p>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <hr/> <p><b>Day 4</b><br/> <i>#11 Write an Opinion Essay: Plan and Organize Your Opinion Essay</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <hr/> <p><b>Day 5</b><br/> <i>#13 Grammar: Link Ideas Using Words, Phrases, and Clauses</i></p> <p>5.W.TTP.1e Link opinion and reasons using words, phrases, and clauses.</p> |  | <p><b>Day 3</b><br/> <i>#7 "Sky-Glitter" Language in Context: Choose Words and Phrases to Convey Ideas Precisely</i></p> <p><b>5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships</b></p> |
|--|---|--|--|--|

**Week 7: September 16-20, 2024**

| Primary Resource  | Reading   | Writing  | Phonics and Word Study  | Language  |
|---|---|--|---|---|
| <p>Benchmark Advance</p> <p>Unit 2</p> <p><i>Developing Characters' Relationships</i></p> <p>Week 3</p> | <p>Ongoing Read Aloud: <i>Ghost</i> by Jason Reynolds</p> <p><b>Focus standard: 5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.</b></p> <p><i>Benchmark Comprehension Intervention Lesson 3: Determine Theme</i></p> <p><i>Benchmark Comprehension Intervention Lesson 4: Summarize Text</i></p> <p><i>Extension: Curriculum Associates Ready Reading Lesson 9: Summarizing Literary Texts</i></p> <p><b>Day 1</b><br/>#1 "Ernie's Secret" First Reading: Make Connections</p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 2</b><br/>#4 "Ernie's Secret" Close Reading: Summarize the Text</p> <p><b>5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.</b></p> <hr/> <p><b>Day 3</b><br/>#7 Close Reading: Compare and Contrast Varieties of English</p> <p>5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p><b>Day 1</b><br/>#3 Write an Opinion Essay: Draft an Effective Opening Paragraph</p> <p>5.W.TTP.1a Introduce a topic or text.</p> <hr/> <p><b>Day 2</b><br/>#6 Write an Opinion Essay: Incorporate Reasons Supported by Facts and Details</p> <p>5.W.TTP.1b Develop an opinion through logically-ordered reasons that are supported by facts and details.</p> <hr/> <p><b>Day 3</b><br/>#8 Write an Opinion Essay: Revise to Link Opinions with Reasons Using Words, Phrases, and Clauses</p> <p>5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> | <p><b>Day 1</b><br/>#2 Review Open Syllable Pattern</p> <p><b>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b></p> | <p><i>Extension: Curriculum Associates Ready Reading Language Lesson 18: Figurative Language</i></p> <p><b>5.FL.VA.7b.i Interpret figurative language, including similes and metaphors, in context.</b></p> <p><b>Day 2</b><br/>#5 Grammar in Context: Use Verb Tenses to Convey Various Conditions</p> |

|  |   |  |  |  |
|--|---|--|--|--|
|  | <p>5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p> <p>5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <hr/> <p><b>Day 4</b><br/> <i>#9 Close Reading: Explain How a Series of Chapters or Scenes Fits Together to Provide the Structure of a Novel</i></p> <p>5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</p> <hr/> <p><b>Day 5</b><br/> <i>#11 "Casey at Bat" Interpret Figurative Language: Hyperbole</i></p> <p>5.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>5.FL.VA.7b.i Interpret figurative language, including similes and metaphors, in context.</b></p> <p><i>#13 Unit Wrap-Up: Share Real World Perspectives</i></p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p> | <p><b>Day 4</b><br/> <i>#10 Write an Opinion Essay: Recognize and Correct Inappropriate Shifts in Verb Tense</i></p> <p>5.FL.SC.6c Use verb tense to convey various times, sequences, states, and conditions.</p> <hr/> <p><b>Day 5</b><br/> <i>#12 Write an Opinion Essay: Evaluate and Reflect on Writing</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> |  | <p><b>5.FL.SC.6c Use verb tense to convey various times, sequences, states, and conditions</b></p> |
|--|---|--|--|--|

**Week 8: September 23-27, 2024**

| <b>Week 8: September 23-27, 2024</b>   |                |                               |                 |
|--|----------------|-------------------------------|-----------------|
| <b>Reading</b>   | <b>Writing</b> | <b>Phonics and Word Study</b> | <b>Language</b> |
| <p>Ongoing Read Aloud: <i>Ghost</i> by Jason Reynolds</p> <p>Review Q1 Skills<br/>Checkpoint Review</p> <p>Practice Options:</p> <p>We Are Ready Booklets</p> <p>Previously Administered Checkpoints and Common Formative Assessments in Illuminate</p> <p>Benchmark Advance Unit Assessments</p> <p>Benchmark Comprehension Intervention Lessons</p> <p>Narrative Writing Bootcamp</p> <p>Ready Writing: Lesson 3: Writing a Narrative: Legend</p> <p>Narrative Writing Checkpoint Supplement: "Road to the Red Planet"</p> |                |                               |                 |

**Week 9: September 30-October 4, 2024**

| <b>Week 9: September 30-October 4, 2024</b>           |                       |                |                               |                 |
|---|-----------------------|----------------|-------------------------------|-----------------|
| <b>Primary Resource</b>                               | <b>Reading</b>        | <b>Writing</b> | <b>Phonics and Word Study</b> | <b>Language</b> |
| Ongoing Read Aloud:<br><i>Ghost</i> by Jason Reynolds | Checkpoint Assessment |                |                               |                 |





## 2024-2025 ELA Week-at-a-Glance Document Grade 5: Quarter 2

*Please note: Standards in **bold** could appear on the quarter 2 checkpoint.*

### Week 1: October 14-18, 2024

| Primary Resource   | Reading   | Writing  | Phonics and Word Study  | Language   |
|--|---|--|---|--|
| Benchmark Advance<br><br>Unit 4<br><br><i>Recognizing Author's Point of View</i><br><br>Week 1 | Ongoing Read Aloud: <i>Esperanza Rising</i> by Pam Muñoz Ryan<br><br><b>Focus standard: 5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b><br><br><i>Extension: Curriculum Associates Ready Reading Lesson 10: Using Details to Support Inferences in Literary Texts</i><br><br><i>Benchmark Comprehension Intervention Lesson 1: Quote Accurately to Explain What the Text Says</i><br><br><i>Benchmark Comprehension Intervention Lesson 2: Quote Accurately to Draw Inferences from Text</i> | <i>Extension: Ready Writing Lesson 1: Writing an Opinion: Letter to the Editor</i><br><br><b>Day 1</b><br><i>Ready Writing Step 1: Study a Mentor Text</i><br><br>OR<br><i>Benchmark #3 Write a Fictional Narrative: Read a Prompt and Mentor Text</i><br><br>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.<br><br><b>Day 2</b><br><i>Ready Writing Step 2: Unpack Your Assignment</i> | <b>Day 2</b><br><i>#5 Vowel-Consonant-e Syllable Pattern</i><br><br><b>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read</b> | <i>Extension: Curriculum Associates Ready Reading Language Lesson 17: Using a Dictionary and Glossary</i><br><br><b>5.FL.VA.7a.iii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</b> |

|  |  |  |   |
|--|--|--|---|
| <p><b>Day 1</b><br/> <i>#1 Introduce Unit 4: Recognizing Author’s Point of View</i></p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.</p> <p>5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</p> <p><i>#2 “I Hear America Singing” &amp; “Caged Bird” First Reading: Ask Questions About Characters and Events</i></p> <p><b>5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 2</b><br/> <i>#4 “I Hear America Singing” &amp; “Caged Bird” Build Vocabulary: Determine the Meaning of Words and Phrases as They are Used in a Text</i></p> <p><b>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</b></p> | <p>OR<br/> <i>Benchmark #6 Write a Fictional Narrative: Analyze Characters and Events</i></p> <p>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>5.W.RBPK.8 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.</p> <hr/> <p><b>Day 3</b><br/> <i>Ready Writing Step 3: Find Text Evidence</i></p> <p>OR<br/> <i>Benchmark #9 Write a Fictional Narrative: Read to Find Character Traits in a Source Text</i></p> <p><b>5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <p>5.W.RBPK.8 Reperfectcall 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.</p> | <p><b>accurately unfamiliar multisyllabic words in context and out of context.</b></p> <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> | <p><b>Day 4</b><br/> <i>#8 “I Hear America Singing” &amp; “Caged Bird” Language in Context: Choose Words and Ideas Precisely</i></p> <p><b>5.FL.VA.7a.iii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</b></p> <p>5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> |
|--|--|--|---|

|  |  |   |  |  |
|--|--|---|--|--|
|  | <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <hr/> <p><b>Day 3</b><br/> #7 “I Hear America Singing” &amp; “Caged Bird”<br/> Describe How a Narrator’s Point of View Influences How Events Are Described</p> <p><b>5.RL.CS.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</b></p> <hr/> <p><b>Day 4</b><br/> #10 “Gold Country” First Reading: Create Mental Images of Characters and Events</p> <p><b>5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <hr/> <p><b>Day 5</b><br/> #12 “Gold Country” Explain How a Series of Sections Provides the Overall Structure of a Story</p> <p>5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</p> <p>#13 Build Vocabulary: Determine the Meaning of Figurative Language</p> <p><b>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</b></p> | <p><b>Day 4</b><br/> Ready Writing Step 4: Organize Your Evidence</p> <p>OR</p> <p>Benchmark #11 Write a Fictional Narrative: Develop Your Character’s Voice</p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <p>5.W.RBPK.8 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.</p> <hr/> <p><b>Day 5</b><br/> Ready Writing Step 5: Draft Your Letter</p> <p>OR</p> <p>Benchmark #14 Grammar: Form and Use Perfect Tenses</p> <p>5.FL.SC.6b Form and use the perfect verb tense.</p> |  | <p>5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> |
|--|--|---|--|--|

**Week 2: October 21-25, 2024**

| Primary Resource  | Reading  | Writing   | Phonics and Word Study   | Language   |
|---|--|---|--|--|
| <p>Benchmark Advance</p> <p>Unit 4</p> <p><i>Recognizing Author's Point of View</i></p> <p>Week 2</p> | <p>Ongoing Read Aloud: <i>Esperanza Rising</i> by Pam Muñoz Ryan</p> <p><b>Focus standard: 5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described.</b></p> <p><i>Extension: Curriculum Associates Ready Reading Lesson 17: Point of View</i></p> <p><i>Benchmark Comprehension Intervention Lesson 13: Describe How Point of View Influences Descriptions of Events</i></p> <p><b>Day 1</b><br/>                     #1 "I Speak Spanish, Too" First Reading: Ask Questions About Characters and Events</p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 2</b><br/>                     #4 "I Speak Spanish, Too" Summarize the Text</p> <p><b>5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.</b></p> <p>#5 "I Speak Spanish, Too" Build Vocabulary: Determine the Meaning of</p> | <p><i>Extension: Curriculum Associates Ready Writing Lesson 1: Writing an Opinion: Letter to the Editor</i></p> <p><b>Day 1</b><br/>                     Ready Writing Step 6: Revise: First Read</p> <p>OR</p> <p><i>Benchmark #3 Write a Fictional Narrative: Read the Prompt and Checklist</i></p> <p>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <hr/> <p><b>Day 2</b><br/>                     Ready Writing Step 7: Revise: Second Read</p> <p>OR</p> <p><i>Benchmark #6 Write a Fictional Narrative: Use Event Descriptions from a Source Text</i></p> <p>5.W.RBPK.8 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.</p> <hr/> <p><b>Day 3</b><br/>                     Ready Writing Step 8: Edit for Conventions</p> <p>OR</p> | <p><b>Day 1</b><br/>                     #2 Homographs</p> <p>5.FL.VA.7b.iii Use the relationship between particular words to better understand each of the words.</p> <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> | <p><i>Extension: Curriculum Associates Ready Reading Language Lesson 7: Correlative Conjunctions</i></p> <p><b>5.FL.SC.6e Use correlative conjunctions.</b></p> <p><b>Day 3</b><br/>                     #7 "I Speak Spanish, Too" Language in Context: Recognize Dialect and Register: Fragments and Run-Ons</p> <p>5.FL.SC.6e Produce complete sentences; recognize and correct inappropriate fragments and run-ons.</p> |

|  |   |   |  |  |
|--|---|---|--|--|
|  | <p><i>Figurative Language</i></p> <p>5.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <hr/> <p><b>Day 3</b><br/> <i>#8 "I Speak Spanish, Too" Close Reading: Explain How a Series of Sections Provides the Overall Structure of a Story</i></p> <p>5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</p> <hr/> <p><b>Day 4</b><br/> <i>#10 "I Speak Spanish, Too" Close Reading: Describe How a Narrator's Point of View Influences How Events Are Described</i></p> <p><b>5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described.</b></p> <hr/> <p><b>Day 5</b><br/> <i>#12 Close Reading: Compare and Contrast Themes in Two Stories in the Same Genre</i></p> <p>5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> | <p><i>Benchmark #9 Write a Fictional Narrative: Develop the Character</i></p> <p>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>5.W.RBPK.8 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.</p> <hr/> <p><b>Day 4</b><br/> <i>Benchmark #11 Write a Fictional Narrative: Develop the Character's Voice</i></p> <p>5.W.RBPK.8 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.</p> <hr/> <p><b>Day 5</b><br/> <i>Benchmark #13 Grammar: Develop Realistic Dialogue</i></p> <p>5.FL.SC.6a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.</p> |  |  |
|--|---|---|--|--|

**Week 3: October 28-November 1, 2024**

| Primary Re-source  | Reading   | Writing  | Phonics and Word Study  | Language  |
|--|---|--|---|---|
| <p>Benchmark Advance</p> <p>Unit 4</p> <p>Recognizing Author's Point of View</p> <p>Week 3</p> | <p>Ongoing Read Aloud: <i>Esperanza Rising</i> by Pam Muñoz Ryan</p> <p><b>Focus standard: 5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</b></p> <p><i>Extension: Curriculum Associates Ready Reading Lesson 15: Language and Meaning</i></p> <p><i>Benchmark Comprehension Intervention Lesson 9: Determine the Meanings of Words and Phrases</i></p> <p><i>Benchmark Comprehension Intervention Lesson 10: Determine the Meanings of Similes</i></p> <p><i>Benchmark Comprehension Intervention Lesson 11: Determine the Meanings of Metaphors</i></p> <p><b>Day 1</b><br/>#1 "Miguel's Prophecy" First Reading: Create Mental Images of Characters and Events</p> <p><b>5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <hr/> <p><b>Day 2</b><br/>#4 "Miguel's Prophecy" Close Reading: Describe How a Narrator's Point of View Influences How Events are Described</p> | <p><b>Day 1</b><br/><i>Benchmark #3 Write a Fictional Narrative: Use Dialogue to Dramatize Events</i></p> <p>5.W.TTP.3a Orient the reader by establishing a situation, using a narrator, and/or introducing characters.</p> <p>5.W.TTP.3c Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.</p> <hr/> <p><b>Day 2</b><br/><i>Benchmark #6 Write a Fictional Narrative: Use Descriptions to Develop Events</i></p> <p>5.W.TTP.3c Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.</p> <hr/> <p><b>Day 3</b><br/><i>Benchmark #8 Write a Fictional Narrative: Revise to Improve Dialogue</i></p> <p>Standard: n/a</p> | <p><b>Day 1</b><br/>#2 Variant Vowels /oo/ and /oo/</p> <p><b>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b></p> | <p><b>Day 2</b><br/>#5 Grammar in Context: Explain the Function of Conjunctions at the Beginning of Sentences</p> <p>5.FL.SC.6a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.</p> |

|  |  |  |  |
|--|--|--|--|
| <p><b>5.RL.CS.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</b></p> <hr/> <p><b>Day 3</b><br/> <i>#7 “Miguel’s Prophecy” Close Reading: Determine the Meaning of Figurative Language</i></p> <p><b>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</b></p> <p>5.FL.VA.7b.ii Recognize and explain the meaning of common idioms and proverbs.</p> <hr/> <p><b>Day 4</b><br/> <i>#9 Close Reading: Compare and Contrast Themes in Two Stories in the Same Genre</i></p> <p>5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> <hr/> <p><b>Day 5</b><br/> <i>#11 “I, Too.” Describe the Poet’s Use of Figurative Language</i></p> <p><b>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</b></p> <p>5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</p> <p><i>#13 Unit Wrap-Up: Share Real-World Perspectives</i></p> <p><b>5.RL.CS.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</b></p> | <p><b>Day 4</b><br/> <i>Benchmark #10 Write a Fictional Narrative: Correcting Verb Tenses</i></p> <p>5.FL.SC.6b Form and use the perfect verb tense.</p> <p>5.FL.SC.6c Use verb tense to convey various times, sequences, states, and conditions.</p> <p><b>5.FL.SC.6d Recognize and correct inappropriate shifts in verb tense.</b></p> <hr/> <p><b>Day 5</b><br/> <i>Benchmark #12 Write a Fictional Narrative: Evaluate and Reflect on Writing</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> | <p>5.FL.F.5c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> <p><b>5.FL.VA.7a.iii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</b></p> |  |
|--|--|--|--|

**Week 4: November 4-8, 2024**

| Primary Resource   | Reading   | Writing   | Phonics and Word Study  | Language   |
|--|---|---|---|--|
| <p>Benchmark Advance</p> <p>Unit 3</p> <p><i>The U.S. Constitution: Then and Now</i></p> <p>Week 1</p> | <p>Ongoing Read Aloud: <i>Esperanza Rising</i> by Pam Muñoz Ryan</p> <p><b>Focus standard: 5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <p><i>Extension: Curriculum Associates Ready Reading Lesson 3: Using Details to Support Inferences</i></p> <p><i>Benchmark Comprehension Intervention Lesson 17: Quote Accurately to Explain Text</i></p> <p><i>Benchmark Comprehension Intervention Lesson 18: Quote Accurately to Draw Inferences from Text</i></p> <p><b>Day 1</b><br/>#1 <i>Introduce Unit 3: The U.S. Constitution: Then and Now</i></p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p> <p>#2 <i>"Creating the Constitution" First Reading: Distinguish Between Important and Unimportant Information</i></p> <p><b>5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> | <p><i>Extension: Curriculum Associates Ready Writing Lesson 6: Writing an Opinion: Speech</i></p> <p><b>Day 1</b><br/><i>Ready Writing Step 1: Study a Mentor Text</i></p> <p>OR</p> <p><i>Benchmark #3 Write an Informative/Explanatory Essay: Develop Your Focus</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <p>5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>Day 2</b><br/><i>Ready Writing Step 2: Unpack Your Assignment</i></p> | <p><b>Day 2</b><br/>#5 <i>Vowel-r Syllable Patterns</i></p> <p><b>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b></p> | <p><i>Extension: Curriculum Associates Ready Reading Language Lesson 8: Punctuating Items in a Series</i></p> <p><b>5.FL.SC.6f Use punctuation to separate items in a series.</b></p> <p><b>Day 3</b><br/>#8 <i>"Creating the Constitution" Grammar in Context: Explain the Function of Prepositions</i></p> |



|  |   |   |   |
|--|---|---|---|
| <p>5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <hr/> <p><b>Day 2</b><br/> <i>#4 "Creating the Constitution" Explain the Relationship Between Chronological Events in a Text</i></p> <p><b>5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.</b></p> <hr/> <p><b>Day 3</b><br/> <i>#7 "Creating the Constitution" Build Vocabulary: Use Context Clues to Define Domain-Specific Words</i></p> <p>5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</p> <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <hr/> <p><b>Day 4</b><br/> <i>#10 "President Lyndon Johnson's Voting Rights Address" First Reading: Summarize and Synthesize</i></p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 5</b><br/> <i>#12 "President Lyndon Johnson's Voting Rights Address" Explain How an Author Uses Reasons and Evidence</i></p> | <p>OR<br/> <i>Benchmark #6 Write an Informative/Explanatory Essay: Select Knowledgeable and Credible Print Sources</i></p> <p>5.W.RBPK.8 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.</p> <hr/> <p><b>Day 3</b><br/> <i>Ready Writing Step 3: Find Text Evidence</i></p> <p>OR<br/> <i>Benchmark #9 Write an Informative/Explanatory Essay: Gather Notes from Print Sources</i></p> <p>5.W.RBPK.8 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.</p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> | <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> | <p>5.FL.SC.6a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.</p> |
|--|---|---|---|

|  |   |  |  |  |
|--|---|--|--|--|
|  | <p><b>5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.</b></p> <p><i>#13 Compare and Contrast the Overall Structure of Concepts in Two Texts</i></p> <p>5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</p> <p><b>5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> | <p><b>Day 4</b><br/><i>Ready Writing Step 4: Organize Your Evidence</i></p> <p>OR<br/><i>Benchmark #11 Write an Informative/Explanatory Essay: Use Cause and Effect Text Structure to Plan and Organize an Essay</i></p> <p>5.W.TTP.2e Provide a conclusion related to the information or explanation presented.</p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <hr/> <p><b>Day 5</b><br/><i>Ready Writing Step 5: Draft Your Speech</i></p> <p>OR<br/><i>Benchmark #14 Grammar in Context: Review Verb Tenses</i></p> <p>5.FL.SC.6b Form and use the perfect verb tense.</p> <p>5.FL.SC.6c Use verb tense to convey various times, sequences, states, and conditions.</p> |  |  |
|--|---|--|--|--|

**Week 5: November 11-15, 2024**

| Primary Resource   | Reading  | Writing  | Phonics and Word Study   | Language  |
|--|--|--|--|---|
| <p>Benchmark Advance</p> <p>Unit 3</p> <p><i>The U.S. Constitution: Then and Now</i></p> <p>Week 2</p> | <p>Ongoing Read Aloud: <i>Esperanza Rising</i> by Pam Muñoz Ryan</p> <p><b>Focus standard: 5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.</b></p> <p><i>Extension: Curriculum Associates Ready Reading Lessons 4a and 4b: Explaining Relationships in Scientific and Technical Texts/Explaining Relationships in Historical Texts</i></p> <p><i>Benchmark Comprehension Intervention Lesson 22: Explain Two Aspects of a Historical Text</i></p> <p><i>Benchmark Comprehension Intervention Lesson 23: Explain Two Aspects of a Scientific Text</i></p> <p><i>Benchmark Comprehension Intervention Lesson 24: Explain Two Aspects of a Technical Text</i></p> <p><b>Day 1</b><br/>#1 "Fighting for the Vote" First Reading: Distinguish Between Important and Unimportant Information</p> <p><b>5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <hr/> <p><b>Day 2</b><br/>#4 "Fighting for the Vote" Determine Two or More Central Ideas and Explain How Details Support Them</p> | <p><i>Extension: Curriculum Associates Ready Writing Lesson 6: Writing an Opinion: Speech</i></p> <p><b>Day 1</b><br/><i>Ready Writing Step 6: Revise: First Read</i></p> <p>OR<br/><i>Benchmark #3 Write an Informative/Explanatory Essay: Introduce Your Topic</i></p> <p>5.W.TTP.2a Introduce a topic by providing a general observation and focus.</p> <p><b>5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b></p> <hr/> <p><b>Day 2</b><br/><i>Ready Writing Step 7: Revise: Second Read</i></p> <p>OR<br/><i>Benchmark #6 Write an Informative/Explanatory Essay: Develop Your Topic With Specific Details</i></p> | <p><b>Day 1</b><br/>#2 Vowel Teams and Syllable Patterns</p> <p>5.FL.PWR.3a<br/><b>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b></p> | <p><i>Extension: Curriculum Associates Ready Reading Language Lesson 9: Commas After Introductory Elements</i></p> <p><b>5.FL.SC.6g Use a comma to separate an introductory element from the rest of the sentence.</b></p> <p><b>Day 3</b><br/>#7 "Fighting for the Vote" Grammar in Context: Explain the</p> |

|  |  |   |   |
|--|--|---|---|
| <p><b>5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text.</b></p> <p><i>#5 "Fighting for the Vote" Build Vocabulary: Use Context Clues to Define Domain-Specific Words</i></p> <p>5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</p> <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <hr/> <p><b>Day 3</b><br/><i>#8 "Fighting for the Vote" Close Reading: Explain the Relationship Between Chronological Events in a Text</i></p> <p><b>5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.</b></p> <hr/> <p><b>Day 4</b><br/><i>#10 "Fighting for the Vote" Close Reading: Explain How an Author Uses Reasons and Evidence</i></p> <p><b>5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.</b></p> <hr/> <p><b>Day 5</b><br/><i>#12 Close Reading: Compare and Contrast the Overall Structure of Concepts in Two Texts</i></p> <p>5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</p> | <p>5.W.TTP.2d Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <hr/> <p><b>Day 3</b><br/><i>Ready Writing Step 8: Edit for Conventions</i></p> <p>OR<br/><i>Benchmark #9 Write an Informative/Explanatory Essay: Use Linking Words, Phrases, and Clauses to Connect Your Ideas</i></p> <p>5.W.TTP.2f Link ideas within and across categories of information using words, phrases, and clauses.</p> <hr/> <p><b>Day 4</b><br/><i>Benchmark #11 Write an Informative/Explanatory Essay: Provide Concluding Statement or Section</i></p> <p>5.W.TTP.2e Provide a conclusion related to the information or explanation presented.</p> <hr/> <p><b>Day 5</b><br/><i>Benchmark #13 Grammar in Context: Rules for Comma Usage</i></p> <p><b>5.FL.SC.6f Use punctuation to separate items in a series.</b></p> <p><b>5.FL.SC.6g Use a comma to separate an introductory element from the rest of the sentence.</b></p> | <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> | <p><i>Functions of Prepositions</i></p> <p>5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation , when writing.</p> |
|--|--|---|---|

## Week 6: November 18-22, 2024

| Primary Resource   | Reading   | Writing  | Phonics and Word Study  | Language  |
|--|---|--|---|---|
| <p>Benchmark Advance</p> <p>Unit 3</p> <p><i>The U.S. Constitution: Then and Now</i></p> <p>Week 3</p> | <p>Ongoing Read Aloud: <i>Esperanza Rising</i> by Pam Muñoz Ryan</p> <p><b>Focus standard: 5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points</b></p> <p><i>Extension: Curriculum Associates Ready Reading Lesson 19: Understanding Supporting Evidence</i></p> <p><i>Benchmark Comprehension Intervention Lesson 38: Explain How an Author Uses Reasons to Support Points</i></p> <p><i>Benchmark Comprehension Intervention Lesson 39: Explain How an Author Uses Evidence to Support Points</i></p> <p><b>Day 1</b><br/>#1 “Thurgood Marshall’s Liberty Medal Acceptance Speech”: Summarize and Synthesize</p> <p><b>5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <hr/> <p><b>Day 2</b><br/>#4 “Thurgood Marshall’s Liberty Medal Acceptance Speech” Close Reading: Explain the Relationship Between Chronological Events in a Text</p> | <p><i>Extension: Curriculum Associates Ready Writing Lesson</i></p> <p><b>Day 1</b><br/><i>Benchmark #3 Write an Informative/Explanatory Essay: Revise to Improve Sentences by Expanding Sentences</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <p>5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <p>5.FL.WC.4b Write legibly in manuscript and cursive.</p> <hr/> <p><b>Day 2</b><br/><i>Benchmark #6 Write an Informative/Explanatory Essay: Revise to Include Domain-Specific Vocabulary</i></p> | <p><b>Day 1</b><br/>#2<br/><i>Consonant -le Pattern</i></p> <p><b>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b></p> | <p>No Curriculum Associates Ready Reading Language Lesson</p> <p><b>Day 3</b><br/>#7<br/>“Sky-Glitter”<br/><i>Language in Context: Choose Words and Phrases to Convey Ideas Precisely</i></p> <p>5.FL.VA.7c<br/>Acquire and use accurately grade-appropriate general academic and domain-specific words and</p> |

|  |  |   |   |  |
|--|--|---|---|--|
|  | <p><b>5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.</b></p> <p><i>#5 Grammar in Context: Linking Words with the Same Clause</i></p> <p><b>5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b></p> <hr/> <p><b>Day 3</b><br/> <i>#7 "Thurgood Marshall's Liberty Medal Acceptance Speech" Close Reading: Explain How an Author Uses Reasons and Evidence</i></p> <p><b>5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.</b></p> <hr/> <p><b>Day 4</b><br/> <i>#9 Close Reading: Integrate Information from Several Texts</i></p> <p><b>5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <hr/> <p><b>Day 5</b><br/> <i>#11 "The New Colossus" Interpret Figurative Language: Metaphor</i></p> <p><b>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</b></p> | <p><b>5.W.PDW.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <p><b>5.FL.VA.7a.iii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</b></p> <hr/> <p><b>Day 3</b><br/> <i>Benchmark #8 Write an Informative/Explanatory Essay: Revise for Correct Use of Conjunctions and Prepositions</i></p> <p><b>5.FL.SC.6a</b> Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.</p> <hr/> <p><b>Day 4</b><br/> <i>Benchmark #10 Write an Informative/Explanatory Essay: Revise for Correct Comma Usage</i></p> <p><b>5.FL.SC.6f Use punctuation to separate items in a series.</b></p> <p><b>5.FL.SC.6g Use a comma to separate an introductory element from the rest of the sentence.</b></p> | <p><b>5.FL.VA.7a.i</b><br/> Use context as a clue to the meaning of a word or phrase.</p> | <p>phrases, including those that signal contrast, addition, and other logical relationships.</p> |
|--|--|---|---|--|

|  |  |  |  |  |
|--|--|--|--|--|
|  | <p><i>#13 Unit Wrap-Up: Share Real-World Perspectives</i></p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p> | <p><b>Day 5</b><br/><i>Benchmark #12 Write an Informative/Explanatory Essay: Create a Title/Use Technology to Publish Writing</i></p> <p>5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.</p> |  |  |
|--|--|--|--|--|

**Week 7: November 25-29, 2024 (2-day week)**

| Primary Resource  | Reading | Writing | Phonics and Word Study | Language |
|---|---------|---------|------------------------|----------|
| <p><i>Use these two days for catch-up, review, MOY RTI testing, writing conferences, etc.</i></p> |         |         |                        |          |

**Weeks 8-9: December 2-13, 2024**

| Primary Resource   | Reading   | Writing  | Phonics and Word Study  | Language                |
|--|---|--|-------------------------|-------------------------|
| <p>Ongoing Read Aloud:<br/><i>Esperanza Rising</i> by Pam Muñoz Ryan</p> | <p>Review Q2 Skills<br/>Checkpoint Review<br/>Practice Options:<br/>We Are Ready Booklets<br/><br/>Previously-Administered Checkpoints and Common Formative Assessments in Illuminate<br/><br/>Benchmark Advance Unit Assessments</p> | <p>Review Opinion Writing to a Prompt to prepare for Checkpoint Assessment<br/><br/>Use any sources. Prompts are available in Google Share Drive. Anchor papers are available in the Writing Resource Book for Teachers.<br/><br/>Opinion Writing Checkpoint Supplement: "Ecosystems 101" and "City Council Debates Bag Ban"<br/><br/>Use the writing rubric to score. Conference with students about their writing.</p> | <p>Review Q2 Skills</p> | <p>Review Q2 Skills</p> |



**Week 10: December 16-20, 2024**

**Reading**

**Writing**

**Phonics and Word Study**

**Language**

Ongoing Read Aloud: *Esperanza Rising* by Pam Muñoz Ryan

Checkpoint Assessment





**2024-2025 ELA Week-at-a-Glance Document  
Grade 5: Quarter 3**

*Please note: Standards in **bold** could appear on the quarter 3 checkpoint.*

| <b>Week 1: January 6-10, 2025 (4-day week)</b>                                  |  |  |                               |                                    |
|---|--|--|-------------------------------|------------------------------------|
| <b>Primary Resource</b>   | <b>Reading</b>   | <b>Writing</b>   | <b>Phonics and Word Study</b> | <b>Language</b>                    |
| Begin ongoing read aloud: <i>The Invention of Hugo Cabret</i> by Brian Selznick | Use these four days for STAR testing, catch-up, review based on Checkpoint II data, etc. | Conduct writing conferences with Checkpoint II writing supplements | MOY spelling inventories      | Review based on Checkpoint II data |

**Week 2: January 13-17, 2025**

| Primary Resource  | Reading  | Writing  | Phonics and Word Study   | Language  |
|---|--|--|--|---|
| <p>Benchmark Advance</p> <p>Unit 5</p> <p><i>Technology's Impact on Society</i></p> <p>Week 1</p> | <p>Ongoing Read Aloud: <i>The Invention of Hugo Cabret</i> by Brian Selznick</p> <p><b>Focus Standard: 5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</b></p> <p><i>Extension: Curriculum Associates Ready Reading Lesson 11: Unfamiliar Words</i></p> <p><i>Benchmark Comprehension Intervention Lesson 25: Determine the Meaning of General Academic Vocabulary</i></p> <p><i>Benchmark Comprehension Intervention Lesson 26: Determine the Meaning of Social Studies Vocabulary</i></p> <p><i>Benchmark Comprehension Intervention Lesson 27: Determine the Meaning of Science Vocabulary</i></p> <p><b>Day 1</b><br/>#1 <i>Introduce Unit 5: Technology's Impact on Society</i></p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p> <p>#2 <i>"Technology and the Lowell Mill Girls" First Reading: Draw Inferences</i></p> | <p><i>Extension: Curriculum Associates Ready Writing Lesson 2: Writing to Inform: Article</i></p> <p><b>Day 1</b><br/><i>Ready Writing Step 1: Study a Mentor Text</i></p> <p>OR</p> <p><i>Benchmark #3 Write an Opinion Essay: Brainstorm Your Opinion</i></p> <p>5.W.RBPK.8 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.</p> <hr/> <p><b>Day 2</b><br/><i>Ready Writing Step 2: Unpack Your Assignment</i></p> <p>OR</p> <p><i>Benchmark #6 Write an Opinion Essay: Select Knowledgeable and Credible</i></p> | <p><b>Day 2</b><br/>#5 <i>Noun Suffixes (-ology, -ant, -er, -or, -ery)</i></p> <p><b>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b></p> | <p><i>Extension: Curriculum Associates Ready Reading Language Lesson 10: More Uses for Commas</i></p> <p><b>5.FL.SC.6h Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address.</b></p> <p><b>Day 4</b><br/>#8 <i>"Technology and the Lowell Mill Girls" Language in Context: Correctly Use Frequently Confused Words</i></p> <p>5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and</p> |

|   |   |   |   |
|---|---|---|---|
| <p><b>5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 2</b><br/> <i>#4 “Technology and the Lowell Mill Girls” Build Vocabulary: Use Context to Determine the Meaning of Domain-Specific Vocabulary</i></p> <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p><b>5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</b></p> <hr/> <p><b>Day 3</b><br/> <i>#7 “Technology and the Lowell Mill Girls” Explain How a Series of Stanzas Fit Together to Provide the Overall Structure of a Poem</i></p> <p><b>5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</b></p> <hr/> <p><b>Day 4</b><br/> <i>#10 “Eli Whitney’s Cotton Gin” First Reading: Distinguish Between Important and Unimportant Information</i></p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> | <p><i>Online Sources</i></p> <p>5.W.RBPK.8 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.</p> <hr/> <p><b>Day 3</b><br/> <i>Ready Writing Step 3: Find Text Evidence</i></p> <p>OR<br/> <i>Benchmark #9 Write an Opinion Essay: Take Notes From Online Sources</i></p> <p>5.W.RBPK.8 Reperfectcall 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.</p> <hr/> <p><b>Day 4</b><br/> <i>Ready Writing Step 4: Organize Your Evidence</i></p> <p>OR<br/> <i>Benchmark #11 Write an Opinion Essay: Organize Your Essay</i></p> | <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> | <p>style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.</p> <p>5.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p> |
|---|---|---|---|

|  |   |  |  |  |
|--|---|--|--|--|
|  | <p><b>Day 5</b><br/> <i>#12 “Eli Whitney’s Cotton Gin” Explain the Relationship Between Events in a Problem/Solution Text</i></p> <p><b>5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.</b></p> <p><b>5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</b></p> <p><i>#13 Integrate Information from Multiple Sources to Speak Knowledgeably About a Topic</i></p> <p><b>5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.</b></p> | <p>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <hr/> <p><b>Day 5</b><br/> <i>Ready Writing Step 5: Draft Your Letter</i></p> <p>OR<br/> <i>Benchmark #14 Grammar: Understand Modifying Phrases</i></p> <p>5.FL.SC.6f Use punctuation to separate items in a series.</p> <p>5.FL.SC.6g Use a comma to separate an introductory element from the rest of the sentence.</p> |  | <p>based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> |
|--|---|--|--|--|

**Week 3: January 20-24, 2025 (4-day week)**

| Primary Resource  | Reading  | Writing  | Phonics and Word Study  | Language  |
|---|--|--|---|---|
| <p>Benchmark Advance</p> <p>Unit 5</p> <p><i>Technology's Impact on Society</i></p> <p>Week 2</p> | <p>Ongoing Read Aloud: <i>The Invention of Hugo Cabret</i> by Brian Selznick</p> <p><b>Focus standard: 5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</b></p> <p><i>Extension: Curriculum Associates Ready Reading Lesson 12: Comparing Text Structures, Part 1: Chronology, Problem-Solution</i></p> <p><i>Benchmark Comprehension Intervention Lesson 28: Describe Chronological Text Structure</i></p> <p><i>Benchmark Comprehension Intervention Lesson 29: Describe Comparison Text Structure</i></p> <p><i>Benchmark Comprehension Intervention Lesson 30: Describe Cause-and-Effect Text Structure</i></p> <p><b>Day 1</b><br/>#1 "Poems of the Industrial Age" First Reading: Draw Inferences</p> <p><b>5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 2</b><br/>#4 "Poems of the Industrial Age" Determine the Theme of a Poem</p> | <p><i>Extension: Curriculum Associates Ready Writing Lesson 2: Writing to Inform: Article</i></p> <p><b>Day 1</b><br/><i>Ready Writing Step 6: Revise: First Read</i></p> <p>OR<br/><i>Benchmark #3 Write an Opinion Essay: Draft Your Opinion/State Your Opinion</i></p> <p>5.W.TTP.1a Introduce a topic or text.</p> <hr/> <p><b>Day 2</b><br/><i>Ready Writing Step 7: Revise: Second Read</i></p> <p>OR<br/><i>Benchmark #6 Write an Opinion Essay: Incorporate Research to Support Your Opinion</i></p> <p>5.W.TTP.1b Develop an opinion through logically-ordered reasons that are supported by facts and details.</p> | <p><b>Day 1</b><br/>#2 <i>Latin Roots (spec, liter, vent, struct)</i></p> <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p><b>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and</b></p> | <p><i>Extension: Curriculum Associates Ready Reading Language Lesson 11: Punctuating Titles of Works</i></p> <p><b>5.FL.SC.6i Use underlining, quotation marks, or italics to indicate titles of works.</b></p> <p><b>Day 3</b><br/>#7 "Poems of the Industrial Age" Analyze Grammar in Context: Ensure Subject-Verb and Pronoun-Antecedent Agreement</p> |

|  |  |   |                               |   |
|--|--|---|-------------------------------|---|
|  | <p><b>5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.</b></p> <p><i>#5 "Poems of the Industrial Age" Build Vocabulary: Use Context to Determine the Meaning of Domain-Specific Vocabulary</i></p> <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p><b>5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</b></p> <hr/> <p><b>Day 3</b><br/> <i>#8 "Poems of the Industrial Age" Close Reading: Explain How a Series of Stanzas Fit Together to Provide the Overall Structure of a Poem</i></p> <p><b>5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</b></p> <hr/> <p><b>Day 4</b><br/> <i>#10 "Poems of the Industrial Age" Close Reading: Determine the Theme of a Poem</i></p> <p><b>5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.</b></p> <hr/> <p><b>Day 5</b><br/> <i>#12 Close Reading: Compare and Contrast Poems with Similar Themes</i></p> <p><b>5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</b></p> | <p><b>Day 3</b><br/> <i>Ready Writing Step 8: Edit for Conventions</i></p> <p>OR<br/> <i>Benchmark #9 Write an Opinion Essay: Link Opinion and Reasons Using Words and Phrases</i></p> <p>5.W.TTP.1e Link opinion and reasons using words, phrases, and clauses.</p> <hr/> <p><b>Day 4</b><br/> <i>Benchmark #11 Write an Opinion Essay: Draft a Concluding Statement</i></p> <p>5.W.TTP.1d Provide a concluding statement or section related to the opinion presented.</p> <hr/> <p><b>Day 5</b><br/> <i>Benchmark #13 Grammar: Develop Realistic Dialogue</i></p> <p>5.FL.SC.6f Grammar:<br/> Ensure<br/> Pronoun-Antecedent<br/> Agreement</p> | <p><b>out of context.</b></p> | <p>*3.FL.SC.6f<br/> Ensure subject-verb and pronoun-antecedent agreement.</p> |
|--|--|---|-------------------------------|---|



**Week 4: January 27-31, 2025**

| Primary Resource  | Reading  | Writing   | Phonics and Word Study   | Language  |
|---|--|---|--|---|
| <p>Benchmark Advance</p> <p>Unit 5</p> <p><i>Technology's Impact on Society</i></p> <p>Week 3</p> | <p>Ongoing Read Aloud: <i>The Invention of Hugo Cabret</i> by Brian Selznick</p> <p><b>Focus standard: 5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</b></p> <p><i>Extension: Curriculum Associates Ready Reading Lesson 13: Comparing Text Structures, Part 2: Cause-Effect, Compare-Contrast</i></p> <p><i>Benchmark Comprehension Intervention Lesson 31: Describe Problem-and-Solution Text Structure</i></p> <p><i>Benchmark Comprehension Intervention Lesson 32: Compare and Contrast the Overall Structure of Two or More Texts</i></p> <p><b>Day 1</b><br/> <i>#1 "The Making of the Industrial Age" First Reading: Distinguish Between Important and Unimportant Information</i></p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 2</b><br/> <i>#4 "The Making of the Industrial Age" Close Reading: Explain the Relationship Between Events in a Chronological Text</i></p> <p><b>5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> | <p><b>Day 1</b><br/> <i>Benchmark #3 Write an Opinion Essay: Revise to Vary Sentence Beginnings to Improve Fluency</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <hr/> <p><b>Day 2</b><br/> <i>Benchmark #6 Write an Opinion Essay: Revise to Strengthen Opinions and Reasons</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <hr/> <p><b>Day 3</b><br/> <i>Benchmark #8 Write an Opinion Essay: Create and Edit to Ensure Agreement</i></p> <p>*3.FL.SC.6f Ensure subject-verb and pronoun-antecedent agreement.</p> | <p><b>Day 1</b><br/> <i>#2 Homophones</i></p> <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | <p><i>Extension: Ready Reading Language Lesson 16: Greek and Latin Word Parts</i></p> <p>5.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p><b>Day 2</b><br/> <i>#5 Grammar in Context: Ensure Subject-Verb and Pronoun-Antecedent Agreement</i></p> |

|  |  |  |  |   |
|--|--|--|--|---|
|  | <p><b>5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.</b></p> <hr/> <p><b>Day 3</b><br/>#7 <i>Close Reading: Analyze Problem/Solution Text Structure</i></p> <p><b>5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</b></p> <hr/> <p><b>Day 4</b><br/>#9 <i>Close Reading: Integrate Information from Multiple Sources to Speak Knowledgeably About a Topic</i></p> <p><b>5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.</b></p> <hr/> <p><b>Day 5</b><br/>#11 <i>“The Secret of the Machines” Analyze Poet’s Use of Figurative Language: Personification</i></p> <p><b>5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</b></p> <p><b>5.FL.VA.7b.i Interpret figurative language, including similes and metaphors, in context.</b></p> <p>#13 <i>Unit Wrap-Up: Share Real-World Perspectives</i></p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.</p> | <p><b>Day 4</b><br/><i>Benchmark #10 Write an Opinion Essay: Revise Sentences to Express an Opinion Strongly</i></p> <p>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>5.W.TTP.1f, <b>5.W.TTP.2h</b>, and 5.W.TTP.3g<br/><b>Apply language standards addressed in the Foundational Literacy standards.</b></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <p>5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.</p> <hr/> <p><b>Day 5</b><br/><i>Benchmark #12 Write an Opinion Essay: Create a Title/Use Technology to Publish Writing</i></p> <p>5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.</p> |  | <p>*3.FL.SC.6f<br/>Ensure subject-verb and pronoun-antecedent agreement</p> |
|--|--|--|--|---|

## Week 5: February 3-7, 2025

| Primary Resource   | Reading  | Writing  | Phonics and Word Study   | Language   |
|--|--|--|--|--|
| <p>Benchmark Advance</p> <p>Unit 6</p> <p><i>Up Against the Wild</i></p> <p>Week 1</p> | <p>Ongoing Read Aloud: <i>The Invention of Hugo Cabret</i> by Brian Selznick</p> <p><b>Focus standard: 5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.</b></p> <p><i>Extension: Curriculum Associates Ready Reading Lesson 20: Using Multiple Sources for Writing and Speaking</i></p> <p><i>Benchmark Comprehension Intervention Lesson 40: Integrate Information from Two Texts on a Topic</i></p> <p><b>Day 1</b><br/>#1 <i>Introduce Unit 6: Up Against the Wild</i></p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p> <p>#2 <i>"Androcles and the Lion" First Reading: Make Connections</i></p> <p><b>5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> | <p><i>Extension: Curriculum Associates Ready Writing Lesson 5: Writing to Inform: A Book Chapter</i></p> <p><b>Day 1</b><br/><i>Ready Writing Step 1: Study a Mentor Text</i></p> <p>OR<br/><i>Benchmark #3 Write a Narrative Response: Read and Analyze a Source Text</i></p> <p><b>5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.</b></p> <hr/> <p><b>Day 2</b><br/><i>Ready Writing Step 2: Unpack Your Assignment</i></p> <p>OR<br/><i>Benchmark #6 Write a Narrative Response: Read and Analyze a Text-Based Prompt</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> | <p><b>Day 2</b><br/>#5 <i>Variant Vowel /ô/ (al, alk, all, au, aw)</i></p> <p><b>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b></p> | <p><i>Extension: Curriculum Associates Ready Reading Language Lesson 19: Idioms, Adages, and Proverbs</i></p> <p><b>5.FL.VA.7b.ii Recognize and explain the meaning of common idioms and proverbs.</b></p> <p><b>Day 3</b><br/>#8 <i>"Brushfire!" Language in Context: Compare and Contrast Varieties of English</i></p> |

|  |  |   |   |  |
|--|--|---|---|--|
|  | <p><b>Day 2</b><br/> <i>#4 “Androcles and the Lion” Build Vocabulary: Use Context Clues to Determine Word Meaning (Cause and Effect)</i></p> <p><b>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</b></p> <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <hr/> <p><b>Day 3</b><br/> <i>#7 “Androcles and the Lion” Compare and Contrast Two Characters in a Text</i></p> <p><b>5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</b></p> <hr/> <p><b>Day 4</b><br/> <i>#10 “Brushfire!” First Reading: Summarize and Synthesize</i></p> <p><b>5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 5</b><br/> <i>#12 “Brushfire!” Determine Theme By Analyzing How Characters Respond to Challenges</i></p> | <p><b>Day 3</b><br/> <i>Ready Writing Step 3: Find Text Evidence</i></p> <p>OR</p> <p><i>Benchmark #9 Write a Narrative Response: Read Closely to Find Details and Events</i></p> <p>5.W.RBPK.8 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.</p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <hr/> <p><b>Day 4</b><br/> <i>Ready Writing Step 4: Organize Your Evidence</i></p> <p>OR</p> <p><i>Benchmark #11 Write a Narrative Response: Draft a Response</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <hr/> <p><b>Day 5</b><br/> <i>Ready Writing Step 5: Draft Your Speech</i></p> <p>OR</p> | <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> | <p>5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <p>*4.FL.SC.6e Produce complete sentences; recognize and correct inappropriate fragments and run-ons.</p> |
|--|--|---|---|--|

|  |  |  |  |  |
|--|--|--|--|--|
|  | <p><b>5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.</b></p> <p><i>#13 Compare and Contrast Two Stories with Similar Themes</i></p> <p><b>5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</b></p> | <p><i>Benchmark #14 Write a Narrative Response: Revise and Edit a Response</i></p> <p>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> |  |  |
|--|--|--|--|--|

## Week 6: February 10-14, 2025

| Primary Resource   | Reading   | Writing   | Phonics and Word Study   | Language  |
|--|---|---|--|---|
| <p>Benchmark Advance</p> <p>Unit 6</p> <p><i>Up Against the Wild</i></p> <p>Week 2</p> | <p>Ongoing Read Aloud: <i>The Invention of Hugo Cabret</i> by Brian Selznick</p> <p><b>Focus standard: 5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</b></p> <p><i>Extension: Curriculum Associates Ready Reading Lessons 16: Understanding Literary Structure</i></p> <p><i>Benchmark Comprehension Intervention Lesson 12: Explain How Parts of a Text Fit Together to Create Overall Structure</i></p> <p><b>Day 1</b><br/>#1 “The Law of Club and Fang” First Reading: Make Connections</p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 2</b><br/>#4 “The Law of Club and Fang” Analyze How Visual Elements Contribute to Meaning and Tone</p> <p><b>5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.</b></p> | <p><i>Extension: Curriculum Associates Ready Writing Lesson 5: Writing to Inform: A Book Chapter</i></p> <p><b>Day 1</b><br/><i>Ready Writing Step 6: Revise: First Read</i></p> <p>OR<br/><i>Benchmark #3 Write an Informative/Explanatory Response: Read and Analyze a Source Text</i></p> <p><b>5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text.</b></p> <hr/> <p><b>Day 2</b><br/><i>Ready Writing Step 7: Revise: Second Read</i></p> <p>OR<br/><i>Benchmark #6 Write an Informative/Explanatory Response: Read and Analyze a Text-Based Prompt</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy</p> | <p><b>Day 1</b><br/>#2 Noun Suffixes (-tion, -ty, -sion, -ness, -ment)</p> <p>5.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> | <p>No Curriculum Associates Ready Reading Language Lesson</p> <p><b>Day 3</b><br/>#7 “The Law of Club and Fang” Grammar in Context: Form and Use the Past Perfect Verb Tense</p> <p>5.FL.SC.6b Form and use the perfect verb tense.</p> |

|  |   |   |  |  |
|--|---|---|--|--|
|  | <p><i>#5 The Law of Club and Fang” Build Vocabulary: Determine the Meaning of Words and Phrases Using Comparison</i></p> <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p><b>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</b></p> <hr/> <p><b>Day 3</b><br/> <i>#8 “The Law of Club and Fang” Close Reading: Compare and Contrast Two Characters in a Text</i></p> <p><b>5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</b></p> <hr/> <p><b>Day 4</b><br/> <i>#10 “The Law of Club and Fang” Close Reading: Determine Theme by Analyzing How Characters Respond to Challenges</i></p> <p><b>5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.</b></p> <hr/> <p><b>Day 5</b><br/> <i>#12 Close Reading: Compare and Contrast Two Stories with Similar Themes</i></p> <p><b>5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</b></p> | <p>standard 6 up to and including grade 5.)</p> <p>5.FL.SC.6b Form and use the perfect verb tense.</p> <hr/> <p><b>Day 3</b><br/> <i>Ready Writing Step 8: Edit for Conventions</i></p> <p>OR<br/> <i>Benchmark #9 Write an Informative/Explanatory Response: Read Closely to Find Text Evidence</i></p> <p>5.W.RBPK.8 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.</p> <hr/> <p><b>Day 4</b><br/> <i>Benchmark #11 Write an Informative/Explanatory Response: Draft a Response</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <hr/> <p><b>Day 5</b><br/> <i>Benchmark #13 Write an Informative/Explanatory Response: Revise and Edit a Response</i></p> | <p><b>5.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</b></p> | <p>5.FL.SC.6c Use verb tense to convey various times, sequences, states, and conditions.</p> |
|--|---|---|--|--|

|  |  |  |  |  |
|--|--|--|--|--|
|  | <b>5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</b> | <b>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</b> |  |  |
|--|--|--|--|--|



**Week 7: February 17-21, 2025 (4-day week)**

| Primary Resource   | Reading  | Writing   | Phonics & Word Study   | Language   |
|--|--|---|--|--|
| <p>Benchmark Advance</p> <p>Unit 6</p> <p><i>Up Against the Wild</i></p> <p>Week 3</p> | <p>Ongoing Read Aloud: <i>The Invention of Hugo Cabret</i> by Brian Selznick</p> <p><b>Focus standard: 5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</b></p> <p><i>Extension: Curriculum Associates Ready Reading Lesson 22: Comparing and Contrasting Stories in the Same Genre</i></p> <p><i>Benchmark Comprehension Intervention Lesson 16: Compare and Contrast Story Elements and Themes</i></p> <p><b>Day 1</b><br/>#1 “The Knotted Branch” First Reading: Summarize and Synthesize</p> <p><b>5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <p><b>5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</b></p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 2</b><br/>#4 “The Knotted Branch” Close Reading: Compare and Contrast Two Characters in a Text</p> | <p><b>Day 1</b><br/><i>Benchmark #3 Write an Opinion Response: Read and Analyze Source Texts</i></p> <p><b>5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text.</b></p> <hr/> <p><b>Day 2</b><br/><i>Benchmark #6 Write an Opinion Response: Read and Analyze a Text-Based Prompt</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <hr/> <p><b>Day 3</b><br/><i>Benchmark #8 Write an Opinion Response: State and Support an Opinion Using Text Evidence</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as</p> | <p><b>Day 1</b><br/>#2<br/><i>Compound Words (Hyphenate d, Open)</i></p> <p><b>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b></p> | <p><i>No Curriculum Associates Ready Reading Language Lesson</i></p> <p><b>Day 2</b><br/>#5 <i>Grammar in Context: Explain the Functions of Prepositions</i></p> <p>5.FL.SC.6a Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.</p> |

|  |  |   |  |
|--|--|---|--|
| <p><b>5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</b></p> <hr/> <p><b>Day 3</b><br/>#7 “The Knotted Branch” Close Reading: Determine Theme by Analyzing How Characters Respond to Challenges</p> <p><b>5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</b></p> <p><b>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</b></p> <hr/> <p><b>Day 4</b><br/>#9 Close Reading: Compare and Contrast Two Texts with Similar Themes</p> <p><b>5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</b></p> <hr/> <p><b>Day 5</b><br/>#11 “Hunting Snake” Analyze How Multimedia Contributes to Meaning and Tone</p> <p><b>5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.</b></p> <p>#13 Unit Wrap-Up: Share Real-World Perspectives</p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.</p> | <p>needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <p>5.W.RBPK.8 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.</p> <hr/> <p><b>Day 4</b><br/>Benchmark #10 Write an Opinion Response: Draft a Response</p> <p>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <hr/> <p><b>Day 5</b><br/>Benchmark #12 Write an Opinion Response: Revise and Edit a Response</p> <p>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> | <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> |  |
|--|--|---|--|

**Weeks 8-9: February 24-March 7, 2025**

| Primary Resource   | Reading   | Writing  | Phonics and Word Study   | Language  |
|--|---|--|--|---|
| <p>Ongoing Read Aloud: <i>The Invention of Hugo Cabret</i> by Brian Selznick</p> | <p>Review Q3 Skills Checkpoint Review</p> <p>Practice Options:</p> <p>We Are Ready Booklets</p> <p>Previously-Administered Checkpoints in Illuminate</p> <p>Benchmark Advance Unit Assessments</p> <p>Benchmark Advance Comprehension Quick Checks and Intervention Pages</p> <p>Ready Reading Interim Assessments</p> <p>IXL</p> | <p>Review Informative Writing to a Prompt to prepare for Checkpoint Assessment.</p> <p><i>Finish Curriculum Associates Ready Writing Lesson 2: Writing to Inform: Article</i></p> <p>OR</p> <p><i>Finish Curriculum Associates Ready Writing Lesson 5: Writing to Inform: A Book Chapter</i></p> <p><b>5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</b></p> <p><b>5.W.TTP.2a Introduce a topic by providing a general observation and focus.</b></p> <p><b>5.W.TTP.2b Group related information logically.</b></p> <p><b>5.W.TTP.2c Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader.</b></p> <p><b>5.W.TTP.2d Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</b></p> <p><b>5.W.TTP.2e Provide a conclusion related to the information or explanation presented.</b></p> <p><b>5.W.TTP.2f Link ideas within and across categories of information using words, phrases, and clauses.</b></p> | <p>Review Q3 Skills</p> <p>Benchmark Advance Phonics and Word Recognition Quick Checks</p> | <p>Review Q3 Skills</p> <p>Editing Tasks from Previously-Administered Checkpoints</p> <p>Benchmark Advance Language Intervention Pages</p> <p>IXL</p> |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | <p><b>5.W.TTP.2g Use precise language and domain-specific vocabulary to inform about or explain the topic.</b></p> <p><b>5.W.TTP.2h Apply language standards addressed in the Foundational Literacy standards.</b></p> <p>Additional prompts and anchor papers are available in Google Share Drive.</p> <p>Informative Writing Checkpoint Supplement: “The Cholla Cactus” and “The Cactus Wren”</p> <p>Use the writing rubric to score.<br/>Conference with students about their writing.</p> |  |  |
|--|--|---|--|--|

**Week 10: March 10-14, 2025**

**Reading**

**Writing**

**Phonics and Word Study**

**Language**

Ongoing Read Aloud: *The Invention of Hugo Cabret* by Brian Selznick

Checkpoint Assessment

End of Quarter Wrap-Up

*Curriculum Associates Ready Writing Lesson 2: Writing to Inform: Article*

OR

*Curriculum Associates Ready Writing Lesson 5: Writing to Inform: A Book Chapter*

Review, writing conferences, item analysis, etc.





**2024-2025 ELA Week-at-a-Glance Document  
Grade 5: Quarter 4**

| Week 1: March 24-28, 2025  |  |  |   |   |
|--|--|--|---|---|
| Primary Resource   | Reading  | Writing  | Phonics and Word Study  | Language  |
| Benchmark Advance<br><br>Unit 7<br><br><i>Conflicts that Shaped a Nation</i><br><br>Week 1 | Ongoing Read Aloud: <i>The True Confessions of Charlotte Doyle</i> by Avi<br><br><i>Extension: Curriculum Associates Ready Reading Lesson: Use Checkpoint III data to determine which lesson from Ready Reading is needed.</i><br><br><b>Day 1</b><br>#1 <i>Introduce Unit 7: Conflicts That Shaped a Nation</i><br><br>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.<br><br>#2 <i>"The Banners of Freedom" First Reading: Apply Strategies</i><br><br>5.FL.F.5a Read grade-level text with purpose and understanding. | <b>Day 1</b><br>#3 <i>Write Historical Fiction: Read and Analyze a Mentor Text</i><br><br>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.<br><br>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)<br><br><b>Day 2</b><br>#6 <i>Write Historical Fiction: Brainstorm a Historical Context and Strong Ideas</i> | <b>Day 2</b><br>#5 <i>Final schwa// and schwa/r/</i><br><br>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.<br><br>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase. | <i>Extension: Curriculum Associates Ready Reading Language Lesson: Use Checkpoint III data to determine which lesson from Ready Reading is needed.</i><br><br><b>Day 4</b><br>#8 <i>"The Bird's Free Lunch" Grammar in Context: Dialect and Register: Run-Ons and Fragments</i> |

|  |   |   |  |   |
|--|---|---|--|---|
|  | <p><b>Day 2</b><br/> #4 <i>“The Banners of Freedom” Build Vocabulary: Determine the Meaning of Domain-Specific Vocabulary</i></p> <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p>5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</p> <hr/> <p><b>Day 3</b><br/> #7 <i>“The Banners of Freedom” Determine Two or More Central Ideas and Explain How Details Support Them</i></p> <p>5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text.</p> <hr/> <p><b>Day 4</b><br/> #10 <i>“Road to Revolution” First Reading: Apply Strategies</i></p> <p>5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 5</b><br/> #12 <i>“Road to Revolution” Compare and Contrast the Varieties of English Used in a Text</i></p> <p>5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a</p> | <p>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>5.W.RBPK.8 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.</p> <hr/> <p><b>Day 3</b><br/> #9 <i>Write Historical Fiction: Evaluate Your Ideas</i></p> <p>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>5.W.RBPK.8 Reperfectcall 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.</p> <hr/> <p><b>Day 4</b><br/> #11 <i>Write Historical Fiction: Develop Characters and Events</i></p> |  | <p>4.FL.SC.6e<br/> Produce complete sentences; recognize and correct inappropriate fragments and run-ons.</p> |
|--|---|---|--|---|



|  |  |   |  |  |
|--|--|---|--|--|
|  | <p>grade 5 topic or subject area, including figurative, connotative, and technical meanings.</p> <p><i>#13 Compare and Contrast the Overall Structure of Events in Two or More Texts</i></p> <p>5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</p> | <p>5.W.RBPK.8 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.</p> <hr/> <p><b>Day 5</b><br/> <i>#14 Grammar: Reduce Sentences for Meaning, Interest, and Style</i></p> <p>4.FL.SC.6e Produce complete sentences; recognize and correct inappropriate fragments and run-ons.</p> |  |  |
|--|--|---|--|--|

**Week 2: March 31-April 4, 2025 (4-day week)**

| Primary Resource  | Reading   | Writing  | Phonics and Word Study  | Language  |
|---|---|--|---|---|
| <p>Benchmark Advance</p> <p>Unit 7</p> <p><i>Conflicts that Shaped a Nation</i></p> <p>Week 2</p> | <p>Ongoing Read Aloud: <i>The True Confessions of Charlotte Doyle</i> by Avi</p> <p><b>Day 1</b><br/>                     #1 “Native Americans in the Revolution” First Reading: Apply Strategies</p> <p>5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 2</b><br/>                     #4 “Native Americans in the Revolution” Determine Two or More Central Ideas and Explain How Details Support Them</p> <p>5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text.</p> <p>#5 “Native Americans in the Revolution” Build Vocabulary: Determine the Meaning of Domain-Specific Vocabulary</p> <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p>5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</p> | <p><b>Day 1</b><br/>                     #3 Write Historical Fiction: Establish a Situation/Introduce Characters</p> <p>5.W.TTP.3a Orient the reader by establishing a situation, using a narrator, and/or introducing characters.</p> <hr/> <p><b>Day 2</b><br/>                     #6 Write Historical Fiction: Use Description to Develop Characters and Story Events</p> <p>5.W.TTP.3c Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.</p> <hr/> <p><b>Day 3</b><br/>                     #9 Write Historical Fiction: Use Dialogue to Develop Characters and Story Events</p> <p>5.W.TTP.3c Use narrative techniques, such as dialogue, pacing, and</p> | <p><b>Day 1</b><br/>                     #2 Prefixes: re-, pre-, dis-, mis-</p> <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p>5.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology</p> | <p><b>Day 3</b><br/>                     #7 “Native Americans in the Revolution” Grammar in Context: Correlative Conjunctions</p> <p>5.FL.SC.6e Use correlative conjunctions.</p> |

|  |  |   |  |
|--|--|---|--|
| <p><b>Day 3</b><br/> <i>#8 Close Reading: Compare and Contrast the Overall Structure of Events in Two or More Texts</i></p> <p>5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.</p> <p>5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</p> <hr/> <p><b>Day 4</b><br/> <i>#10 "Native Americans in the Revolution" Close Reading: Explain How an Author Uses Reasons and Evidence to Support Particular Points</i></p> <p>5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.</p> <hr/> <p><b>Day 5</b><br/> <i>#12 Close Reading: Integrate Information from Several Texts on the Same Topic</i></p> <p>5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.</p> | <p>description to develop experiences and events or show the responses of characters to situations.</p> <hr/> <p><b>Day 4</b><br/> <i>#11 Write Historical Fiction: Provide a Conclusion</i></p> <p>5.W.TTP.3e Provide a conclusion that follows from the narrated experiences or events.</p> <hr/> <p><b>Day 5</b><br/> <i>#13 Grammar: Use Correlative Conjunctions</i></p> <p>5.W.TTP.3e Provide a conclusion that follows from the narrated experiences or events.</p> | <p>(roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.</p> |  |
|--|--|---|--|

**Week 3: April 7-11, 2025**

| Primary Resource  | Reading  | Writing   | Phonics and Word Study  | Language   |
|---|--|---|---|--|
| <p>Benchmark Advance</p> <p>Unit 7</p> <p><i>Conflicts that Shaped a Nation</i></p> <p>Week 3</p> | <p>Ongoing Read Aloud: <i>The True Confessions of Charlotte Doyle</i> by Avi</p> <hr/> <p><b>Day 1</b><br/>#1 “<i>The Eighteenth of April</i>” First Reading: Apply Strategies</p> <p>5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 2</b><br/>#4 “<i>The Eighteenth of April</i>” Close Reading: Compare and Contrast the Varieties of English Used in a Text</p> <p>5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</p> <p>5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.</p> <hr/> <p><b>Day 3</b><br/>#7 “<i>The Eighteenth of April</i>” and “<i>The Banners of Freedom</i>” Close Reading: Determine Theme</p> | <p><b>Day 1</b><br/>#3 Write Historical Fiction: Use Descriptive Words to Convey Experiences and Events Precisely</p> <p>5.W.TTP.3f Use precise words and phrases and use sensory details to convey experiences and events.</p> <hr/> <p><b>Day 2</b><br/>#6 Write Historical Fiction: Use a Variety of Transitional Words and Phrases to Convey Sequence</p> <p>5.W.TTP.3d Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <hr/> <p><b>Day 3</b><br/>#8 Write Historical Fiction: Choose Punctuation for Effect</p> <p>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> | <p><b>Day 1</b><br/>#2 Silent Letters: <i>kn, wr, gh, gn, wh</i></p> <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | <p><b>Day 2</b><br/>#5 Language in Context: Choose Punctuation for Effect</p> <p>5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> |

|   |  |  |  |
|---|--|--|--|
| <p>5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.</p> <hr/> <p><b>Day 4</b><br/> <i>#9 Close Reading: Integrate Information from Several Texts</i></p> <p>5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.</p> <hr/> <p><b>Day 5</b><br/> <i>#11 "Paul Revere's Ride" Analyze Poet's Use of Figurative Language: Imagery</i></p> <p>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</p> <p>5.FL.VA.7b.i Interpret figurative language, including similes and metaphors, in context.</p> <p><i>#13 Unit Wrap-Up: Share Real World Perspectives</i></p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p> | <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <hr/> <p><b>Day 4</b><br/> <i>#10 Write Historical Fiction: Expanding, Combining, and Reducing Sentences for Meaning</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <hr/> <p><b>Day 5</b><br/> <i>#12 Write Historical Fiction: Create a Title/Use Technology to Publish Writing</i></p> <p>5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.</p> |  |  |
|---|--|--|--|

**Week 4: April 14-18, 2025**

**TCAP Testing Week**

**Week 5: April 21-25, 2025**

**TCAP Testing Week**

**Week 6: April 28-May 2, 2025**

**TCAP Testing Week**

**Week 7: May 5-9, 2025**

| Primary Resource   | Reading   | Writing   | Phonics and Word Study  | Language  |
|--|---|---|---|---|
| <p>Benchmark Advance</p> <p>Unit 8</p> <p><i>Water: Fact and Fiction</i></p> <p>Week 1</p> | <p>Ongoing Read Aloud: <i>The True Confessions of Charlotte Doyle</i> by Avi</p> <p><b>Day 1</b><br/>                     #1 <i>Introduce Unit 8: Water: Fact and Fiction</i></p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p> <p>#2 "<i>The Odyssey Begins</i>" <i>First Reading: Apply Strategies</i></p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 2</b><br/>                     #4 "<i>The Odyssey Begins</i>" <i>Build Vocabulary: Determine the Meaning of Figurative Language</i></p> <p>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</p> <p>5.FL.VA.7b.i Interpret figurative language, including similes and metaphors, in context.</p> <hr/> <p><b>Day 3</b><br/>                     #7 "<i>The Odyssey Begins</i>" <i>Compare and Contrast Characters in a Story</i></p> | <p><b>Day 1</b><br/>                     #3 <i>Write a Research Project: Develop Your Focus</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <hr/> <p><b>Day 2</b><br/>                     #6 <i>Write a Research Project: Select Knowledgeable and Credible Print Sources</i></p> <p>5.W.RBPK.8 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.</p> <hr/> <p><b>Day 3</b><br/>                     #9 <i>Write a Research Project: Take Notes from Print Sources</i></p> <p>5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work</p> | <p><b>Day 2</b><br/>                     #5 /ou/ and /oi/</p> <p>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p> <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> | <p><b>Day 3</b><br/>                     #8 "<i>The Odyssey Begins</i>" <i>Language in Context: Choose Punctuation for Effect</i></p> |

|  |  |  |  |
|--|--|--|--|
| <p>5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</p> <hr/> <p><b>Day 4</b><br/> <i>#10 "Water-Wise Landscaper" First Reading: Apply Strategies</i></p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 5</b><br/> <i>#12 "Water-Wise Landscaper" Explain How an Author Uses Reasons and Evidence</i></p> <p>5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.</p> <p><i>#13 Integrate Information from Two Texts to Speak Knowledgeably About a Topic</i></p> <p>5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.</p> <p>5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.</p> | <p>and provide a list of sources.</p> <hr/> <p><b>Day 4</b><br/> <i>#11 Write a Research Project: Use Cause and Effect Text Structure to Plan and Organize an Essay</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <hr/> <p><b>Day 5</b><br/> <i>#14 Language in Context: Expand Sentences for Meaning, Interest, and Style</i></p> <p>5.FL.SC.6g Use a comma to separate an introductory element from the rest of the sentence.</p> |  |  |
|--|--|--|--|



**Week 8: May 12-16, 2025**

| Primary Resource   | Reading  | Writing   | Phonics and Word Study   | Language   |
|--|--|---|--|--|
| <p>Benchmark Advance</p> <p>Unit 8</p> <p><i>Water: Fact and Fiction</i></p> <p>Week 2</p> | <p>Ongoing Read Aloud: <i>The True Confessions of Charlotte Doyle</i> by Avi</p> <p><b>Day 1</b><br/>#1 “The Voyage” First Reading: Apply Strategies</p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 2</b><br/>#4 “The Voyage” Summarize the Text</p> <p>5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.</p> <p>#5 “The Voyage” Explain How Parts of a Text Fit Together to Provide the Overall Structure</p> <p>5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</p> <p>5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</p> <hr/> <p><b>Day 3</b><br/>#8 “The Voyage” Close Reading: Compare and Contrast Characters in a Story</p> | <p><b>Day 1</b><br/>#3 Write a Research Project: Introduce Your Topic</p> <p>5.W.TTP.2a Introduce a topic by providing a general observation and focus.</p> <hr/> <p><b>Day 2</b><br/>#6 Write a Research Project: Develop Your Topic with Facts, Details, and Quotations</p> <p>5.W.TTP.2d Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <hr/> <p><b>Day 3</b><br/>#9 Write a Research Project: Use Linking Words, Phrases, and Clauses to Connect Your Ideas</p> <p>5.W.TTP.2f Link ideas within and across categories of information using words, phrases, and clauses.</p> <hr/> <p><b>Day 4</b><br/>#11 Write a Research Project: Provide a Concluding Statement or Section</p> | <p><b>Day 1</b><br/>#2 Latin Roots (aud, vis, form, cede)</p> <p>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.</p> | <p><b>Day 3</b><br/>#7 “The Voyage” Grammar in Context: Past Perfect Verb Tense</p> <p>5.FL.SC.6b Form and use the perfect verb tense.</p> |

|  |   |  |   |  |
|--|---|--|---|--|
|  | <p>5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.</p> <hr/> <p><b>Day 4</b><br/> <i>#10 "The Voyage" Close Reading: Determine the Meaning of Figurative Language</i></p> <p>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</p> <p>5.FL.VA.7b.i Interpret figurative language, including similes and metaphors, in context.</p> <hr/> <p><b>Day 5</b><br/> <i>#12 Close Reading: Compare and Contrast Two Texts with Similar Themes</i></p> <p>5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> | <p>5.W.TTP.2g Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <hr/> <p><b>Day 5</b><br/> <i>#13 Grammar in Context: Sentences with Multiple Tenses</i></p> <p>5.FL.SC.6b Form and use the perfect verb tense.</p> <p>5.FL.SC.6c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>5.FL.SC.6d Recognize and correct inappropriate shifts in verb tense.</p> | <p>5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p>5.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> |  |
|--|---|--|---|--|

**Week 9: May 19-23, 2025**

| Primary Resource   | Reading  | Writing   | Phonics and Word Study   | Language  |
|--|--|---|--|---|
| <p>Benchmark Advance</p> <p>Unit 8</p> <p><i>Water: Fact and Fiction</i></p> <p>Week 3</p> | <p>Ongoing Read Aloud: <i>The True Confessions of Charlotte Doyle</i> by Avi</p> <p><b>Day 1</b><br/>#1 “Questions and Answers About the Oceans” First Reading: Apply Strategies</p> <p>5.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><b>Day 2</b><br/>#4 “Questions and Answers About the Oceans” Close Reading: Explain How an Author Uses Reasons and Evidence</p> <p>5.RI.IK1.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.</p> <hr/> <p><b>Day 3</b><br/>#7 “Questions and Answers About the Oceans” Close Reading: Explain the Relationship Between Events in a Scientific Text</p> <p>5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.</p> <p>5.RI.IK1.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.</p> | <p><b>Day 1</b><br/>#3 Write a Research Project: Revise to Improve Writing by Expanding Sentences</p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <hr/> <p><b>Day 2</b><br/>#6 Write a Research Project: Revise to Include Domain-Specific Vocabulary</p> <p>5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <hr/> <p><b>Day 3</b><br/>#8 Write a Research Project: Edit for Correct Use of Verb Tenses</p> <p>5.FL.SC.6b Form and use the perfect verb tense.</p> <p>5.FL.SC.6c Use verb tense to convey various times, sequences, states, and</p> | <p><b>Day 1</b><br/>#2 Adjective Suffixes (-y, -ent, -ive, -ic, -ful)</p> <p>5.FL.PWR.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | <p><b>Day 2</b><br/>#5 Grammar in Context: Verb Tense to Convey Conditions</p> <p>5.FL.SC.6c Use verb tense to convey various times, sequences, states, and conditions.</p> |

|  |  |  |   |  |
|--|--|--|---|--|
|  | <p><b>Day 4</b><br/> <i>#9 Close Reading: Integrate Information from Two Texts on the Same Topic</i></p> <p>5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.</p> <hr/> <p><b>Day 5</b><br/> <i>#11 "Burn Lake" Determine Multiple Themes of a Poem</i></p> <p>5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.</p> <p><i>#13 Unit Wrap-Up: Share Real-World Perspectives</i></p> <p>5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p> | <p>conditions.</p> <p>5.FL.SC.6d Recognize and correct inappropriate shifts in verb tense.</p> <hr/> <p><b>Day 4</b><br/> <i>#10 Write a Research Project: Edit to Use Verb Tense to Convey Various Times, Sequences, States, and Conditions</i></p> <p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)</p> <p>5.FL.SC.6b Form and use the perfect verb tense.</p> <hr/> <p><b>Day 5</b><br/> <i>#12 Write a Research Project: Create a Title/Use Technology to Publish Writing</i></p> <p>5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.</p> | <p>5.FL.VA.7a.i<br/> Use context as a clue to the meaning of a word or phrase.</p> <p>5.FL.VA.7a.ii<br/> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> |  |
|--|--|--|---|--|

## TN ELA Standards Guide Grade 5

### Foundational Literacy Standards

The Foundational Literacy standards are designed to equip students with a working knowledge of print concepts, phonological awareness, phonics and word recognition, word and sentence composition, and fluency. These provide a foundation for and integrate with the Language standards to prepare students to engage with and produce texts of increased complexity and sophistication.

For standards FL 6 and 7, reference the Language and Grammar Progression chart for skills and understandings from lower grade levels that students should retain or further develop as students advance through the grades and work with increasingly complex texts.

| <b>Standard 5.FL.PWR.3</b>   |  |  |
|--|--|--|
| <b>5.FL.PWR.3</b> - Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.</li> </ul>   |  |  |
| <b>Category: Phonics and Word Recognition</b>  |  |  |
| <b>Unpacking the Standard</b>  | <b>Glossary</b>  | <b>Standard as represented in sample classroom tasks</b>   |
| At the heart of this standard (as represented in the Cornerstone), students do the following: <ul style="list-style-type: none"> <li>• Use grade-appropriate strategies to decode words in and out of context.</li> </ul> When decoding words at this grade level, students focus on the following: <ul style="list-style-type: none"> <li>• Recognizing and using the six syllable types to decode multisyllabic words</li> <li>• Recognizing and knowing the meaning of the most common prefixes and suffixes</li> <li>• Reading words with common Latin suffixes</li> <li>• Reading words with more than one syllable</li> <li>• Reading grade-appropriate words that do not follow normal spelling patterns</li> </ul> | <p><b>phonics</b> - method of teaching the code-based portion of reading and spelling that stresses symbol-sound relationships; especially important in beginning reading instruction</p> <p><b>word analysis skills</b> - a detailed examination of the components of a word to understand its meaning and/or nature as a whole</p> <p><b>decoding</b> - the process of translating printed words into speech</p> <p><b>connected text</b> - text that features multiple related sentences (as distinguished from isolated and disconnected words, phrases, or sentences)</p> | <p><b><i>In reading tasks:</i></b> Students may sort multisyllabic word lists by syllable types and use knowledge of syllable types to decode accurately in grade-level connected text.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may discuss the change in meaning when prefixes and suffixes are added to the same root word.</p> <p><b><i>In writing tasks:</i></b> Students may identify words in connected text that do not follow normal spelling patterns. Students may use those words in their own writing to practice their spelling.</p> |

|   |  |  |
|---|--|--|
| <p>This Foundational Literacy standard is unique in that it can be taught both in isolation from text as well as in connected text.</p> | <p><b>syllabication</b> - forming or dividing words into syllables</p> <p><b>morphology</b> - the study of the structure and forms of words</p> <p><b>root</b> - the unit that provides the core meaning to a word and to which affixes may be attached; e.g., to the root word <i>read</i> can be added the prefix <i>-un</i> and/or the suffix <i>-able</i>.</p> <p><b>affix</b> - a word element (usually a prefix or suffix) that can be added to a root word to change its meaning; e.g., to the root word <i>respect</i> may be added the prefix <i>-dis</i> and/or the suffix <i>-ful</i>. Both the prefix and suffix are affixes added to the root.</p> <p><b>*prefix</b> - a word part added to the beginning of a root word to change the meaning; see affix definition above for example</p> <p><b>*suffix</b> - a word part added to the end of a root word to change the meaning; see affix definition above for example</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</b></p> |  |
|---|--|--|

**Cornerstone Standard for FL 3**

Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

**Vertical Alignment**

| Grade Span | Standard   |
|------------|--|
| 6          | This standard ends at Grade 5.   |
| 5          | <p><b>5.FL.PWR.3</b> - Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.</p> |
| 4          | <p><b>4.FL.PWR.3</b> - Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.</p> |

**Standard 5.FL.WC.4**

**5.FL.WC.4** - Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

- a. Spell grade-appropriate words correctly, consulting references as needed.
- b. Write legibly in manuscript and cursive.

**Category: Word Composition**

| <b>Unpacking the Standard</b>  | <b>Glossary</b>   | <b>Standard as represented in sample classroom tasks</b>   |
|--|---|--|
| <p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• Apply grade-level phonics and word analysis skills when encoding words.</li> <li>• Spell grade-appropriate words correctly.</li> <li>• Write legibly in manuscript and cursive.</li> </ul> <p>In Grade 3, students were expected to spell one-, two-, and three-syllable words, and regular and irregular high-frequency words. This expectation continues into fourth grade and beyond, but now includes grade-appropriate words that have four or more syllables and regular and irregular low-frequency words. Students may continue to consult references as needed.</p> | <p><b>manuscript</b> - printed handwriting, as opposed to cursive</p> <p><b>*high-frequency words</b> - common words that appear often in texts</p> <p><b>*low-frequency words</b> - words that are more rare for a student to encounter at a given grade level</p> <p><b>*regular words</b> - words that can be decoded using knowledge of phonics patterns</p> <p><b>*irregular words</b> - words that do not follow common spelling patterns</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p> | <p><b><i>In reading tasks:</i></b> As students read a text, they may be prompted to identify and describe the text elements. The teacher may ask students to write the text elements in cursive and then write the description of the elements in manuscript.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may listen to the teacher read aloud sentences or paragraphs that include specific phonics patterns. Students may write down what they hear using legible cursive handwriting.</p> <p><b><i>In writing tasks:</i></b> Students may write in cursive during selected writing tasks. Students use dictionaries to check their spelling.</p> |



**Cornerstone Standard for FL 4**

Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

**Vertical Alignment**

| Grade Span | Standard   |
|------------|--|
| 6          | This standard ends at Grade 5.   |
| 5          | <b>5.FL.WC.4</b> - Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. <ul style="list-style-type: none"> <li>a. Spell grade-appropriate words correctly, consulting references as needed.</li> <li>b. Write legibly in manuscript and cursive.</li> </ul> |
| 4          | <b>4.FL.WC.4</b> - Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. <ul style="list-style-type: none"> <li>a. Spell grade-appropriate words correctly, consulting references as needed.</li> <li>b. Write legibly in manuscript and cursive.</li> </ul> |

**Standard 5.FL.F.5**

**5.FL.F.5** - Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**Category: Fluency**

| <b>Unpacking the Standard</b>   | <b>Glossary</b>  | <b>Standard as represented in sample classroom tasks</b>  |
|---|--|---|
| <p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• Read and understand grade-level text with a specific purpose in mind (e.g., to learn new information, for entertainment, etc.).</li> <li>• Read literary and informational texts with accuracy, maintain a suitable rate, and use voice to show changes and feelings on successive readings.</li> <li>• Reread and use context to confirm or self-correct understanding of a word.</li> </ul> | <p><b>fluency</b> - the ability to read a text accurately, quickly, and with expression</p> <p><b>prose</b> - written or spoken language that follows standard grammatical rules and that does not follow a meter or rhyme scheme</p> <p><b>poetry</b> - language written in verse that follows a particular meter or rhyme scheme</p> <p><b>accuracy (in fluency)</b> - the ability to correctly decode a word on sight</p> <p><b>rate (in fluency)</b> - words read accurately at a pace that reflects conversational speech; measured in words per minute</p> <p><b>expression (aka prosody)</b> - reading aloud with feeling; this involves timing, phrasing, emphasis, and intonation (how the voice rises and falls in speech)</p> <p><b>word recognition</b> - the ability of a reader to quickly and correctly recognize written words</p> <p><b>self-correct</b> - when a reading error is corrected without prompting or support</p> | <p><b>In reading tasks:</b> Students may read grade-level connected text in pairs and practice accuracy, prosody, and appropriate rate. The reading student pauses at various intervals to receive feedback from the listening student.</p> <p><b>In speaking/listening tasks:</b> Students may listen to partners read aloud and give feedback on their reading using a fluency rubric.</p> <p><b>In writing tasks:</b> Students may write a poem and then read it aloud with accuracy, prosody, and appropriate rate.</p> |

**Cornerstone Standard for FL 5**

Read with sufficient accuracy and fluency to support comprehension.

**Vertical Alignment**

| <b>Grade Span</b> | <b>Standard</b>  |
|-------------------|--|
| 6                 | This standard ends at Grade 5.   |
| 5                 | <b>5.FL.F.5</b> - Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</li> </ul> |
| 4                 | <b>4.FL.F.5</b> - Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</li> </ul> |

**Standard 5.FL.SC.6**

- 5.FL.SC.6** - Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
- a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.
  - b. Form and use the perfect verb tense.
  - c. Use verb tense to convey various times, sequences, states, and conditions.
  - d. Recognize and correct inappropriate shifts in verb tense.
  - e. Use correlative conjunctions.
  - f. Use punctuation to separate items in a series.
  - g. Use a comma to separate an introductory element from the rest of the sentence.
  - h. Use a comma to set off the words *yes* and *no*, to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address.
  - i. Use underlining, quotation marks, or italics to indicate titles of works.
  - j. Write multiple cohesive paragraphs on a topic.

**Category: Sentence Composition**

| <b>Unpacking the Standard</b>   | <b>Glossary</b>   | <b>Standard as represented in sample classroom tasks</b>  |
|---|---|---|
| <p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• <i>Explain the function of</i> standard English grammar and usage conventions.</li> <li>• When writing or speaking, <i>use</i> standard English grammar and usage conventions effectively.</li> <li>• <i>Explain the function of</i> standard English capitalization, punctuation, and spelling conventions.</li> <li>• When writing, <i>use</i> standard English capitalization, punctuation, and spelling conventions effectively.</li> </ul> <p>There are multiple parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• <i>Explain the function of</i> conjunctions, prepositions, and interjections as used in general and in particular sentences.</li> <li>• Form and use <i>perfect</i> verb tenses.</li> </ul> | <p><b>perfect verb tenses</b> - used to indicate a completed action in the past, present, or future; formed by using <i>have, has, or had</i> as an auxiliary (or helping) verb to the past participle form of the main verb</p> <p><b>correlative conjunctions</b> - conjunctions that work together to connect equal parts of a sentence (e.g., <i>either/or, neither/nor, not only/but (also)</i>, etc.)</p> | <p><b><i>In reading tasks:</i></b> Students may reread connected text and identify verb tenses that convey time and sequences.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may explain how various conjunctions change the meaning of sentences in the text.</p> <p><b><i>In writing tasks:</i></b> Students may use appropriate punctuation and conjunctions to write complete sentences and correct run-ons and fragments in multiple cohesive paragraphs.</p> |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Use verb tense to convey <i>various</i> times, sequences, states, and conditions.</li> <li>• Recognize and correct inappropriate shifts in verb tense.</li> <li>• Use <i>correlative</i> conjunctions.</li> <li>• Use punctuation to <i>separate items in a series</i>.</li> <li>• Use a comma to <i>separate an introductory element from the rest of the sentence</i>.</li> <li>• Use a comma to <i>set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address</i>.</li> <li>• Use underlining, quotation marks, or italics to <i>indicate titles of works</i>.</li> </ul> <p>In Grades K-5, standard FL.SC.6 serves as the precursor to standards L.CSE.1 and L.CSE.2 in Grades 6-12.</p> |  |  |
|--|--|--|

| Cornerstone Standard for FL 6   |  |
|---|--|
| Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. |  |
| Vertical Alignment  |  |
| Grade Span  | Standard   |
| 6   | <p><b>6.L.CSE.1</b> - Demonstrate command of the conventions of standard English grammar and usage.</p> <ol style="list-style-type: none"> <li>When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement).</li> <li>When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement) effectively.</li> <li>When reading and listening, explain the function of phrases and clauses.</li> <li>When writing or speaking, use simple, compound, and complex sentences.</li> </ol> <p><b>6.L.CSE.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.</p> |

|   |   |
|---|---|
| <p style="text-align: center;"><b>5</b></p> | <p><b>5.FL.SC.6</b> - Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ol style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.</li> <li>b. Form and use the perfect verb tense.</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>d. Recognize and correct inappropriate shifts in verb tense.</li> <li>e. Use correlative conjunctions.</li> <li>f. Use punctuation to separate items in a series.</li> <li>g. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>h. Use a comma to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address.</li> <li>i. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>j. Write multiple cohesive paragraphs on a topic.</li> </ol> |
| <p style="text-align: center;"><b>4</b></p> | <p><b>4.FL.SC.6</b> - Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ol style="list-style-type: none"> <li>a. Use relative pronouns and relative adverbs.</li> <li>b. Form and use progressive verb tenses.</li> <li>c. Use auxiliary verbs, such as <i>can</i>, <i>may</i>, and <i>must</i>, to clarify meaning.</li> <li>d. Form and use prepositional phrases.</li> <li>e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons.</li> <li>f. Use correct capitalization.</li> <li>g. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>h. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>i. Write several cohesive paragraphs on a topic.</li> </ol>  |

**Standard 5.FL.VA.7a**

**5.FL.VA.7a** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- i. Use context as a clue to the meaning of a word or phrase.
- ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**Category: Vocabulary Acquisition**

| <b>Unpacking the Standard</b>   | <b>Glossary</b>  | <b>Standard as represented in sample classroom tasks</b>  |
|---|--|---|
| <p>At the heart of this standard (as represented in the Cornerstone), students determine the denotative meaning of unknown and multiple-meaning words and phrases by using the following strategies:</p> <ul style="list-style-type: none"> <li>• Using context clues</li> <li>• Analyzing meaningful word parts</li> <li>• Consulting reference materials</li> </ul> <p>There is an important relationship among standards FL 7a, FL 7b, and RL/RI 4:</p> <ul style="list-style-type: none"> <li>• Standard FL 7a focuses on <i>strategies students can use</i> to determine the denotative meaning of unknown words/phrases in text.</li> <li>• Standard FL 7b moves beyond the denotative meaning and focuses on the non-literal and nuanced meanings of words/phrases in text.</li> <li>• The intent of FL 7a and FL 7b is for students to acquire and build vocabulary for use in speaking and writing (FL 7c).</li> <li>• Standard RL/RI 4 focuses on determining the denotative, connotative, and/or figurative meaning(s) of specific words/phrases <i>as they are used in a text</i>.</li> </ul> | <p><b>affix</b> - a morpheme attached to the beginning (prefix) or ending (suffix) of a root word and alters its meaning</p> <p><b>*denotative meaning</b> - the precise, literal meaning of a word (i.e., definition), as opposed to the feelings or ideas the word might suggest (i.e., connotation)</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p> | <p><b><i>In reading tasks:</i></b> Students may read portions of a text containing previously marked unfamiliar words. Students may use the context of the sentence to estimate the meaning of the unknown word.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may work in small groups to create a presentation or poster that illustrates and explains common grade-appropriate Greek and Latin affixes and roots, including examples of words containing them and how to use the root as a clue to the meaning. Students then present their work to the class.</p> <p><b><i>In writing tasks:</i></b> Students may keep a vocabulary journal containing Greek and Latin affixes and roots. Students may be encouraged to use words containing these affixes and roots when writing. Students may use their journals as a reference.</p> |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>The intent of RL/RI 4 is for students to move closer to understanding how authors use words/phrases to shape a text's meaning and tone, a primary emphasis in Grades 6-12.</li> </ul> <p>In Grades K-5, standard FL.VA.7a serves as the precursor to standard L.VAU.4 in Grades 6-12.</p> |  |  |
|--|--|--|

| Cornerstone Standard for FL 7   |  |
|---|--|
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |  |
| Vertical Alignment  |  |
| Grade Span  | Standard   |
| 6   | <p><b>6.L.VAU.4</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or a phrase.</li> <li>b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</li> <li>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</li> <li>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</li> </ul> |
| 5   | <p><b>5.FL.VA.7a</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>i. Use context as a clue to the meaning of a word or phrase.</li> <li>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</li> <li>iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>                                       |
| 4   | <p><b>4.FL.VA.7a</b> - 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.</p> <ul style="list-style-type: none"> <li>i. Use context as a clue to the meaning of a word or phrase.</li> <li>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</li> <li>iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>                                      |



**Standard 5.FL.VA.7b**

**5.FL.VA.7b** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- i. Interpret figurative language, including similes and metaphors, in context.
- ii. Recognize and explain the meaning of common idioms and proverbs.
- iii. Use the relationship between particular words to better understand each of the words.

**Category: Vocabulary Acquisition**

| <b>Unpacking the Standard</b>  | <b>Glossary</b>   | <b>Standard as represented in sample classroom tasks</b>   |
|--|---|--|
| <p>At the heart of this standard (as represented in the L.VAU.5 Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• Determine the figurative meanings of words and phrases.</li> <li>• Distinguish shades of meaning among related words.</li> <li>• Use the relationship between particular words to better understand each word.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Use the relationship between particular words (<i>beyond just synonyms and antonyms</i>) to better understand each of the words (e.g., homographs).</li> </ul> <p>Examples for each sub-number (i-iii) are as follows:</p> <ul style="list-style-type: none"> <li>i. Explain the meaning of <i>as tough as nails</i> in a text.</li> <li>ii. Explain the meaning of being <i>on cloud nine</i>.</li> <li>iii. Identify the opposite (antonym) of the word <i>rough</i>.</li> </ul> <p>There is an important relationship among standards FL 7a, FL 7b, and RL/RI 4:</p> <ul style="list-style-type: none"> <li>• Standard FL 7a focuses on <i>strategies students can use</i> to determine the denotative meaning of unknown words/phrases in text.</li> </ul> | <p><b>figurative language</b> - language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., a metaphor, allusion, etc.)</p> <p><b>word relationship</b> - the relationship between particular words that contributes meaning to each word individually (e.g., cause/effect, part/whole, item/category, synonym/antonym)</p> <p><b>simile</b> - comparison of two unlike things using a word of comparison (most often <i>like</i> or <i>as</i>)</p> <p><b>metaphor</b> - a figure of speech that makes a comparison between two things that are essentially different but have something in common</p> <p><b>*idiom</b> - a phrase or expression (often regional and/or cultural) that means something other than the literal meaning of the words used (e.g., "It's raining cats and dogs.")</p> <p><b>proverb</b> - a short, often old, well-known saying that expresses a truth (e.g., Actions speak louder than words.)</p> | <p><b>In reading tasks:</b> Students may read a story pre-selected for its usage of common idioms and proverbs. Students may identify each use and explain the meaning within the context of the story.</p> <p><b>In speaking/listening tasks:</b> Students may discuss in pairs how omitting or changing the idiom/proverb may change the meaning of that portion of the story.</p> <p><b>In writing tasks:</b> Students may practice incorporating common idioms and proverbs into their writing and consider how it will enhance the meaning of the text.</p> |

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Standard FL 7b moves beyond the denotative meaning and focuses on understanding the figurative and nuanced meanings of words/phrases in text.</li> <li>The intent of FL 7a and FL 7b is for students to acquire and build vocabulary for use in speaking and writing (FL 7c).</li> <li>Standard RL/RI 4 focuses on determining the literal and figurative meaning(s) of specific words/phrases <i>as they are used in a text</i>.</li> <li>The intent of RL/RI 4 is for students to move closer to understanding how authors use words/phrases to shape a text's meaning and tone, a primary emphasis in Grades 6-12.</li> </ul> <p>In Grades K-5, standard FL.VA.7b serves as the precursor to standard L.VAU.5 in Grades 6-12.</p> | <p><b>**connotative meaning</b> - the idea or feeling associated with a word, in addition to its literal or primary meaning</p> <p><b>**homograph</b> - a word that is spelled like another word but is different in meaning (e.g., park/park, tear/tear, close/close)</p> <p>*Note - Idioms are often particularly difficult for non-native English speakers to understand as idioms often derive from and/or are unique to a specific region/culture.</p> <p>**Note - This term is not explicitly used in the grade-level standard but is listed here to assist in unpacking sub-number iii of the standard.</p> |  |
|---|--|--|

**Cornerstone Standard for FL 7 and L 5**

**FL 7** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**L 5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Vertical Alignment**

| Grade Span | Standard  |
|------------|---|
| 6          | <b>6.L.VAU.5</b> - When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.  |
| 5          | <b>5.FL.VA.7b</b> - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>i. Interpret figurative language, including similes and metaphors, in context.</li> <li>ii. Recognize and explain the meaning of common idioms and proverbs.</li> <li>iii. Use the relationship between particular words to better understand each of the words.</li> </ul>      |
| 4          | <b>4.FL.VA.7b</b> - Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>i. Explain the meaning of simple similes and metaphors in context.</li> <li>ii. Recognize and explain the meaning of common idioms and proverbs.</li> <li>iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.</li> </ul> |

**Standard 5.FL.VA.7c**

**5.FL.VA.7c** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

**Category: Vocabulary Acquisition**

| <b>Unpacking the Standard</b>  | <b>Glossary</b>  | <b>Standard as represented in sample classroom tasks</b>  |
|--|--|---|
| <p>At the heart of this standard (as represented in the L.VAU.6 Cornerstone) is the end goal of the language standards:</p> <ul style="list-style-type: none"> <li>Students become increasingly independent as they acquire and use a wide range of vocabulary to strengthen their reading and listening comprehension and to enhance their written or oral expression.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>Acquire and accurately use grade-appropriate general academic (Tier 2) and domain-specific (Tier 3) words and phrases <i>that signal contrast, addition, and other logical relationships</i>.</li> </ul> <p>At this grade level, when speaking or writing, students continue to use <i>conversational</i> language sparingly (as appropriate to the task) and instead focus on effectively using <i>academic</i> and <i>domain-specific</i> language.</p> <p>In Grades K-5, standard FL.VA.7c serves as the precursor to standard L.VAU.6 in Grades 6-12.</p> | <p><b>general academic</b> - words and phrases that students encounter in academic study across multiple subjects and disciplines; also known as Tier 2 vocabulary</p> <p><b>domain-specific</b> - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 vocabulary</p> <p><b>phrase</b> - a natural group of words that work together to fill a slot within a sentence frame</p> <p><b>logical relationship</b> - a word or phrase that indicates how one object is conceptually related to another object; examples include words/phrases such as <i>however, although, nevertheless, similarly, moreover, and in addition</i></p> | <p><b><i>In reading tasks:</i></b> As students read various texts over a unit, they may record in their notebooks important Tier 2 and Tier 3 words/phrases that signal contrast or addition.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may be tasked with using these words/phrases in whole or small group discussions.</p> <p><b><i>In writing tasks:</i></b> Students may write responses to text accurately using domain-specific words and phrases (Tier 3).</p> |

**Cornerstone Standard for FL 7 and L 6**

**FL 7** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**L 6** - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Vertical Alignment**

| <b>Grade Span</b> | <b>Standard</b>  |
|-------------------|--|
| 6                 | <b>6.L.VAU.6</b> - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.             |
| 5                 | <b>5.FL.VA.7c</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.                                    |
| 4                 | <b>4.FL.VA.7c</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. |



## TN ELA Standards Guide Grade 5

### Reading Literature Standards

#### Standard 5.RL.KID.1

**5.RL.KID.1** - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

#### Category: Key Ideas and Details

| Unpacking the Standard   | Glossary  | Standard as represented in sample classroom tasks   |
|--|---|---|
| <p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What happens in this story, poem, etc.?</li> <li>• What are the elements of this text and what inferences can you draw from them?</li> <li>• Which specific details demonstrate your understanding of the text?</li> </ul> <p>There are two key elements of this standard:</p> <ul style="list-style-type: none"> <li>• Students identify and describe a story's elements and draw inferences from them.</li> <li>• When students speak or write their understanding of a text, they explicitly refer to details in it to demonstrate that understanding.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Quoting accurately from a text</li> </ul> <p>In previous grades, students began practicing explicitly referring to details to demonstrate their understanding of the text. In this grade, students continue this practice while also learning to accurately</p> | <p><b>explicitly</b> - clearly and directly</p> <p><b>inferences</b> - conclusions reached based on evidence (textual details) and reasoning</p> <p><b>*details</b> - words, sentences, paragraphs, stanzas, or sections of a text that are used to demonstrate understanding of a text's elements</p> <p><b>*text elements</b> - the essential components of a story or drama, such as characters (including thoughts, motivations and actions), events, setting, ideas/themes, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</b></p> | <p><b><i>In reading tasks:</i></b> Students may read a poem and highlight or underline concrete details related to the speaker.</p> <p><b><i>In speaking/listening tasks:</i></b> After students have highlighted or underlined the poem, they may be prompted in pairs to make inferences about the speaker's motives or character. Students may use their annotations to support their ideas.</p> <p><b><i>In writing tasks:</i></b> A student composing an expository essay may describe how the speaker of the poem conveys a theme, including supporting evidence from the text. Students may quote the text directly and accurately in their writing.</p> |

quote details from a text to demonstrate their understanding.

This standard should be embedded throughout all lessons as they revolve around text. Whether reading, speaking/listening, or writing, students should be explicitly referring to the text as a basis for their understanding of it.

There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:

- In R 1, students are demonstrating basic comprehension of the story by describing its essential elements - characters, events, places, etc. - and making inferences about them.
- In R 2, students synthesize these elements to summarize the text and to determine a theme.
- In R 3, students compare/contrast text elements and explain how interactions among text elements affect the story.

This standard is the foundation of the reading standards in that it represents basic comprehension of the text.

|  |  |
|--|--|
|  |  |
|--|--|

|  |
|--|
|  |
|--|



**Cornerstone Standard for RL 1**

Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Vertical Alignment**

| Grade Span | Standard  |
|------------|---|
| 6          | <b>6.RL.KID.1</b> - Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.  |
| 5          | <b>5.RL.KID.1</b> - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| 4          | <b>4.RL.KID.1</b> - Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. |

**Standard 5.RL.KID.2**

**5.RL.KID.2** - Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.

**Category: Key Ideas and Details**

| Unpacking the Standard  | Glossary   | Standard as represented in sample classroom tasks  |
|---|--|--|
| <p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What themes emerge from the text? What is a central idea of the text?</li> <li>• How does the theme/central idea develop over the course of the text?</li> <li>• What details contribute most to the theme or central idea's development?</li> <li>• What information is important to include in a summary?</li> </ul> <p>The semicolon indicates two components of the standard:</p> <ul style="list-style-type: none"> <li>• Students identify a theme and/or central idea, along with the details that convey it.</li> <li>• When students summarize the story, they include its essential elements.</li> </ul> <p>In literature, "theme" and "central idea" are not synonymous. Themes are non-text-specific statements capturing abstract, universal ideas that emerge from a text. Central ideas are text-specific statements capturing an author's prominent ideas in a text.</p> <p>Conveying the central idea of a text is not equivalent to summarizing the text's contents. The central idea is a prominent message conveyed by the whole of the</p> | <p><b>theme</b> - an abstract idea or universal truth that emerges from a literary text's treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. A theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a proposition such as "Courage is an honorable virtue, but it can lead to negative circumstances."</p> <p><b>central idea</b> - the prominent concept within a given text to which all text elements directly or indirectly relate. When expressed by students, central messages should be in the form of a complete thought. (Example from <i>Charlotte's Web</i> - The character relationships in this book demonstrate that friendship is an essential part of healthy living and a reason for hope.)</p> <p><b>drama</b> - a type of literature that is in the form of a script and is intended for performance by actors on a stage before an audience; primarily uses dialogue and stage action to present the story</p> <p><b>poem</b> - a type of literature composed in verse that is often characterized by a rhyme scheme or by rhythm</p> <p><b>details</b> - words, sentences, paragraphs, stanzas, or sections of a text that are used to demonstrate understanding of a text's elements</p> | <p><b>In reading tasks:</b> Students may read and annotate a short story, then draw a concept map showing how specific text elements (setting, characters, and events) convey a specific theme.</p> <p><b>In speaking/listening tasks:</b> After students have completed the concept map, they may work in pairs or small groups to discuss specific details in the text that support their conclusions from the concept map, making notes as they discuss.</p> <p><b>In writing tasks:</b> Students may write a multi-paragraph essay showing how the theme emerges through specific textual details. Students could support their ideas with text evidence from their concept map and group discussions.</p> |

|  |   |  |
|--|---|--|
| <p>text whereas a summary must include <i>all</i> the essential text elements.</p> <p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> <li>• In R 1, students are demonstrating basic comprehension of the story by describing its essential elements - characters, events, places, etc. - and making inferences about them.</li> <li>• In R 2, students synthesize these elements to summarize the text and to determine a theme.</li> <li>• In R 3, students compare/contrast text elements and explain how interactions among text elements affect the story.</li> </ul> <p>As R 2 progresses upward through Grades K-8, there is a shift in language regarding summary (retell → recount → summarize → objectively summarize). This is best seen as a continuum wherein students move from more informal, subjective retellings of the text to more formal, objective summaries of the text.</p> | <p><b>summarize/summary</b> - a technique by which students demonstrate comprehension of a text by reconveying its essential elements in chronological order; uses minimal subjective language</p> <p><b>*text elements</b> - the essential components of a story or drama, such as characters (including thoughts, motivations, and actions), events, setting, ideas/themes, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p> |  |
|--|---|--|

**Cornerstone Standard for RL 2**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Vertical Alignment**

| Grade Span | Standard   |
|------------|--|
| 6          | <b>6.RL.KID.2</b> - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.           |
| 5          | <b>5.RL.KID.2</b> - Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. |
| 4          | <b>4.RL.KID.2</b> - Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.                 |

**Standard 5.RL.KID.3**

**5.RL.KID.3** - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.

**Category: Key Ideas and Details**

| Unpacking the Standard  | Glossary   | Standard as represented in sample classroom tasks  |
|---|--|--|
| <p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• How do the text elements interact with each other?</li> <li>• How do these interactions contribute to the story?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• <i>Comparing and contrasting</i> multiple characters, settings, or events</li> </ul> <p>At this grade level, students should not only compare and contrast text elements, but also explain how the interactions among these elements impact the story.</p> <p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> <li>• In R 1, students are demonstrating basic comprehension of the story by describing its essential elements – characters, events, places, etc. – and making inferences about them.</li> <li>• In R 2, students synthesize these elements to summarize the text and to determine a theme.</li> <li>• In R 3, students compare/contrast text elements and explain how interactions among text elements affect the story.</li> </ul> | <p><b>character</b> - persons who take part in the action of a story or drama; may also be animals or imaginary creatures. A narrator who participates in the action may be considered a character.</p> <p><b>setting</b> - time and place of the action in a story</p> <p><b>drama</b> - a type of literature that is in the form of a script and is intended for performance by actors on a stage before an audience; primarily uses dialogue and stage action to present the story</p> <p><b>details</b> - words, sentences, paragraphs, stanzas, or sections of a text that are used to demonstrate understanding of a text’s elements</p> <p><b>*text elements</b> - the essential components of a story or drama, such as characters (including thoughts, motivations, and actions), events, setting, ideas/themes, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</b></p> | <p><b><i>In reading tasks:</i></b> Students may read a play, annotating key moments where the dialogue and actions of key characters reveal important truths about the characters. Students could complete a note catcher as they read.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may work in pairs to discuss what they have recorded in their note catchers regarding key characters in the play. Students may begin discussing the important differences between the characters.</p> <p><b><i>In writing tasks:</i></b> After reading and discussing the play, students may write an essay explaining the differences between or among the characters and noting how these differences impact the story.</p> |

|   |  |  |
|---|--|--|
| <p>The Cornerstone standards for RL 3 and RL 5 are similar. Standard RL 3 focuses more on how the elements of a text interact with each other and contribute to the story. Standard RL 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p> |  |  |
|---|--|--|

| <b>Cornerstone Standard for RL 3</b>   |   |
|--|---|
| Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |   |
| <b>Vertical Alignment</b>  |   |
| <b>Grade Span</b>  | <b>Standard</b>   |
| <b>6</b>   | <b>6.RL.KID.3</b> - Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.                       |
| <b>5</b>   | <b>5.RL.KID.3</b> - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.                                    |
| <b>4</b>   | <b>4.RL.KID.3</b> - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character’s thoughts, words, or actions. |

**Standard 5.RL.CS.4**

**5.RL.CS.4** - Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.

**Category: Craft and Structure**

| <b>Unpacking the Standard</b>  | <b>Glossary</b>   | <b>Standard as represented in sample classroom tasks</b>   |
|--|---|--|
| <p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What is the meaning of words and phrases as the author uses them in the text?</li> <li>• Which words or phrases are the most important to contributing meaning to the text?</li> <li>• Why did the author choose these words/phrases for this text?</li> <li>• What impact do these choices make on the passage's meaning and tone?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Analyzing the impact of sound devices on meaning and tone</li> </ul> <p>There is an important relationship among standards FL 7a, FL 7b, and RL/RI 4:</p> <ul style="list-style-type: none"> <li>• Standard FL 7a focuses on <i>strategies students can use</i> to determine the denotative meaning(s) of unknown words/phrases in text.</li> <li>• Standard FL 7b moves beyond the denotative meaning and focuses on understanding the figurative and nuanced meanings of words/phrases in text.</li> <li>• The intent of FL 7a and FL 7b is for students to develop an understanding of various word meanings in text; <i>through this process, students</i></li> </ul> | <p><b>*denotative meaning</b> - literal or explicit meaning as distinct from implied or associated meanings</p> <p><b>figurative language</b> - words and phrases that express a meaning different from the literal meaning (e.g., a metaphor, allusion, etc.)</p> <p><b>simile</b> - comparison of two unlike things using a word of comparison (most often <i>like</i> or <i>as</i>)</p> <p><b>metaphor</b> - a figure of speech that makes a comparison between two things that are essentially different but have something in common</p> <p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>sound devices</b> - a literary tool used in prose and poetry to emphasize various sounds and enhance meaning; examples are rhythm, rhyme, alliteration, assonance, consonance, and onomatopoeia</p> <p><b>tone</b> - expression of a writer's or speaker's attitude toward a subject. <i>Unlike mood, which is intended to shape the audience's emotional response, tone reflects the feelings of a text's author.</i></p> | <p><b><i>In reading tasks:</i></b> Students may read a piece of prose or poetry and underline similes and metaphors in the text. Students may note in the margins the meaning of each of these terms as well as the way that each term contributes to the meaning and tone of the text.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may work in groups to discuss and identify other important terms or devices the author used, such as sound devices, to shape meaning or tone. Groups may discuss the possibility of other words or phrases that could convey a different tone.</p> <p><b><i>In writing tasks:</i></b> Students may write an essay identifying how the author's choice of words and phrases impact the meaning and tone of the text. Students could use the annotations and group discussions to provide evidence from the text.</p> |

|   |  |  |
|---|--|--|
| <p><i>acquire and build vocabulary for use in speaking and writing (as represented in FL 7c).</i></p> <ul style="list-style-type: none"> <li>Standard RL/RI 4 focuses on determining the literal and figurative meaning(s) of specific words/phrases as they are used in a text.</li> <li>The intent of RL/RI 4 is for students to move closer to understanding <i>how authors use words/phrases to shape a text's meaning and tone</i>, a primary emphasis in Grades 6-12.</li> </ul> <p>As students begin to think about why authors choose certain words/phrases to affect meaning/tone, this will in turn enhance students' ability to communicate as they learn how to make similar decisions in speech and writing.</p> | <p>* This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p> |  |
|---|--|--|

| <b>Cornerstone Standard for RL 4</b>  |   |
|---|---|
| Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |   |
| <b>Vertical Alignment</b>   |   |
| <b>Grade Span</b>   | <b>Standard</b>   |
| 6   | <b>6.RL.CS.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts. |
| 5   | <b>5.RL.CS.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.                      |
| 4   | <b>4.RL.CS.4</b> - Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.  |



**Standard 5.RL.CS.5**

**5.RL.CS.5** - Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.

**Category: Craft and Structure**

| <b>Unpacking the Standard</b>   | <b>Glossary</b>   | <b>Standard as represented in sample classroom tasks</b>   |
|---|---|--|
| <p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• How does the author organize the text elements?</li> <li>• In what ways does the placement of text elements fit into the overall text or plot structure?</li> <li>• How does the structure impact the meaning of the text?</li> </ul> <p>All parts of this standard appear for the first time at this grade level.</p> <p>There are two key components to the grade-level standard:</p> <ul style="list-style-type: none"> <li>• Describing how each structural part of the text fits or connects with other structural parts.</li> <li>• Explaining how the relationship between the structural parts fit together to form the overall structure.</li> </ul> <p>In third grade, students made connections among successive structural elements. In Grade 5, the connections students make may be non-consecutive (e.g., connecting the foreshadowing that occurs in chapter 2 with the foreshadowed events that occur in chapter 6).</p> | <p><b>stanza</b> - an organizing technique in poetry in which lines are grouped and separated from other lines or groups of lines by spacing or indentation; usually grouped according to length, meter, or rhyme scheme; stanzas function in poetry similarly to paragraphs in prose</p> <p><b>(text) structure</b> - the sequencing or ordering of the text elements</p> <p><b>*text elements</b> - the essential components of a story or drama, such as characters (including thoughts, motivations and actions), events, setting, ideas/themes, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</b></p> | <p><b><i>In reading tasks:</i></b> As students read a novel, they may identify specific sentences, paragraphs, etc., that represent a text element and describe how they fit together to provide the overall plot structure.</p> <p><b><i>In speaking/listening tasks:</i></b> Groups of students may be assigned to specific sentences, paragraphs, etc. that represent text elements and then discuss how their placement or sequencing forms the overall plot structure.</p> <p><b><i>In writing tasks:</i></b> Students may respond to a writing prompt that asks them to describe how a given chapter establishes the setting and how the setting is important to subsequent events in the story.</p> |

|   |  |  |
|---|--|--|
| <p>The Cornerstone standards for RL 3 and RL 5 are similar. Standard RL 3 focuses more on how the elements of a text interact with each other and contribute to the story. Standard RL 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p> |  |  |
|---|--|--|

| <b>Cornerstone Standard for RL 5</b>   |  |
|--|--|
| Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |  |
| <b>Vertical Alignment</b>  |  |
| <b>Grade Span</b>  | <b>Standard</b>  |
| <b>6</b>   | <b>6.RL.CS.5</b> - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| <b>5</b>   | <b>5.RL.CS.5</b> - Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.   |
| <b>4</b>   | <b>4.RL.CS.5</b> - Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.                                  |

**Standard 5.RL.CS.6**

**5.RL.CS.6** - Describe how a narrator's or speaker's point of view influences how events are described.

**Category: Craft and Structure**

| Unpacking the Standard  | Glossary   | Standard as represented in sample classroom tasks   |
|---|--|---|
| <p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>From what point of view is the story told? How does this affect the content, style, and meaning of the text?</li> <li>What is the speaker's, narrator's and/or character's perspective? How do the content and style of the text convey this perspective? How does this perspective impact the meaning of the text?</li> </ul> <p>All parts of this standard appear for the first time at this grade level.</p> <p>At this grade level, students deepen their understanding of how each type of point of view affects how the characters, events, setting, etc. are portrayed. For example, a first-person narrator who is a character within the story will likely have certain biases toward characters or events. Students should identify details within the text that indicate the narrator's perspective toward those characters.</p> | <p><b>narrator</b> - the person or voice conveying a narrative. Some narratives have multiple narrators.</p> <p><b>speaker</b> - the narrator or voice a poet uses to relay a poem</p> <p><b>point of view</b> - in literature, the vantage point from which a story is told (i.e., first person, second person, third person, and the variations of those). Point of view is used to convey <i>perspective</i>, a person's attitude toward or outlook on something as determined by their vantage point and experience. Standard RL 6 encompasses both point of view and perspective (as conveyed by the point of view).</p> <p><b>*details</b> - words, sentences, paragraphs, stanzas, or sections of a text that are used to demonstrate understanding of a text's elements</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</b></p> | <p><b><i>In reading tasks:</i></b> Students may read a short story and underline/highlight words, phrases, sentences, and/or sections in the text that establish and convey the point of view.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may give brief presentations that explain how the narrator's point of view indicates the narrator's attitude toward one or more of the other characters.</p> <p><b><i>In writing tasks:</i></b> Students may write a narrative from a different point of view with a focus on how this different vantage point will change the reader's understanding of the events in the story.</p> |

**Cornerstone Standard for RL 6**

Assess how point of view or purpose shapes the content and style of a text.

**Vertical Alignment**

| Grade Span | Standard   |
|------------|--|
| 6          | <b>6.RL.CS.6</b> - Explain how an author establishes and conveys the point of view of the narrator or speaker in a text. |
| 5          | <b>5.RL.CS.6</b> - Describe how a narrator's or speaker's point of view influences how events are described.             |
| 4          | <b>4.RL.CS.6</b> - Compare and contrast the point of view from which different stories are narrated.                     |

**Standard 5.RL.IKI.7**

**5.RL.IKI.7** - Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.

**Category: Integration of Knowledge and Ideas**

| Unpacking the Standard  | Glossary   | Standard as represented in sample classroom tasks   |
|---|--|---|
| <p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are the similarities and differences in how the content is presented in each medium?</li> <li>• How is the content of each text impacted by the format?</li> <li>• Is the format chosen for each text effective in presenting the topic or theme?</li> </ul> <p>At this grade level, students examine visual and multimedia elements of a text and determine how they contribute to the meaning, tone, mood, or beauty of the written portion of the text. Students should not only describe <i>what each element adds</i> to the written portion but <i>how it adds it</i>.</p> | <p><b>visual/multimedia elements</b> - characteristics unique to each medium; e.g., pictures or cartoons as visual elements of a text; or video, audio, and interactive parts as multimedia elements of a text</p> <p><b>tone</b> - expression of a writer's or speaker's attitude toward a subject. <i>Unlike mood, which is intended to shape the audience's emotional response, tone reflects the feelings of a text's author.</i></p> <p><b>*format/medium</b> - the way in which the story, drama, or poem is delivered (e.g., printed text, audio, or video)</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p> | <p><b>In reading tasks:</b> Students may read a poem and then watch a video of the poet reading the work, perhaps even accompanied by music or theatrics. Students may use a graphic organizer to note the similarities and differences of the poem's reading and listening experiences.</p> <p><b>In speaking/listening tasks:</b> After completing the graphic organizers, students may discuss in groups how the multimedia elements of the video contributed to the tone or mood of the poem.</p> <p><b>In writing tasks:</b> Students may be prompted to write an essay in which they not only detail the similarities and differences between the written and audio versions of the text, but also explain how the multimedia elements in the video enhanced the experience of the viewer in understanding and appreciating the text.</p> |

**Cornerstone Standard for RL 7**

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**Vertical Alignment**

| Grade Span | Standard   |
|------------|--|
| 6          | <b>6.RL.IKI.7</b> - Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.                          |
| 5          | <b>5.RL.IKI.7</b> - Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem. |
| 4          | <b>4.RL.IKI.7</b> - Make connections between the print version of a story or drama and a visual or oral presentation of the same text.   |

**\*\*Reading Standard 8 is not applicable to literature\*\***

**Standard 5.RL.IKI.9**

**5.RL.IKI.9** - Compare and contrast stories in the same genre on their approaches to similar themes and topics.

**Category: Integration of Knowledge and Ideas**

| Unpacking the Standard  | Glossary   | Standard as represented in sample classroom tasks   |
|---|--|---|
| <p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are the similarities and differences in how the theme or topic is presented in each text?</li> <li>• How does each author’s approach to addressing the theme or topic uniquely contribute to greater knowledge of that theme or topic?</li> </ul> <p>The Cornerstone of RL 9 involves students analyzing multiple texts that have similar themes/topics for two reasons:</p> <ul style="list-style-type: none"> <li>• To build knowledge about those themes/topics</li> <li>• To compare the approaches an author takes to presenting those themes/topics</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Comparing and contrasting text elements in stories <i>from the same genre</i>.</li> </ul> <p>There is an important shift in this standard that began in the fourth grade. In Grades K-3, students are primarily identifying similarities and differences in text elements in stories that have similar themes/topics. In Grades 4-5, students continue that practice but must also consider how each story’s <i>approach to or treatment of</i> the theme or topic provides a unique perspective or insight into that theme or topic.</p> | <p><b>genre</b> - a category or type of literature characterized by similarities such as form, structure, style, or subject; examples include stories, poems, historical novels, and mystery.</p> <p><b>approach to</b> - in the context of this standard, this refers to how the author uniquely presents themes, topics, and patterns of events to emphasize certain aspects of those elements and/or convey a certain perspective.</p> <p><b>theme</b> - an abstract idea or universal truth that emerges from a literary text’s treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. A theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a statement such as “Courage is an honorable virtue, but it can lead to negative circumstances.”</p> <p><b>*text elements</b> - the essential components of a story or drama, such as characters (including thoughts, motivations and actions), events, setting, ideas, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</b></p> | <p><b><i>In reading tasks:</i></b> Students may read two stories in the same genre that address similar themes or topics and annotate the text elements in each. Students may complete a graphic organizer that identifies similarities and differences between each story’s text elements.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may use their graphic organizers to engage in a small group discussion wherein they discuss not only how each text differs in terms of its text elements but also how the author of each text approaches the theme or topic it is addressing. Students could respond to question prompts such as: how did the author’s vivid description of the setting in the first story uniquely convey the theme in a way that was more effective than how it was portrayed in the second story?</p> <p><b><i>In writing tasks:</i></b> Students may use their group discussion to write an opinion essay that describes how the author in the first story provided a unique perspective on the topic in a way that was missing from the second story.</p> |



**Cornerstone Standard for RL 9**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

**Vertical Alignment**

| Grade Span | Standard   |
|------------|--|
| 6          | <b>6.RL.IKI.9</b> - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.       |
| 5          | <b>5.RL.IKI.9</b> - Compare and contrast stories in the same genre on their approaches to similar themes and topics.                         |
| 4          | <b>4.RL.IKI.9</b> - Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures. |

**Standard 5.RL.RRTC.10**

**5.RL.RRTC.10** - Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.

**Category: Range of Reading and Level of Text Complexity**

| Unpacking the Standard   | Glossary  | Standard as represented in sample classroom tasks   |
|--|---|---|
| <p>This is an overarching standard that involves all the reading standards for this grade level. As such, this standard is not intended to be the focus of a given lesson or an assessment but rather a broader statement indicating that students should be using the reading standards as tools to engage sufficiently complex and varied texts within their high-quality instructional materials.</p> <p>By the end of the year, students should be able to independently and proficiently read a variety of literary texts at the high end of the Grades 4-5 text complexity band.</p> | <p><b>poem</b> - a type of literature composed in verse that is often characterized by a rhyme scheme or by rhythm</p> <p><b>text complexity band</b> - a range of text sophistication corresponding to a grade span within the standards</p> | <p>Standard is addressed when reading, speaking and listening, language, and writing standards are integrated into instruction and grounded in grade-appropriate texts.</p> |

**Cornerstone Standard for RL 10**

Read and comprehend complex literary and informational texts independently and proficiently.

**Vertical Alignment**

| Grade Span | Standard  |
|------------|---|
| 6          | <b>6.RL.RRTC.10</b> - Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed. |
| 5          | <b>5.RL.RRTC.10</b> - Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.  |
| 4          | <b>4.RL.RRTC.10</b> - Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.                            |

## TN ELA Standards Guide Grade 5

### Reading Informational Standards

#### Standard 5.RI.KID.1

**5.RI.KID.1** - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

#### Category: Key Ideas and Details

| Unpacking the Standard   | Glossary   | Standard as represented in sample classroom tasks  |
|--|--|--|
| <p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What information is being shared in this text?</li> <li>• What are the elements of this text and what inferences can be drawn from them?</li> <li>• Which specific details demonstrate your understanding of those elements?</li> </ul> <p>There are two key elements of this standard:</p> <ul style="list-style-type: none"> <li>• Students identify and describe a text’s elements and draw inferences from those elements. This represents their understanding of the text.</li> <li>• When students speak or write their understanding of a text, they accurately quote important details that support their understanding.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Quoting accurately from a text</li> </ul> <p>This standard is the foundation of the reading standards in that it represents basic comprehension of the text.</p> | <p><b>explicitly</b> - clearly and directly</p> <p><b>inferences</b> - conclusions reached based on evidence (textual details) and reasoning</p> <p><b>*text elements</b> - the essential components of a text, such as topics, individuals, events, ideas, etc.</p> <p><b>*details</b> - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text’s elements</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</b></p> | <p><b><i>In reading tasks:</i></b> Students may read from a nonfiction text and be prompted to highlight implicit and/or explicit evidence that answers “W” questions: who, what, when, where, and why.</p> <p><b><i>In speaking/listening tasks:</i></b> The teacher may lead the class in a discussion about inferences drawn from the text while students quote directly from the text, using their annotations for support.</p> <p><b><i>In writing tasks:</i></b> Students may write an informative essay examining one or more of the text elements, quoting from the text to support their conclusions.</p> |

|   |  |  |
|---|--|--|
| <p>This standard should be embedded throughout all lessons as they revolve around text. Whether reading, speaking/listening, or writing, students should be citing relevant textual evidence to support conclusions.</p> <p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> <li>• In R 1, students are demonstrating basic comprehension of the text by describing its essential elements – topics, individuals, events, ideas, etc. – and making inferences about them.</li> <li>• In R 2, students synthesize these elements to summarize the text and to determine its central idea.</li> <li>• In R 3, students describe how text elements relate and how this helps convey the central idea.</li> </ul> |  |  |
|---|--|--|

| <b>Cornerstone Standard for RI 1</b>  |   |
|---|---|
| Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |   |
| <b>Vertical Alignment</b>   |   |
| <b>Grade Span</b>   | <b>Standard</b>   |
| <b>6</b>  | <b>6.RI.KID.1</b> - Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.  |
| <b>5</b>  | <b>5.RI.KID.1</b> - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| <b>4</b>  | <b>4.RI.KID.1</b> - Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text. |

**Standard 5.RI.KID.2**

**5.RI.KID.2** - Determine the central idea of a text and explain how it is supported by key details; summarize the text.

**Category: Key Ideas and Details**

| <b>Unpacking the Standard</b>   | <b>Glossary</b>  | <b>Standard as represented in sample classroom tasks</b>  |
|---|--|---|
| <p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What is the central idea of the text?</li> <li>• How does this idea develop over the course of the text?</li> <li>• What details contribute most to its development?</li> <li>• What information is important to include in a summary?</li> </ul> <p>The semicolon indicates two components of the standard:</p> <ul style="list-style-type: none"> <li>• Students identify the central idea along with the key details that support it.</li> <li>• When students summarize the text, they include its essential elements.</li> </ul> <p>Conveying the central idea of a text is not equivalent to summarizing the text's contents. The central idea is a prominent message conveyed by the whole of the text whereas a summary must include <i>all</i> the essential text elements.</p> <p>As R 2 progresses upward through Grades K-8, there is a shift in language regarding summary (retell → recount → summarize → objectively summarize). This is best seen as a continuum wherein students move from more informal, subjective retellings of the text to more formal, objective summaries of the text.</p> | <p><b>central idea (main idea)</b> - a focused idea or concept specific to a given text; when expressed by students, main/central ideas should be in the form of a complete thought</p> <p><b>details</b> - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text's elements</p> <p><b>summarize/summary</b> - a technique by which students express understanding of a text's overall meaning by reconveying its essential elements, typically in chronological order; uses minimal subjective language</p> <p><b>*text elements</b> - the essential components of a text, such as topics, individuals, events, ideas, etc.</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</b></p> | <p><b><i>In reading tasks:</i></b> Students may read a biographical text and use a graphic organizer to record the central idea and the details that support it.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may work in pairs to refine their wording of the central idea of the passage.</p> <p><b><i>In writing tasks:</i></b> Students may summarize the most important aspects of the subject's life as stated in the biography, utilizing a rubric to ensure that the essential elements are included.</p> |

|  |  |  |
|--|--|--|
| <p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> <li>• In R 1, students are demonstrating basic comprehension of the text by describing its essential elements – topics, individuals, events, ideas, etc. – and making inferences about them.</li> <li>• In R 2, students synthesize these elements to summarize the text and to determine its central idea.</li> <li>• In R 3, students describe how text elements relate and how this helps convey the central idea.</li> </ul> |  |  |
|--|--|--|

| <b>Cornerstone Standard for RI 2</b>   |  |
|--|--|
| Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |  |
| <b>Vertical Alignment</b>  |  |
| <b>Grade Span</b>  | <b>Standard</b>  |
| 6  | <b>6.RI.KID.2</b> - Determine a central idea of a text and how it is conveyed through details; provide an objective summary. |
| 5  | <b>5.RI.KID.2</b> - Determine the central idea of a text and explain how it is supported by key details; summarize the text. |
| 4  | <b>4.RI.KID.2</b> - Determine the main idea of a text and explain how it is supported by key details; summarize a text.      |

**Standard 5.RI.KID.3**

**5.RI.KID.3** - Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

**Category: Key Ideas and Details**

| Unpacking the Standard   | Glossary   | Standard as represented in sample classroom tasks  |
|--|--|--|
| <p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• How do the text elements develop and interact with each other?</li> <li>• How do these interactions or relationships impact meaning and serve the author's purpose?</li> </ul> <p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> <li>• In R 1, students are demonstrating basic comprehension of the text by describing its essential elements – topics, individuals, events, ideas, etc. – and making inferences about them.</li> <li>• In R 2, students synthesize these elements to summarize the text and to determine its central idea.</li> <li>• In R 3, students describe how text elements relate and how this helps convey the central idea.</li> </ul> <p>The Cornerstone standards for RI 3 and RI 5 are similar. Standard RI 3 focuses more on how the elements of a text relate to each other and contribute to the meaning or purpose of a text. Standard RI 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p> | <p><b>*text elements</b> - the essential components of a text, such as individuals, events, ideas, etc.</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</b></p> | <p><b><i>In reading tasks:</i></b> Students may read an informational text about a pivotal event in history and take notes on the actions of key individuals. Students may focus specifically on how the relationships between those individuals led to key events.</p> <p><b><i>In speaking/listening tasks:</i></b> In small groups, students may expand on their study of relationships to include other text elements, such as how the presentation of an event supports a particular idea.</p> <p><b><i>In writing tasks:</i></b> Students may be tasked with writing an informational essay on the text that not only conveys key elements of the historical event but also explains the relationship between or among those elements.</p> |

**Cornerstone Standard for RI 3**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Vertical Alignment**

| Grade Span | Standard   |
|------------|--|
| 6          | <b>6.RI.KID.3</b> - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.  |
| 5          | <b>5.RI.KID.3</b> - Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.  |
| 4          | <b>4.RI.KID.3</b> - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text. |



**Standard 5.RI.CS.4**

**5.RI.CS.4** - Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.

**Category: Craft and Structure**

| Unpacking the Standard  | Glossary   | Standard as represented in sample classroom tasks  |
|---|--|--|
| <p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What is the meaning of words and phrases as the author uses them in the text?</li> <li>• Which words or phrases are the most important to contributing meaning to the text?</li> <li>• Why did the author choose these words/phrases for this text?</li> <li>• What impact do these choices make on the passage's meaning and tone?</li> </ul> <p>There is an important relationship among standards FL 7a, FL 7b, and RL/RI 4:</p> <ul style="list-style-type: none"> <li>• Standard FL 7a focuses on <i>strategies students can use</i> to determine the denotative meaning(s) of unknown words/phrases in text.</li> <li>• Standard FL 7b moves beyond the denotative meaning and focuses on understanding the figurative and nuanced meanings of words/phrases in text.</li> <li>• The intent of FL 7a and FL 7b is for students to develop an understanding of various word meanings in text; <i>through this process, students acquire and build vocabulary for use in speaking and writing</i> (as represented in FL 7c).</li> <li>• Standard RL/RI 4 focuses on determining the literal and figurative meaning(s) of specific words/phrases <i>as they are used in a text</i>.</li> </ul> | <p><b>*denotative meaning</b> - literal or explicit meaning as distinct from implied or associated meanings</p> <p><b>figurative meaning</b> - words or phrases with non-literal meanings used for comparisons or clarity, usually evoking strong images</p> <p><b>connotative meaning</b> - implied meaning of language apart from what the language describes explicitly; attitudes and feelings associated with a word</p> <p><b>technical meaning</b> - relating to a particular subject, art, or science, or its techniques</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p> | <p><b><i>In reading tasks:</i></b> Students may read a narrative nonfiction text and list any unfamiliar words and phrases they encounter as they read. Students may look for clues throughout their reading to help clarify the meaning of the words and phrases.</p> <p><b><i>In speaking/listening tasks:</i></b> In a small group, students may share their lists with their peers and collaborate to determine the meaning of each word or phrase as used in the text.</p> <p><b><i>In writing tasks:</i></b> Students may keep a log of words and phrases they learn and intentionally use those words and phrases in writing assignments.</p> |

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>The intent of RL/RI 4 is for students to move closer to understanding <i>how authors use words/phrases to shape a text's meaning and tone</i>, a primary emphasis in Grades 6-12.</li> </ul> |  |  |
|---|--|--|

| Cornerstone Standard for RI 4   |  |
|---|--|
| Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |  |
| Vertical Alignment  |  |
| Grade Span  | Standard   |
| 6   | <b>6.RI.CS.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.   |
| 5   | <b>5.RI.CS.4</b> - Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings. |
| 4   | <b>4.RI.CS.4</b> - Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings. |

**Standard 5.RI.CS.5**

**5.RI.CS.5** - Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.

**Category: Craft and Structure**

| <b>Unpacking the Standard</b>   | <b>Glossary</b>  | <b>Standard as represented in sample classroom tasks</b>   |
|---|--|--|
| <p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• How does the author organize the text elements?</li> <li>• In what ways does the placement of text elements fit into the overall text structure?</li> <li>• How does the structure develop ideas and serve the author's purpose?</li> </ul> <p>All parts of this standard appear for the first time at this grade level.</p> <p>The Cornerstone standards for RI 3 and RI 5 are similar. Standard RI 3 focuses more on how the elements of a text interact with each other and develop and contribute to the meaning or purpose of a text. Standard RI 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p> | <p><b>(text) structure</b> - the way in which the text elements are sequenced or organized. Common examples of text structures include cause/effect, problem/solution, chronological, and linear/nonlinear, among others.</p> <p><b>*text elements</b> - the essential components of a text, such as individuals, events, ideas, etc.</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</b></p> | <p><b><i>In reading tasks:</i></b> Students may read two scientific texts on the same topic that have different structures and use a Venn Diagram to compare/contrast how each organizes its text elements.</p> <p><b><i>In speaking/listening tasks:</i></b> During whole group discussion, the teacher may lead a discussion about the purpose of each text, and students could share how the structure of the text supports the development of that purpose.</p> <p><b><i>In writing tasks:</i></b> The students may write an essay comparing/contrasting the organization of specific text elements in the two scientific texts.</p> |

**Cornerstone Standard for RI 5**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Vertical Alignment**

| Grade Span | Standard  |
|------------|---|
| 6          | <b>6.RI.CS.5</b> - 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. |
| 5          | <b>5.RI.CS.5</b> - Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.   |
| 4          | <b>4.RI.CS.5</b> - Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.  |

**Standard 5.RI.CS.6**

**5.RI.CS.6** - Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.

**Category: Craft and Structure**

| <b>Unpacking the Standard</b>   | <b>Glossary</b>   | <b>Standard as represented in sample classroom tasks</b>  |
|---|---|---|
| <p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• From what point of view is the text written? How does this affect the content, style, and meaning of the text?</li> <li>• What is the author’s purpose in the text? How does the content and style of the text convey this purpose?</li> </ul> <p>At this grade level, students analyze multiple accounts of the same event or topic by identifying details in each account that indicate the differences in areas of focus or how information is conveyed. Students then explain why these differences are important in terms of how they may affect the reader’s understanding of the event or topic.</p> | <p><b>analyze</b> - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p><b>point of view</b> - in informational text, point of view is synonymous with <i>perspective</i>, the author’s attitude toward or outlook on the ideas, persons, or events in the text</p> <p><b>*purpose</b> - the reason (explicit or implicit) for writing a text</p> <p><b>*details</b> - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text’s elements</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</b></p> | <p><b><i>In reading tasks:</i></b> Students may read several primary and secondary source articles about a historical figure. Students may use a note catcher to record the key details that indicate differing points of view.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may engage in Think-Pair-Share to first consider the similarities and differences of each text and then share how the author’s perspective impacted the writing.</p> <p><b><i>In writing tasks:</i></b> Students may use their discussion to write an essay that clearly states the differences in how each text conveys information. Students may explain the importance of these differences in how each author understands the historical figure.</p> |

**Cornerstone Standard for RI 6**

Assess how point of view or purpose shapes the content and style of a text.

**Vertical Alignment**

| Grade Span | Standard   |
|------------|--|
| 6          | <b>6.RI.CS.6</b> - Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.                            |
| 5          | <b>5.RI.CS.6</b> - Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.                   |
| 4          | <b>4.RI.CS.6</b> - Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided. |

**Standard 5.RI.IKI.7**

**5.RI.IKI.7** - Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.

**Category: Integration of Knowledge and Ideas**

| Unpacking the Standard   | Glossary  | Standard as represented in sample classroom tasks   |
|--|---|---|
| <p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are the similarities and differences in how the content is presented in each medium?</li> <li>• How is the content of each text impacted by the format?</li> <li>• Is the format chosen for each text effective in presenting the content?</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• Drawing on <i>information from multiple or digital sources</i> to locate an answer to a question or solve a problem</li> </ul> <p>At this grade level, students recognize that to fully and accurately answer a question or solve a problem, they must draw on information from multiple sources, both print and digital.</p> <p>There is considerable overlap between RI 7 and RI 9 at this grade level. RI 7 focuses on drawing information from <i>both printed text and multimedia</i>, whereas RI 9 focuses more generally on integrating information from multiple sources for the purpose of building knowledge.</p> | <p><b>*format/medium</b> - the way in which the text is delivered or presented (e.g., printed text, audio, video, multimodal, etc.)</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p> | <p><b><i>In reading tasks:</i></b> Students may use their social studies textbook and other digital sources to answer a research question about a significant date in history. Students could use a graphic organizer to record notes from each source.</p> <p><b><i>In speaking/listening tasks:</i></b> The teacher may engage the students in a whole class discussion about their notes on the significant historical date. The teacher may prompt students to draw on information they learned in both print and digital sources to support their answers.</p> <p><b><i>In writing tasks:</i></b> Students may write an informational essay that describes what they learned from their research about the important event in history.</p> |

**Cornerstone Standard for RI 7**

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**Vertical Alignment**

| Grade Span | Standard   |
|------------|--|
| 6          | <b>6.RI.IKI.7</b> - Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue. |
| 5          | <b>5.RI.IKI.7</b> - Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.  |
| 4          | <b>4.RI.IKI.7</b> - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.   |



**Standard 5.RI.IKI.8**

**5.RI.IKI.8** - Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.

**Category: Integration of Knowledge and Ideas**

| Unpacking the Standard  | Glossary  | Standard as represented in sample classroom tasks  |
|---|---|--|
| <p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What thesis or argument is presented in the text?</li> <li>• What claims, reasons, and evidence does the author use to develop the argument?</li> <li>• How effective is the author in presenting claims and supporting them with sound reasoning and sufficient, credible evidence?</li> </ul> <p>The Cornerstone of standard RI 8 involves students learning how to analyze the various elements of an argumentative text with increasing sophistication. In Grades K-5, this standard is scaffolded to assist students in understanding the connections among <i>points</i>, reasons, and evidence. Having students analyze these connections in a variety of nonfiction texts in K-5 will prepare them to focus on more sophisticated connections among <i>claims</i>, reasons, and evidence found in <i>argumentative texts</i> in Grades 6-12.</p> <p>In Grades 4-5, students not only identify points and reasons in a nonfiction text, but also explain <i>how</i> an author uses reasons and evidence to support the points in a text. For example, a student may determine that a piece of evidence is a real-life example of the stated point, or another piece of evidence is a fact that demonstrates the point.</p> | <p><b>reasons</b> - statements of support for points or claims; these explain why the point/claim is true based on the evidence.</p> <p><b>evidence</b> - facts, statistics, quotes, or examples used to support reasons</p> <p><b>points</b> - statements taking a position on what is true; in Grades K-5, this term applies to statements of truth in nonfiction texts in which the author’s purpose is to inform <i>or</i> persuade.</p> <p><b>*argument</b> - reasoning that intends to convince by establishing truth. Most argumentation begins with a claim, then provides supporting reasons and evidence. Effective arguments include the anticipation and rebuttal of opposing views (counterclaims).</p> <p><b>*claims</b> - statements taking a position on what is true; these are usually statements with which people can disagree; in Grades 6-12, this term is used to refer to statements of truth <i>in argumentative texts only</i>.</p> <p><b>*evidence</b> - facts, statistics, quotes, or examples used to support reasons</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</b></p> | <p><b><i>In reading tasks:</i></b> Students may be asked to read a speech and use a graphic organizer to identify the author’s points and the reasons and evidence that support those points.</p> <p><b><i>In speaking/listening tasks:</i></b> Working in pairs, students may explain the types of reasons and evidence that the author uses to support points.</p> <p><b><i>In writing tasks:</i></b> Students may write an argumentative essay that states agreement or disagreement with the speech and properly uses points, reasons, and evidence throughout the essay. Then, the student may write an additional paragraph explaining how they used reasons and evidence to support each point they made.</p> |

**Cornerstone Standard for RI 8**

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**Vertical Alignment**

| Grade Span | Standard  |
|------------|---|
| 6          | <b>6.RI.IKI.8</b> - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| 5          | <b>5.RI.IKI.8</b> - Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.                 |
| 4          | <b>4.RI.IKI.8</b> - Explain how an author uses reasons and evidence to support particular points in a text.   |

**Standard 5.RI.IKI.9**

**5.RI.IKI.9** - Integrate information from two or more texts on the same topic in order to build content knowledge.

**Category: Integration of Knowledge and Ideas**

| Unpacking the Standard  | Glossary   | Standard as represented in sample classroom tasks   |
|---|--|---|
| <p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are the similarities and differences in how the topic is presented in each text?</li> <li>• How does each author’s approach to addressing the topic uniquely contribute to greater knowledge of that theme or topic?</li> </ul> <p>The Cornerstone of RI 9 involves students analyzing multiple texts that have similar topics for two reasons:</p> <ul style="list-style-type: none"> <li>• To build knowledge about those topics</li> <li>• To compare the approaches an author takes to presenting those topics</li> </ul> <p>At this grade level, students continue to identify the similarities and differences in text elements between texts written on the same topic. In addition, students should integrate information from two or more texts and be prepared to share in writing or speech what they have learned about the subject.</p> <p>In Grades K-5 of the RI standards strand, the primary emphasis of standard RI 9 is on <i>synthesis of information</i> across topically related texts in order to build knowledge; in Grades 6-12, the focus of the standard shifts primarily toward <i>comparing the approaches</i> of two or more authors in topically related texts.</p> | <p><b>integrate</b> - combine parts or elements into a whole</p> <p><b>*text elements</b> - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p> | <p><b><i>In reading tasks:</i></b> Students may be asked to read two or more informational texts in order to answer a research question. As they read, students may annotate the texts as they encounter details that resolve the question.</p> <p><b><i>In speaking/listening tasks:</i></b> In collaborative teams, the students may explore details that answer the research question, sharing the information contributed by each text and how the author chose to reveal the information.</p> <p><b><i>In writing tasks:</i></b> The students may write an essay response to the research question, integrating the information from all the sources that were explored.</p> |

**Cornerstone Standard for RI 9**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

**Vertical Alignment**

| Grade Span | Standard   |
|------------|--|
| 6          | <b>6.RI.IKI.9</b> - Compare and contrast two or more authors' presentation of the same topic or event.                                 |
| 5          | <b>5.RI.IKI.9</b> - Integrate information from two or more texts on the same topic in order to build content knowledge.                |
| 4          | <b>4.RI.IKI.9</b> - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |

**Standards 5.RI.RRTC.10**

**5.RI.RRTC.10** - Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.

**Category: Range of Reading and Level of Text Complexity**

| Unpacking the Standard  | Glossary  | Standard as represented in sample classroom tasks   |
|---|---|---|
| <p>This is an overarching standard that involves all the reading standards for this grade level. As such, this standard is not intended to be the focus of a given lesson or an assessment but rather a broader statement indicating that students should be using the reading standards as tools to engage sufficiently complex and varied texts within their high-quality instructional materials.</p> <p>By the end of the year, students should be able to read a variety of informational texts independently and proficiently at the high end of the Grades 4-5 text complexity band.</p> | <p><b>text complexity</b> - the level of sophistication in a text (in terms of content, intellectual engagement, and student readiness); text complexity is measured through a three-part assessment that pairs qualitative and quantitative measures with reader-task considerations. See Appendix A in the TN Standards for further elaboration.</p> <p><b>text complexity band</b> - a range of text sophistication corresponding to a grade span within the standards</p> | <p>Standard is addressed when reading, speaking and listening, language, and writing standards are integrated into instruction and grounded in grade-appropriate texts.</p> |

**Cornerstone Standard for RI 10**

Read and comprehend complex literary and informational texts independently and proficiently.

**Vertical Alignment**

| Grade Span | Standard   |
|------------|--|
| 6          | <b>6.RI.RRTC.10</b> - Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed. |
| 5          | <b>5.RI.RRTC.10</b> - Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.   |
| 4          | <b>4.RI.RRTC.10</b> - Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.                       |



## TN ELA Standards Guide Grade 5

### Speaking & Listening Standards

The Speaking and Listening standards serve, in part, as a bridge between the reading and writing standards. In the ELA classroom, students share their understandings and ideas gleaned from reading and develop their written voice through presentations, public speaking, and participation in classroom discussions. These standards enable students to actively participate in the meaning-making process when analyzing texts.

| <b>Standard 5.SL.CC.1</b>  |   |   |
|--|---|---|
| <b>5.SL.CC.1</b> - Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.   |   |   |
| <b>Category: Comprehension and Collaboration</b>   |   |   |
| <b>Unpacking the Standard</b>  | <b>Glossary</b>   | <b>Standard as represented in sample classroom tasks</b>  |
| <p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• Prepare for discussions by gathering textual evidence on the topic or issue.</li> <li>• Use preparation to engage in discussions effectively by doing the following:               <ul style="list-style-type: none"> <li>• Building on others' ideas</li> <li>• Expressing one's own ideas clearly and persuasively</li> </ul> </li> </ul> <p>To effectively meet the demands of the grade-level standard, students should:</p> <ol style="list-style-type: none"> <li>1. Prepare for discussions by reading and studying the required material.</li> <li>2. Use that preparation to explore ideas under discussion.</li> <li>3. Follow agreed-upon rules for group discussions and carry out assigned roles.</li> <li>4. Ask and respond to questions by making comments that contribute meaningful and</li> </ol> | <p><b>collaborative discussions</b> - one-on-one, group, and teacher-led discussions</p> <p><b>varied partners</b> - a variety of discussion structures should be used to allow students opportunities to discuss topics and texts with a diverse group of students</p> | <p><b><i>In reading tasks:</i></b> Students may closely read a text related to a grade-level topic and generate questions from the text that will support collaborative discussions.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may present information on a topic to the class. After the presentation, students may engage in a collaborative discussion wherein they ask questions, build on each other's ideas, and express their thoughts clearly in response to the presented material.</p> <p><b><i>In writing tasks:</i></b> Students may write about their thoughts and insights related to topics discussed in class. Periodically, students may participate in paired or small-group collaborative discussions wherein they share and build on each other's reflections.</p> |

|   |  |  |
|---|--|--|
| <p>relevant ideas to the discussion and elaborate on the remarks of others.</p> <p>5. Review the discussion's key ideas and draw conclusions in light of the information and ideas exchanged in the discussion.</p> <p>The intent of this standard is not only to provide students with opportunities to engage others in meaningful discourse around grade-level topics and texts, but also to demonstrate an understanding of multiple perspectives through reflection and paraphrasing.</p> <p>Particular attention should be given to classroom culture for students to successfully practice this standard. Students need opportunities to participate in a discursive culture that affirms all participants, embraces differences in perspective, and cultivates growth in understanding.</p> |  |  |
|---|--|--|

| Cornerstone Standard for SL 1   |  |
|---|--|
| Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively. |  |
| Vertical Alignment  |  |
| Grade Span  | Standard   |
| 6   | <b>6.SL.CC.1</b> - Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. |
| 5   | <b>5.SL.CC.1</b> - Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. |
| 4   | <b>4.SL.CC.1</b> - Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. |



**Standard 5.SL.CC.2**

**5.SL.CC.2** - Summarize a text presented in diverse media such as visual, quantitative, and oral formats.

**Category: Comprehension and Collaboration**

| Unpacking the Standard  | Glossary   | Standard as represented in sample classroom tasks  |
|---|--|--|
| <p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>Analyze information in a variety of media formats to determine if it is credible and accurate.</li> <li>Integrate information from a variety of media formats into a presentation or class discussion.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li><i>Summarize</i> a text presented in diverse media.</li> </ul> <p>Standards SL 2 and RI 7 work in tandem. In SL 2, students are reading informational texts presented in diverse media formats and summarizing the key ideas and details within them. In RI 7, students are drawing on information presented in diverse formats to locate an answer to a question or solve a problem.</p> <p>Standards SL 2 and SL 5 are closely aligned. Whereas SL 2 focuses on understanding information presented in various media formats, SL 5 focuses on students' ability to use audio or visual elements to enhance the sharing of information from texts they have read.</p> <p>SL 2 is a parallel standard to W 8. In both cases, students are integrating information presented in diverse media formats; in SL 2, students are doing so for oral presentation while in W 8 students are doing so for composition purposes.</p> | <p><b>summarize</b> - a technique by which students express understanding of a text's overall meaning by reconveying its essential elements, typically in chronological order; uses minimal subjective language</p> <p><b>diverse media formats</b> - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and works of art.</p> | <p><b><i>In reading tasks:</i></b> Students may watch a video of a famous speech and write a summary of its main ideas and key details.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may work in groups and share their summaries. Students may offer feedback to other students' summaries on whether the main ideas and key details were accurately captured.</p> <p><b><i>In writing tasks:</i></b> Students may gather information to research a topic from diverse media sources such as articles, videos, and infographics and summarize the key findings in a written report.</p> |

**Cornerstone Standard for SL 2**

Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

**Vertical Alignment**

| Grade Span | Standard  |
|------------|---|
| 6          | <b>6.SL.CC.2</b> - Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study. |
| 5          | <b>5.SL.CC.2</b> - Summarize a text presented in diverse media such as visual, quantitative, and oral formats.  |
| 4          | <b>4.SL.CC.2</b> - Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.                                     |

**Standard 5.SL.CC.3**

**5.SL.CC.3** - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**Category: Comprehension and Collaboration**

| <b>Unpacking the Standard</b>   | <b>Glossary</b>   | <b>Standard as represented in sample classroom tasks</b>   |
|---|---|--|
| <p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>Analyze an oral presentation of an argument to identify and evaluate the speaker’s point of view.</li> <li>Analyze and evaluate the argument, including its claims, evidence, reasoning, and rhetoric.</li> </ul> <p>The Cornerstone of standard SL 3 involves students learning how to analyze the various elements of an <i>oral argument</i> with increasing sophistication. In Grades K-5, this standard is scaffolded to assist students in understanding the connections among <i>points</i>, reasons, and evidence in oral presentations in which the speaker’s purpose is to inform <i>or</i> persuade. Having students understand these connections in a variety of nonfiction texts in K-5 will prepare them to analyze more sophisticated connections among <i>claims</i>, reasons, and evidence found in <i>oral arguments</i> in Grades 6-12.</p> <p>All parts of the grade-level standard appear for the first time at this grade level.</p> <p>At this grade level, there are two key elements to this standard. Students should:</p> <ul style="list-style-type: none"> <li>Summarize the ideas the speaker makes in the presentation.</li> <li>Explain <i>how</i> each point/claim is supported by reasons and evidence. (This is a critical step at this</li> </ul> | <p><b>summarize/summary</b> - a technique by which students express understanding of a text’s overall meaning by reconveying its essential elements, typically in chronological order; uses minimal subjective language</p> <p><b>points</b> - statements taking a position on what is true; in Grades K-5, this term applies to statements of truth in nonfiction texts in which the author’s purpose is to inform <i>or</i> persuade.</p> <p><b>claims</b> - statements taking a position on what is true; these are usually statements with which people can disagree.</p> <p><b>reasons</b> - statements of support for points or claims; these explain <i>why</i> the point/claim is true based on the evidence.</p> <p><b>evidence</b> - facts, statistics, quotes, or examples used to support reasons</p> <p><b>*argument</b> - reasoning that intends to convince by establishing truth. Most argumentation begins with a claim, then provides supporting reasons and evidence. Effective arguments include the anticipation and rebuttal of opposing views (counterclaims).</p> | <p><b>In reading tasks:</b> Students may read or listen to a speech or presentation and identify the reasons and evidence provided by the speaker to support each claim.</p> <p><b>In speaking/listening tasks:</b> Students may take turns being the speaker, summarizing points, and providing reasons and evidence, while their peers analyze and respond to the arguments presented.</p> <p><b>In writing tasks:</b> Students may keep a response journal where they reflect on speeches or presentations they encounter in class or the media. Students may write to summarize the main points made by a speaker and analyze the reasons and evidence provided to support each claim.</p> |

|   |   |  |
|---|---|--|
| <p>grade level for students to be prepared for <i>analysis</i> of arguments in sixth grade.)</p> <p>SL 3 is a parallel standard to RI 8. In SL 3, students are explaining <i>how</i> a speaker’s claims are supported by reasons and evidence whereas in RI 8, students are connecting and explaining those elements in printed text.</p> <p>Standards SL 3, W 1, and W 9 are closely aligned. When students strengthen their ability to understand arguments and how they are constructed, they improve their ability to <i>write</i> effective argumentative texts as well.</p> | <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p> |  |
|---|---|--|

| Cornerstone Standard for SL 3  |  |
|--|--|
| Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. |  |
| Vertical Alignment   |  |
| Grade Span   | Standard   |
| 6  | 6.SL.CC.3 - Explain a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| 5  | 5.SL.CC.3 - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  |
| 4  | 4.SL.CC.3 - Identify the reasons and evidence a speaker provides to support particular points.   |

**Standard 5.SL.PKI.4**

**5.SL.PKI.4** - Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.

**Category: Presentation of Knowledge and Ideas**

| <b>Unpacking the Standard</b>   | <b>Glossary</b>  | <b>Standard as represented in sample classroom tasks</b>  |
|---|--|---|
| <p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• Present information clearly, logically, and engagingly.</li> <li>• Ensure the presentation’s content, structure, and style are appropriate to the task, purpose, and audience.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• <i>Present an opinion</i> using appropriate facts and relevant, descriptive details to support main ideas.</li> </ul> <p>Standard SL 4 works closely with RI 4 at this grade level. As students learn the common structures by which informational texts are constructed (see glossary for common examples), they must also identify which of these structures is most appropriate to use as an organizational tool when reporting on a topic/text or recounting an experience.</p> <p>Standard SL 4 is a natural extension of SL 3. In SL 3, students carefully listen to oral presentations to understand the information being presented. In SL 4, students construct and deliver their own oral presentations with appropriate facts and details in a fashion their audience can clearly understand. These practices work interchangeably to strengthen each other.</p> | <p><b>details</b> - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text’s elements</p> <p><b>main idea (central idea)</b> - a focused idea or concept specific to a given text; when expressed by students, main/central ideas should be in the form of a complete thought</p> <p><b>theme</b> - an abstract idea or universal truth that emerges from a literary text’s treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. A theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a statement such as “Courage is an honorable virtue, but it can lead to negative circumstances.”</p> <p><b>*(text) structure</b> - the way in which text elements are sequenced or organized. Common examples of text structures include cause/effect, problem/solution, and chronological, among others.</p> <p><b>*text elements</b> - the essential components of a text, such as individuals, events, ideas, etc.</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</b></p> | <p><b><i>In reading tasks:</i></b> Students may read opinion texts and identify main ideas and supporting details used to convey the overall opinion.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may verbally share their opinions on a topic using relevant details to support their opinions.</p> <p><b><i>In writing tasks:</i></b> Students may write an opinion piece sharing relevant, descriptive details to support their main ideas.</p> |

|   |  |  |
|---|--|--|
| <p>SL 4 works closely with standard W 4. When students strengthen their ability to construct and deliver oral presentations, they also improve their writing ability.</p> |  |  |
|---|--|--|

| <p align="center"><b>Cornerstone Standard for SL 4</b></p>   |  |
|--|--|
| <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, the development, and style are appropriate to task, purpose, and audience.</p> |  |
| <p align="center"><b>Vertical Alignment</b></p>  |  |
| <p><b>Grade Span</b></p>   | <p align="center"><b>Standard</b></p>  |
| <p align="center"><b>6</b></p>   | <p><b>6.SL.PKI.4</b> - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>       |
| <p align="center"><b>5</b></p>   | <p><b>5.SL.PKI.4</b> - Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.</p>   |
| <p align="center"><b>4</b></p>   | <p><b>4.SL.PKI.4</b> - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> |

**Standard 5.SL.PKI.5**

**5.SL.PKI.5** - Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.

**Category: Presentation of Knowledge and Ideas**

| Unpacking the Standard   | Glossary  | Standard as represented in sample classroom tasks  |
|--|---|--|
| <p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>Use multimedia to express information clearly and engagingly.</li> </ul> <p>SL 5 works in tandem with standard RL 7. In RL 7, students consider how multimedia can contribute to what is conveyed by the words of a text. In SL 5, students use this knowledge to select multimedia that enhances the message of an oral presentation.</p> <p>SL 5 works similarly to standard W 6. As appropriate to the task, purpose, and audience, students should utilize technology to produce and enhance writing and oral presentations.</p> | <p><b>multimedia</b> - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and visual art.</p> <p><b>audio/visual elements</b> - means of communicating information that uses images and/or sound and operates outside of the words of a printed text</p> <p><b>*main idea (central idea)</b> - a focused idea or concept specific to a given text; when expressed by students, main/central ideas should be in the form of a complete thought.</p> <p>*The use of the word “<b>theme</b>” in this particular standard is synonymous with main/central idea.</p> | <p><b>In reading tasks:</b> Students may read multiple texts online or in print to determine the main ideas that will be included in a presentation.</p> <p><b>In speaking/listening tasks:</b> Students may listen to or view multimedia to determine what is most relevant for inclusion in their presentations. Students may give an oral presentation and explain the connection of the multimedia chosen to the main ideas or themes shared in the presentation.</p> <p><b>In writing tasks:</b> Students may design presentations using writing and embedded technology to express main ideas or themes based on text.</p> |

**Cornerstone Standard for SL 5**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Vertical Alignment**

| Grade Span | Standard   |
|------------|--|
| 6          | <b>6.SL.PKI.5</b> - Include multimedia components and visual displays in presentations to clarify information.   |
| 5          | <b>5.SL.PKI.5</b> - Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.  |
| 4          | <b>4.SL.PKI.5</b> - Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes. |

**Standard 5.SL.PKI.6**

**5.SL.PKI.6.** - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**Category: Presentation of Knowledge and Ideas**

| Unpacking the Standard   | Glossary  | Standard as represented in sample classroom tasks   |
|--|---|---|
| <p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>Adapt speech as appropriate to the context and task.</li> <li>Use formal English proficiently when indicated or appropriate.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li><i>Adapt speech to a variety of contexts and tasks</i>, using formal English when appropriate.</li> </ul> <p>At this grade level, students adapt their speech to a variety of circumstances/contexts by considering the audience and purpose of the speech. Students should not only continue discerning when to use formal and informal English but also learn to adjust sentences (expand, combine, or reduce) for meaning, audience interest, and style. In Grade 6, they will build upon this practice with increasing sophistication.</p> <p>Students should demonstrate command of the conventions of standard English grammar and usage when speaking. See standard 5.FL.SC.6 for grade-level expectations.</p> | <p><b>formal English</b> - language usage that demonstrates command of the conventions of standard English grammar and usage in more official or important contexts (e.g., presenting ideas). See standard 5.FL.SC.6 for grade-level expectations.</p> <p><b>*informal English</b> - language usage that is more casual and spontaneous; usually used in relaxed situations with people one knows well</p> <p><b>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the progression of this standard in K-12.</b></p> | <p><b><i>In reading tasks:</i></b> Students may read texts and identify the audience for which it was written. Students may then identify the intentional usage of formal speech and informal speech to appeal to the intended audience. Students may discuss the purpose of including informal speech and the effect it has on the overall impact of the text.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may speak in various contexts, including informal peer conversations and formal presentations. Students may include informal or formal language when appropriate.</p> <p><b><i>In writing tasks:</i></b> Students may write various types of text and include formal and informal language when most appropriate. Literary texts may include informal language as quotes or as stylistic choices. Informational texts will more often include formal language.</p> |



**Cornerstone Standard for SL 6**

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Vertical Alignment**

| Grade Span | Standard  |
|------------|---|
| 6          | <b>6.SL.PKI.6</b> - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| 5          | <b>5.SL.PKI.6.</b> - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.          |
| 4          | <b>4.SL.PKI.6</b> - Recognize that different situations call for formal vs. informal English and use formal English when appropriate.       |



## TN ELA Standards Guide Grade 5

### Writing Standards

#### Standard 5.W.TTP.1

**5.W.TTP.1** - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text.
- b. Develop an opinion through logically ordered reasons that are supported by facts and details.
- c. Create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- d. Provide a concluding statement or section related to the opinion presented.
- e. Link opinion and reasons using words, phrases, and clauses.
- f. Apply language standards addressed in the Foundational Literacy standards.

#### Category: Text Types and Protocol

| Unpacking the Standard   | Glossary   | Standard as represented in sample classroom tasks  |
|--|--|--|
| <p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>Write arguments that are text based, logical, well organized, and fully developed.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>Use linking <i>clauses</i> to connect reasons to the opinion.</li> </ul> <p>To meet the demands of the grade-level standard, students must do the following:</p> <ul style="list-style-type: none"> <li>Identify a topic/text and state an opinion on it.</li> <li>Formulate a purpose for writing.</li> <li>Use text-based reasons and evidence to support the opinion.</li> <li>Organize the supporting reasons in a way that provides a clear understanding to the reader and supports the writer's purpose.</li> </ul> | <p><b>opinion</b> - a belief, position, or preference, supported by reasons; for the purposes of this standard, "opinion" is synonymous with <b>point of view</b>.</p> <p><b>reasons</b> - statements of support for points or claims; these explain why the point/claim is true based on the evidence.</p> <p><b>facts and details</b> - in the context of this standard, this is equivalent to "evidence." These are used to support reasons.</p> <p><b>organizational structure</b> - the way in which the text elements are organized. Common examples of structures include cause/effect, problem/solution, chronological, and linear/nonlinear, among others.</p> <p><b>purpose</b> - the reason (explicit or implicit) for writing a text</p> | <p><b>In reading tasks:</b> Students may read multiple opinion pieces on the same topic but from different sources and compare how each author introduces the topic, develops opinions through logically ordered reasons supported by facts and details, organizes ideas, provides a conclusion, and uses language to link opinions and reasons.</p> <p><b>In speaking/listening tasks:</b> Students may participate in peer feedback sessions in the writing process wherein students exchange papers and discuss how well their peers introduce topics, develop opinions through logically ordered reasons supported by facts and details, organize ideas, provide conclusions, and use language effectively to link opinions and reasons.</p> <p><b>In writing tasks:</b> Students may create graphic organizers to help them plan their opinion pieces. Students may be encouraged to outline their opinions, reasons, and supporting details in a logical and</p> |

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Use proper linking words, phrases, and clauses that connect the supporting reasons/evidence to each other and the opinion.</li> <li>• Write a concluding statement that restates the opinion and provides closure.</li> <li>• Apply standards FL 4, 6, and 7 when writing.</li> </ul> <p>It is critical that teachers <i>model</i> each of the above steps to provide students with proper support as they learn to clearly formulate a well-supported opinion.</p> <p>It is important to note the distinction between writing an opinion and informative/explanatory (W 2) writing. When writing an opinion, a student seeks to persuade the reader that something is true by providing examples, offering reasons for one’s assertions, and explaining cause and effect. Informative writing starts with the assumption that something is true and answers questions about why or how it is true. Opinions persuade whereas explanations clarify.</p> <p>There are several purposes for writing an opinion:</p> <ul style="list-style-type: none"> <li>• To change the reader’s point of view</li> <li>• To call a reader to action</li> <li>• To convince the reader to accept the writer’s explanation as correct</li> </ul> | <p><b>phrase</b> - a group of words acting as a unit that does not include a subject and predicate</p> <p><b>clause</b> - a group of words containing a subject and a predicate</p> <p><b>linking words/phrases/clauses</b> - these connect a sentence, paragraph, idea, etc., to a subsequent one. They assist readers in connecting these elements and provide a smooth transition from one idea to the next. Examples include “first,” “because,” “also,” “however,” etc.</p> <p><b>*points</b> - statements taking a position on what is true; in Grades K-5, this term applies to statements of truth in nonfiction texts in which the author’s purpose is to inform <i>or</i> persuade.</p> <p><b>*text elements</b> - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p> | <p>organized manner, using linking words, phrases, and clauses to connect ideas.</p> |
|---|---|--|

**Cornerstone Standard for W 1**

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

**Vertical Alignment**

| Grade Span | Standard   |
|------------|--|
| 6          | <p><b>6.W.TTP.1</b> - Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s).</li> <li>b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).</li> <li>c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</li> <li>d. Use credible sources and demonstrate an understanding of the topic or source material.</li> <li>e. Craft an effective and relevant conclusion that supports the argument presented.</li> <li>f. Use precise language and content-specific vocabulary.</li> <li>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>h. Use varied sentence structure to enhance meaning and reader interest.</li> </ul> <p>Establish and maintain a formal style.</p> |
| 5          | <p><b>5.W.TTP.1</b> - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text.</li> <li>b. Develop an opinion through logically ordered reasons that are supported by facts and details.</li> <li>c. Create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> <li>e. Link opinion and reasons using words, phrases, and clauses.</li> <li>f. Apply language standards addressed in the Foundational Literacy standards.</li> </ul>  |
| 4          | <p><b>4.W.TTP.1</b> - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text.</li> <li>b. Develop an opinion with reasons that are supported by facts and details.</li> <li>c. Create an organizational structure in which related ideas are grouped to support the writer’s purpose.</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> <li>e. Link opinion and reasons using words and phrases.</li> <li>f. Apply language standards addressed in the Foundational Literacy standards.</li> </ul>   |

**Standard 5.W.TTP.2**

**5.W.TTP.2** - Write informative/explanatory texts to examine a topic and convey ideas and information.

- a. Introduce a topic by providing a general observation and focus.
- b. Group related information logically.
- c. Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader.
- d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- e. Provide a conclusion related to the information or explanation presented.
- f. Link ideas within and across categories of information using words, phrases, and clauses.
- g. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- h. Apply language standards addressed in the Foundational Literacy standards.

**Category: Text Types and Protocol**

| Unpacking the Standard  | Glossary   | Standard as represented in sample classroom tasks   |
|---|--|---|
| <p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>Write informative/explanatory texts that examine texts and convey complex ideas clearly and accurately.</li> </ul> <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> <li><i>Provide a general observation and focus</i> when introducing a topic.</li> <li>Use <i>clauses</i> to link ideas within and across categories of information.</li> </ul> <p>To meet the demands of the grade-level standard, students must do the following:</p> <ul style="list-style-type: none"> <li>Identify an appropriate topic/text to write about.</li> <li>Gather information and ideas related to the topic/text.</li> <li>Group related information into categories around the topic/text. Use multimedia as needed to provide clarity.</li> </ul> | <p><b>*organizational structure</b> - the way in which the text elements are organized. Common examples of structures include cause/effect, problem/solution, chronological, and linear/nonlinear, among others.</p> <p><b>*text elements</b> - the essential components of a text, such as individuals, events, ideas, etc.</p> <p><b>multimedia</b> - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and visual art.</p> <p><b>details</b> - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text's elements</p> <p><b>phrase</b> - a group of words acting as a unit that does not include a subject and predicate</p> <p><b>clause</b> - a group of words containing a subject and a predicate</p> | <p><b><i>In reading tasks:</i></b> Students may read informative/explanatory texts and compare how each author introduces the topic, groups related information, uses formatting features and illustrations, develops the topic with facts and details, provides a conclusion, and uses precise language and domain-specific vocabulary.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may create visual aids such as charts, graphs, or diagrams to accompany their informative/explanatory writing. Students may present their visual aids to the class, explaining how they enhance clarity and support understanding of the topic.</p> <p><b><i>In writing tasks:</i></b> Students may be provided with opportunities to publish and share their informative/explanatory texts with their classmates, school community, or wider audience. Feedback can be given on their ability to introduce topics, group information logically, use formatting features and illustrations, develop ideas with facts and details,</p> |

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Introduce the topic by providing a general observation and focus.</li> <li>• Explain and develop the topic by providing multiple facts, definitions, details, etc.</li> <li>• Use proper linking words/phrases/clauses that connect ideas within categories of information.</li> <li>• Use precise language and domain-specific vocabulary to inform/explain.</li> <li>• Provide a concluding statement or paragraph.</li> <li>• Apply standards FL 4, 6, and 7 when writing.</li> </ul> <p>It is critical that teachers <i>model</i> each of the above steps and, in the process, provide students support in understanding and creating an appropriate structure for informative/explanatory texts.</p> <p>It is important to note the distinction between informative/explanatory writing and writing an opinion (W 1). Informative writing starts with the assumption that something is true and answers questions about why or how it is true. When writing an opinion, a student seeks to persuade the reader that something is true by providing examples, offering reasons for one's assertions, and explaining cause and effect. Explanations clarify whereas opinions persuade.</p> <p>There are several purposes for informative/explanatory writing:</p> <ul style="list-style-type: none"> <li>• To increase the reader's knowledge of a subject/topic</li> <li>• To help readers understand a procedure or process</li> <li>• To answer "what," "how," and "why" questions regarding the subject/topic.</li> </ul> | <p><b>linking words/phrases</b> - words/phrases that connect a sentence, paragraph, idea, etc., to a subsequent one. These assist readers in connecting these elements and provide a smooth transition from one idea to the next. Examples include "first," "because," "also," "however," etc.</p> <p><b>domain-specific vocabulary</b> - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 vocabulary</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p> | <p>provide conclusions, and use precise language and domain-specific vocabulary.</p> |
|---|--|--|

**Cornerstone Standard for W 2**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Vertical Alignment**

| Grade Span | Standard   |
|------------|--|
| 6          | <p><b>6.W.TTP.2</b> - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</li> <li>Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</li> <li>Craft an effective and relevant conclusion.</li> <li>Include formatting, graphics, and multimedia when appropriate.</li> <li>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary.</li> <li>Use varied sentence structure to enhance meaning and reader interest.</li> <li>Establish and maintain a formal style.</li> </ol> |
| 5          | <p><b>5.W.TTP.2</b> - Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic by providing a general observation and focus.</li> <li>Group related information logically.</li> <li>Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Provide a conclusion related to the information or explanation presented.</li> <li>Link ideas within and across categories of information using words, phrases, and clauses.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Apply language standards addressed in the Foundational Literacy standards.</li> </ol>  |
| 4          | <p><b>4.W.TTP.2</b> - Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic.</li> <li>Group related information in paragraphs and sections.</li> <li>Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Provide a conclusion related to the information or explanation presented.</li> <li>Link ideas within categories of information using words and phrases.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Apply language standards addressed in the Foundational Literacy standards.</li> </ol>  |



**Standard 5.W.TTP.3**

- 5.W.TTP.3** - Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
- Orient the reader by establishing a situation, using a narrator, and/or introducing characters.
  - Organize an event sequence that unfolds naturally and logically.
  - Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.
  - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - Provide a conclusion that follows from the narrated experiences or events.
  - Use precise words and phrases and use sensory details to convey experiences and events.
  - Apply language standards addressed in the Foundational Literacy standards.

**Category: Text Types and Protocol**

| Unpacking the Standard   | Glossary  | Standard as represented in sample classroom tasks  |
|--|---|--|
| <p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>Write well-crafted and engaging narratives to convey real or imagined experiences.</li> </ul> <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>Use <i>pacing</i> to develop experiences and events or show the responses of characters to situations.</li> <li>Use transitional <i>clauses</i> to convey the sequence of events.</li> </ul> <p>To meet the demands of the grade-level standard, students must do the following:</p> <ul style="list-style-type: none"> <li>Choose a real or imagined event to write about.</li> <li>Organize the sequence of events in a logical order.</li> <li>Determine the characters that will be in the story.</li> <li>Decide who is telling the story.</li> <li>Establish the setting by describing when/where the event(s) took place.</li> <li>Use dialogue/descriptions/pacing to develop experiences, events, and characters.</li> </ul> | <p><b>narratives</b> - writing that conveys experience, either real or imaginary, and uses time as its core structure</p> <p><b>details</b> - words or phrases in a narrative that are used to vividly convey the text elements to the reader</p> <p><b>narrator</b> - the person or voice conveying a narrative. Some narratives may have multiple narrators.</p> <p><b>characters</b> - a person who takes part in the action of a story or drama; may also be an animal or imaginary creature. A narrator who participates in the action may be considered a character.</p> <p><b>phrase</b> - a group of words acting as a unit that does not include a subject and predicate</p> <p><b>clause</b> - a group of words containing a subject and a predicate</p> <p><b>transitional words/phrases</b> - words/phrases that connect an event to a subsequent one. Examples</p> | <p><b>In reading tasks:</b> Students may read narrative texts and create story maps or timelines to identify key events in the story, analyze how they unfold naturally and logically, and discuss the use of narrative techniques and transitional words, phrases, and clauses to manage the sequence of events.</p> <p><b>In speaking/listening tasks:</b> Students may be assigned roles of characters from narrative texts and engage in role-playing activities to compare characters in a story or drama, drawing on specific details in a text. Students may use dialogue and descriptions to develop their characters and respond to situations, practicing speaking skills while exploring narrative techniques.</p> <p><b>In writing tasks:</b> Students may be provided prompts that elicit real or imagined experiences or events to write narratives, ensuring they orient the reader by establishing situations, organizing event sequences that unfold naturally and logically, using narrative techniques such as dialogue, pacing, and description,</p> |

|  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• Use a variety of transitional words/phrases/clauses to signal changes in events.</li> <li>• Use concrete words/phrases to precisely convey experiences and events.</li> <li>• Write an ending that provides closure to the story.</li> <li>• Apply standards FL 4, 6, and 7 when writing.</li> </ul> <p>It is critical that teachers <i>model</i> each of the above steps and, in the process, provide students support in understanding how to write a narrative that moves in logical order and uses details that engage the reader.</p> <p>Narrative writing can be used for many purposes, such as to inform, instruct, persuade, or entertain.</p> | <p>include “before,” “meanwhile,” “suddenly,” “before long,” “soon after,” etc.</p> <p><b>*text elements</b> - the essential components of a text, such as individuals/characters, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p> | <p>incorporating a variety of transitional words, phrases, and clauses, providing conclusions, and using precise language and sensory details to convey experiences and events.</p> |
|--|--|---|

**Cornerstone Standard for W 3**

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

**Vertical Alignment**

| Grade Span | Standard  |
|------------|---|
| 6          | <p><b>6.W.TTP.3</b> - Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters.</li> <li>b. Organize an event sequence that unfolds naturally and logically.</li> <li>c. Create a smooth progression of experiences or events.</li> <li>d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.</li> <li>e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.</li> <li>f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</li> <li>g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> </ul> |
| 5          | <p><b>5.W.TTP.3</b> - Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters.</li> <li>b. Organize an event sequence that unfolds naturally and logically.</li> <li>c. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.</li> <li>d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> <li>f. Use precise words and phrases and use sensory details to convey experiences and events.</li> <li>g. Apply language standards addressed in the Foundational Literacy standards.</li> </ul>  |
| 4          | <p><b>4.W.TTP.3</b> - Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters.</li> <li>b. Organize an event sequence that unfolds naturally and logically.</li> <li>c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>d. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> <li>f. Use precise words and phrases and use sensory details to convey experiences and events.</li> <li>g. Apply language standards addressed in the Foundational Literacy standards.</li> </ul>   |

**Standard 5.W.PDW.4**

**5.W.PDW.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**Category: Production and Distribution of Writing**

| <b>Unpacking the Standard</b>   | <b>Glossary</b>   | <b>Standard as represented in sample classroom tasks</b>  |
|---|---|---|
| <p>This standard provides a framework for understanding the writing types as defined in Writing Standards 1-3. Specifically, students should choose an organization, style, and level of development that are appropriate to the writing context, as defined by the situation, task, purpose, and audience.</p> | <p><b>style</b> - author’s or speaker’s way of communicating ideas – not only what is said but also <i>how</i> it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, etc.</p> | <p><b><i>In reading tasks:</i></b> Students may read samples of writing at different levels of clarity and coherence and compare each sample and explain how the development, organization, and style contribute to its effectiveness in conveying ideas to the intended audience.</p> <p><b><i>In speaking/listening tasks:</i></b> As part of the writing process, students may be provided opportunities to share their writing with the class. After each presentation, students may participate in a brief discussion where feedback is provided on whether the development, organization, and style of the writing are appropriate for the task, purpose, and audience.</p> <p><b><i>In writing tasks:</i></b> Students may be provided with writing prompts along with guidelines for the task, purpose, and intended audience and write responses while adhering to the provided guidelines, focusing on developing clear and coherent writing appropriate for the given context.</p> |

**Cornerstone Standard for W 4**

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

**Vertical Alignment**

| Grade Span | Standard  |
|------------|---|
| 6          | <b>6.W.PDW.4</b> - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| 5          | <b>5.W.PDW.4</b> - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| 4          | <b>4.W.PDW.4</b> - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

**Standard 5.W.PDW.5**

**5.W.PDW.5** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)

**Category: Production and Distribution of Writing**

| <b>Unpacking the Standard</b>   | <b>Glossary</b>  | <b>Standard as represented in sample classroom tasks</b>   |
|---|--|--|
| <p>This standard focuses on the recursive approach to writing wherein writing is viewed as an ongoing process of refinement. Students work through each writing stage and revisit stages as needed to improve their writing.</p> <p>This standard emphasizes the importance of providing opportunities for students to receive guidance and feedback from both peers and adults as they work through each stage of the process.</p> <p>Guidance and support from teachers should include the following:</p> <ul style="list-style-type: none"> <li>• Modeling of each writing stage</li> <li>• Exemplar texts demonstrating effective writing</li> <li>• Feedback on each writing stage</li> <li>• Revisiting explicit instruction (modeling) when students struggle</li> </ul> | <p><b>planning</b> - in this stage of writing, students select a topic and use an appropriate organizational tool to capture and logically sequence ideas. This tool is then used to create a draft.</p> <p><b>revising</b> - reworking a text in light of task, purpose, and audience considerations; compared to editing, revising is a larger-scale activity often associated with the overall substance and structure of a text.</p> <p><b>editing</b> - the process of improving clarity, organization, conciseness, and appropriateness of expression relative to task, purpose, and audience; this often involves replacing or deleting words, phrases, and sentences that are awkward or confusing and correcting errors in spelling, usage, mechanics, and grammar.</p> | <p><b><i>In reading tasks:</i></b> Students may analyze examples of how writers plan, revise, and edit their work. This could include reviewing drafts of writing with annotations or comparing examples of before-and-after revisions.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may participate in small group or individual conferences with the teacher for feedback on their writing drafts. Students may be guided in identifying areas for improvement and use the feedback to strengthen their writing through planning, revising, and editing.</p> <p><b><i>In writing tasks:</i></b> Students may be provided with editing tasks that use drafts of their own writing to focus on specific conventions of writing, such as grammar, punctuation, capitalization, and spelling. Students may practice using their own drafts to identify and correct errors in sentences or paragraphs, demonstrating command of language conventions.</p> |

**Cornerstone Standard for W 5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Vertical Alignment**

| Grade Span | Standard  |
|------------|---|
| 6          | <b>6.W.PDW.5</b> - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 6.) |
| 5          | <b>5.W.PDW.5</b> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)  |
| 4          | <b>4.W.PDW.5</b> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 4.)  |

**Standard 5.W.PDW.6**

**5.W.PDW.6** - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.

**Category: Production and Distribution of Writing**

| Unpacking the Standard   | Glossary   | Standard as represented in sample classroom tasks  |
|--|--|--|
| <p>This standard focuses on the use of technology to produce and present writing. This should be both an individual and a collaborative process, allowing students to interact with each other’s writing.</p> <p>At this grade level, students need individual and collaborative opportunities to use digital tools to draft, revise, edit, and share opinion, informative, or narrative writing pieces.</p> <p>Students need sufficient opportunities to practice using technology when writing as they are expected to be able to use a digital tool to complete a writing product in one sitting.</p> <p>The phrase “with some guidance and support from adults” indicates that teachers should continue to provide modeling, demonstrations, and feedback to guide students in using digital tools to produce, publish, and interact with each other’s writing. However, students should increasingly be working independently and without scaffolding when using technology to produce and publish writing.</p> | <p><b>technology</b> - digital tools through which students can dynamically create, share, and collaborate, including websites, audio/video recording and editing software, cloud-based applications, smartphone applications, etc.</p> <p><b>publish</b> - to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) to a broad audience either formally (as in a school’s literary magazine, a website, etc.) or informally (as on a class discussion board or online forum)</p> | <p><b>In reading tasks:</b> Students may read an informational text on an interactive website and discuss the text elements in an online chat. Students may ask questions about each other’s thinking in order to clarify or improve their understanding.</p> <p><b>In speaking/listening tasks:</b> Students may use their discussion of the text to collaborate with other students online to begin brainstorming ideas for responding in writing to the text.</p> <p><b>In writing tasks:</b> Students may draft their writing using online tools and collaborate with peers by sharing feedback and incorporating others’ feedback in their writing.</p> |



**Cornerstone Standard for W 6**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Vertical Alignment**

| Grade Span | Standard   |
|------------|--|
| 6          | <b>6.W.PDW.6</b> - Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.   |
| 5          | <b>5.W.PDW.6</b> - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. |
| 4          | <b>4.W.PDW.6</b> - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. |

**Standard 5.W.RBPK.7**

**5.W.RBPK.7** - Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.

**Category: Research to Build and Present Knowledge**

| <b>Unpacking the Standard</b>   | <b>Glossary</b>  | <b>Standard as represented in sample classroom tasks</b>  |
|---|--|---|
| <p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>• Conduct research for the purpose of building knowledge and/or solving a problem.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>• <i>Use multiple sources</i> to conduct research on a topic.</li> </ul> <p>This standard works in tandem with standard W 8. When conducting research to answer a question, students integrate their background knowledge and experiences with information gleaned from print and digital sources on the topic.</p> | <p><b>research</b> - an investigation into and study of materials and resources for various purposes, such as identifying information, verifying facts, drawing conclusions, finding connections, etc.</p> | <p><b><i>In reading tasks:</i></b> Students may read a variety of texts to generate ideas for a research project. Students may record a list of different ideas presented about a given topic.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may collaborate with peers to generate questions and ideas about how to solve a particular problem posed. Students may sequence ideas logically and use appropriate facts and relevant, descriptive details to support main ideas.</p> <p><b><i>In writing tasks:</i></b> Students may locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. Students may then organize their list of ideas to form an outline and create a draft explaining their solution to the problem posed.</p> |

**Cornerstone Standard for W 7**

Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

**Vertical Alignment**

| Grade Span | Standard   |
|------------|--|
| 6          | <b>6.W.RBPK.7</b> - Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.                      |
| 5          | <b>5.W.RBPK.7</b> - Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic. |
| 4          | <b>4.W.RBPK.7</b> - Conduct short research projects that build knowledge through investigation of different aspects of a topic.                          |

**Standard 5.W.RBPK.8**

**5.W.RBPK.8** - 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.

**Category: Research to Build and Present Knowledge**

| Unpacking the Standard  | Glossary  | Standard as represented in sample classroom tasks  |
|---|---|--|
| <p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>When conducting and publishing research, integrate relevant and credible information from multiple sources while avoiding plagiarism.</li> </ul> <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <li>Summarize or paraphrase information in notes and finished work.</li> </ul> <p>This standard works in tandem with standard W 7. When conducting research to answer a question, students integrate their background knowledge and experiences with information gleaned from print and digital sources on the topic.</p> <p>W 8 is a parallel standard to SL 2. In both cases, students are engaging with the information presented in diverse media formats; in SL 2, students are doing so for oral presentation while in W 8 students are doing so for composition purposes.</p> | <p><b>summarize</b> - a technique by which students express understanding of a text’s overall meaning by reconveying its essential elements, typically in chronological order; uses minimal subjective language</p> <p><b>paraphrase</b> - to express the meaning of something written or spoken using one’s own words; usually intended to clarify the original text by putting it into words more easily understood</p> | <p><b><i>In reading tasks:</i></b> Students may read multiple texts from print and digital sources and determine the central ideas of the texts and explain how they are supported by key details. Students may then summarize the texts in their notes. Students may determine which sources contain the most relevant information to be included in their research.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may watch or listen to multimedia sources to paraphrase their learning. Students may share their new learning with peers and provide feedback on how to incorporate this information into their paper.</p> <p><b><i>In writing tasks:</i></b> Students may use their notes summaries to write a research draft. Students may develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> |

**Cornerstone Standard for W 8**

Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

**Vertical Alignment**

| Grade Span | Standard  |
|------------|---|
| 6          | <b>6.W.RBPK.8</b> - Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| 5          | <b>5.W.RBPK.8</b> - 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.               |
| 4          | <b>4.W.RBPK.8</b> - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.  |

**Standard 5.W.RBPK.9**

**5.W.RBPK.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.

**Category: Research to Build and Present Knowledge**

| Unpacking the Standard  | Glossary   | Standard as represented in sample classroom tasks  |
|---|--|--|
| <p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> <li>When conducting and publishing research, use relevant, credible evidence from source material.</li> </ul> <p>Standard W 9 works closely with standards RL/RI 1, RI 8, and SL 3. When students strengthen their ability to analyze the use of evidence in texts, they also strengthen their ability to identify and use evidence in their own writing.</p> | <p><b>research</b> - an investigation into and study of materials and resources for various purposes, such as identifying information, verifying facts, drawing conclusions, finding connections, etc.</p> | <p><b><i>In reading tasks:</i></b> Students may read and integrate information from multiple texts on the same topic in order to build content knowledge and to cull the most relevant information to include as evidence in their research.</p> <p><b><i>In speaking/listening tasks:</i></b> Students may collaborate with peers to analyze the textual evidence culled and build on others’ ideas and express one’s own ideas clearly.</p> <p><b><i>In writing tasks:</i></b> In their research papers, students may focus on ensuring their reasons and evidence appropriately support their points.</p> |

**Cornerstone Standard for W 9**

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

**Vertical Alignment**

| Grade Span | Standard  |
|------------|---|
| 6          | <b>6.W.RBPK.9</b> - Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading. |
| 5          | <b>5.W.RBPK.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.                     |
| 4          | <b>4.W.RBPK.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.                     |

**Standards 5.W.RW.10**

**5.W.RW.10** - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

**Category: Range of Writing**

| <b>Unpacking the Standard</b>   | <b>Glossary</b>   | <b>Standard as represented in sample classroom tasks</b>   |
|---|---|--|
| <p>This standard is an overarching standard that encompasses all the writing standards for this grade level. Students should be writing every day and have opportunities to write for a range of tasks, purposes, and audiences.</p> <p>In Grades K-5, it is critically important that teachers provide appropriate support for <i>writing fluency</i>.</p> | <p><b>writing fluency</b> - the ability to write accurately, quickly, and with expression</p> | <p>This standard is addressed when students are routinely writing in response to tasks designed to build knowledge from texts.</p> |

**Cornerstone Standard for W 10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Vertical Alignment**

| <b>Grade Span</b> | <b>Standard</b>  |
|-------------------|--|
| 6                 | <b>6.W.RW.10</b> - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.                          |
| 5                 | <b>5.W.RW.10</b> - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. |
| 4                 | <b>4.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.   |





## Grades 4–5 ELP Standards

### Grades 4-5: Standards 1 and 2

| ELP Standard |  | By the end of each English language proficiency level, an ELL can . . .  |   |  |  |   |
|--------------|--|--|---|--|--|---|
|              |  | Level 1  | Level 2   | Level 3  | Level 4  | Level 5   |
| <b>4-5.1</b> | <p><b>An ELL can . . .</b></p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p>                         | <p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify a few key words and phrases</li> </ul> <p>from read-alouds, simple written texts, and oral presentations.</p>  | <p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify the main topic</li> <li>• retell a few key details</li> </ul> <p>from read-alouds, simple written texts, and oral presentations.</p>   | <p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> <li>• determine the main idea or theme, and</li> <li>• retell a few key details</li> <li>• retell familiar stories</li> </ul> <p>from read-alouds, simple written texts, and oral presentations.</p>                                      | <p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> <li>• determine the main idea or theme, and</li> <li>• explain how some key details support the main idea or theme</li> <li>• summarize part of a text</li> </ul> <p>from read-alouds, written texts, and oral presentations.</p>  | <p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> <li>• determine two or more main ideas or themes</li> <li>• explain how key details support the main ideas or themes</li> <li>• summarize a text</li> </ul> <p>from read-alouds, written texts, and oral presentations.</p>  |
| <b>4-5.2</b> | <p><b>An ELL can . . .</b></p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> | <ul style="list-style-type: none"> <li>• participate in short conversations</li> <li>• participate in short written exchanges</li> <li>• actively listen to others</li> <li>• respond to simple questions and some wh-questions</li> </ul> <p>about familiar topics.</p> | <ul style="list-style-type: none"> <li>• participate in short conversations</li> <li>• participate in short written exchanges</li> <li>• actively listen to others</li> <li>• respond to simple questions and wh-questions</li> </ul> <p>about familiar topics and texts.</p> | <ul style="list-style-type: none"> <li>• participate in short conversations and discussions</li> <li>• participate in short written exchanges</li> <li>• respond to others' comments</li> <li>• add some comments of his or her own</li> <li>• ask and answer questions</li> </ul> <p>about familiar topics and texts.</p> | <ul style="list-style-type: none"> <li>• participate in conversations and discussions</li> <li>• participate in written exchanges</li> <li>• build on the ideas of others</li> <li>• express his or her own ideas</li> <li>• ask and answer relevant questions</li> <li>• add relevant information and evidence</li> </ul> <p>about a variety of topics and texts.</p> | <ul style="list-style-type: none"> <li>• participate in extended conversations and discussions</li> <li>• participate in extended written exchanges</li> <li>• build on the ideas of others</li> <li>• express his or her own ideas clearly</li> <li>• pose and respond to relevant questions</li> <li>• add relevant and detailed information using evidence</li> <li>• summarize the key ideas expressed</li> </ul> <p>about a variety of topics and texts.</p> |

**Grades 4-5: Standards 3, 4, and 5**

| ELP Standard |   | By the end of each English language proficiency level, an ELL can . . .   |  |   |   |  |
|--------------|---|---|--|---|---|--|
|              |   | Level 1   | Level 2  | Level 3   | Level 4   | Level 5  |
| <b>4-5.3</b> | <p><b>An ELL can . . .</b></p> <p>speak and write about grade-appropriate complex literary and informational texts and topics.</p>      | <ul style="list-style-type: none"> <li>communicate simple information</li> </ul> <p>about familiar texts, topics, events, or objects in the environment.</p>                      | <ul style="list-style-type: none"> <li>deliver short oral presentations</li> <li>compose written texts</li> </ul> <p>about familiar texts, topics, and experiences.</p>  | <p>including a few details,</p> <ul style="list-style-type: none"> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> </ul> <p>about familiar texts, topics, and experiences.</p> | <p>including some details,</p> <ul style="list-style-type: none"> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> </ul> <p>about a variety of texts, topics, and experiences.</p>  | <p>including details and examples to develop a topic,</p> <ul style="list-style-type: none"> <li>deliver oral presentations</li> <li>compose written narrative or informational texts</li> </ul> <p>about a variety of texts, topics, and experiences.</p>                                   |
| <b>4-5.4</b> | <p><b>An ELL can . . .</b></p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p> | <ul style="list-style-type: none"> <li>express an opinion about a familiar topic.</li> </ul>  | <ul style="list-style-type: none"> <li>construct a simple claim about a familiar topic</li> <li>give a reason to support the claim.</li> </ul>                           | <ul style="list-style-type: none"> <li>construct a claim about familiar topics</li> <li>introduce the topic</li> <li>provide a few reasons or facts to support the claim.</li> </ul>  | <ul style="list-style-type: none"> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide several reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>  | <ul style="list-style-type: none"> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide logically ordered reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>   |
| <b>4-5.5</b> | <p><b>An ELL can . . .</b></p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>     | <ul style="list-style-type: none"> <li>recall information from experience</li> <li>gather information from a few provided sources</li> <li>label some key information.</li> </ul> | <ul style="list-style-type: none"> <li>recall information from experience</li> <li>gather information from provided sources</li> <li>record some information.</li> </ul> | <ul style="list-style-type: none"> <li>recall information from experience</li> <li>gather information from print and digital sources to answer a question</li> <li>identify key information in orderly notes.</li> </ul>            | <ul style="list-style-type: none"> <li>recall information from experience</li> <li>gather information from print and digital sources to answer a question</li> <li>record information in organized notes, with charts, tables, or other graphics, as appropriate</li> <li>provide a list of sources.</li> </ul> | <ul style="list-style-type: none"> <li>recall information from experience</li> <li>gather information from print and digital sources</li> <li>summarize key ideas and information in detailed and orderly notes, with graphics as appropriate</li> <li>provide a list of sources.</li> </ul> |

**Grades 4-5: Standards 6, 7, and 8**

| ELP Standard |  | By the end of each English language proficiency level, an ELL can . . .   |   |  |  |  |
|--------------|--|---|---|--|--|--|
|              |  | Level 1   | Level 2   | Level 3  | Level 4  | Level 5  |
| 4-5.6        | An ELL can . . . analyze and critique the arguments of others orally and in writing.                                   | <ul style="list-style-type: none"> <li>identify a point an author or speaker makes.</li> </ul>  | <ul style="list-style-type: none"> <li>identify a reason an author or speaker gives to support a main point</li> <li>agree or disagree with the author or speaker.</li> </ul>   | <ul style="list-style-type: none"> <li>tell how one or two reasons support the specific points an author or speaker makes or fails to make.</li> </ul>   | <ul style="list-style-type: none"> <li>describe how reasons support the specific points an author or speaker makes or fails to make.</li> </ul>  | <ul style="list-style-type: none"> <li>explain how an author or speaker uses reasons and evidence to support or fail to support particular points</li> <li>(at grade 5) identify which reasons and evidence support which points.</li> </ul>   |
|              |  | <ul style="list-style-type: none"> <li>recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul>  | with emerging control, <ul style="list-style-type: none"> <li>adapt language choices to different social and academic contents</li> <li>use some words learned through conversations, reading, and being read to.</li> </ul>  | with developing control, <ul style="list-style-type: none"> <li>adapt language choices according to purpose, task, and audience</li> <li>use an increasing number of general academic and content-specific words, phrases, and expressions</li> </ul> in conversation, discussions, and short written text.                                | with increasing ease, <ul style="list-style-type: none"> <li>adapt language choices and style (includes register) according to purpose, task, and audience</li> <li>use a wider range of general academic and content-specific words and phrases</li> </ul> in speech and writing.   | <ul style="list-style-type: none"> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use a wide variety of general academic and content-specific words and phrases</li> </ul> in speech and writing.  |
| 4-5.7        | An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.                      | relying heavily on context, visual aids, and knowledge of morphology in his or her native language, <ul style="list-style-type: none"> <li>recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions</li> </ul> in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. | using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, <ul style="list-style-type: none"> <li>determine the meaning of some frequently occurring words, phrases, and expressions</li> </ul> in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. | using context, visual aids, reference materials, and a developing knowledge of English morphology, <ul style="list-style-type: none"> <li>determine the meaning of frequently occurring words and phrases</li> <li>determine the meanings of some idiomatic expressions</li> </ul> in texts about familiar topics, experiences, or events. | using context, reference materials, and an increasing knowledge of English morphology, <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words, phrases</li> <li>determine the meaning of a growing number of idiomatic expressions</li> </ul> in texts about a variety of topics, experiences, or events. | using context, reference materials, and knowledge of English morphology, <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words and phrases</li> <li>determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs)</li> </ul> in texts about a variety of topics, experiences, or events. |
|              |  | determine the meaning of words and phrases in oral presentations and literary and informational text.   | using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, <ul style="list-style-type: none"> <li>determine the meaning of some frequently occurring words, phrases, and expressions</li> </ul> in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. | using context, visual aids, reference materials, and a developing knowledge of English morphology, <ul style="list-style-type: none"> <li>determine the meaning of frequently occurring words and phrases</li> <li>determine the meanings of some idiomatic expressions</li> </ul> in texts about familiar topics, experiences, or events. | using context, reference materials, and an increasing knowledge of English morphology, <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words, phrases</li> <li>determine the meaning of a growing number of idiomatic expressions</li> </ul> in texts about a variety of topics, experiences, or events. | using context, reference materials, and knowledge of English morphology, <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words and phrases</li> <li>determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs)</li> </ul> in texts about a variety of topics, experiences, or events. |
| 4-5.8        | An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. | relying heavily on context, visual aids, and knowledge of morphology in his or her native language, <ul style="list-style-type: none"> <li>recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions</li> </ul> in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. | using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, <ul style="list-style-type: none"> <li>determine the meaning of some frequently occurring words, phrases, and expressions</li> </ul> in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. | using context, visual aids, reference materials, and a developing knowledge of English morphology, <ul style="list-style-type: none"> <li>determine the meaning of frequently occurring words and phrases</li> <li>determine the meanings of some idiomatic expressions</li> </ul> in texts about familiar topics, experiences, or events. | using context, reference materials, and an increasing knowledge of English morphology, <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words, phrases</li> <li>determine the meaning of a growing number of idiomatic expressions</li> </ul> in texts about a variety of topics, experiences, or events. | using context, reference materials, and knowledge of English morphology, <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words and phrases</li> <li>determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs)</li> </ul> in texts about a variety of topics, experiences, or events. |
|              |  | determine the meaning of words and phrases in oral presentations and literary and informational text.   | using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, <ul style="list-style-type: none"> <li>determine the meaning of some frequently occurring words, phrases, and expressions</li> </ul> in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. | using context, visual aids, reference materials, and a developing knowledge of English morphology, <ul style="list-style-type: none"> <li>determine the meaning of frequently occurring words and phrases</li> <li>determine the meanings of some idiomatic expressions</li> </ul> in texts about familiar topics, experiences, or events. | using context, reference materials, and an increasing knowledge of English morphology, <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words, phrases</li> <li>determine the meaning of a growing number of idiomatic expressions</li> </ul> in texts about a variety of topics, experiences, or events. | using context, reference materials, and knowledge of English morphology, <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words and phrases</li> <li>determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs)</li> </ul> in texts about a variety of topics, experiences, or events. |

**Grades 4-5: Standards 9 and 10**

| ELP Standard  |  | By the end of each English language proficiency level, an ELL can . . .   |   |  |   |  |
|---------------|--|---|---|--|---|--|
|               |  | Level 1   | Level 2   | Level 3  | Level 4   | Level 5  |
| <b>4-5.9</b>  | <b>An ELL can . . .</b><br>create clear and coherent grade-appropriate speech and text.                                  | with support (including context and visual aids), and using non-verbal communication,<br><ul style="list-style-type: none"> <li>communicate simple information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> </ul> <p>with limited control.</p> | with support (including visual aids and modeled sentences),<br><ul style="list-style-type: none"> <li>communicate simple information about a topic</li> <li>recount a simple sequence of events in order</li> <li>use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>)</li> </ul> <p>with emerging control.</p> | with support (including modeled sentences),<br><ul style="list-style-type: none"> <li>introduce an informational topic</li> <li>present one or two facts about the topic</li> <li>recount a short sequence of events in order</li> <li>use an increasing range of temporal and other linking words (e.g., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>)</li> <li>provide a concluding statement</li> </ul> <p>with developing control.</p> | <ul style="list-style-type: none"> <li>introduce an informational topic</li> <li>develop the topic with facts and details</li> <li>recount a more detailed sequence of events, with a beginning, middle, and end</li> <li>use transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i>, <i>for example</i>, <i>in order to</i>, <i>as a result</i>)</li> <li>provide a conclusion</li> </ul> <p>with increasingly independent control.</p> | <ul style="list-style-type: none"> <li>introduce an informational topic</li> <li>develop the topic with facts and details</li> <li>recount a more detailed sequence of events, with a beginning, middle, and end</li> <li>use a variety of linking words and phrases to connect ideas, information, or events</li> <li>provide a concluding statement or section.</li> </ul>   |
| <b>4-5.10</b> | <b>An ELL can . . .</b><br>make accurate use of standard English to communicate in grade-appropriate speech and writing. | with support (including context and visual aids),<br><ul style="list-style-type: none"> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple questions.</li> </ul>   | with support (including visual aids and modeled sentences),<br><ul style="list-style-type: none"> <li>recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions</li> <li>produce simple sentences in response to prompts.</li> </ul>                                | with support (including modeled sentences),<br><ul style="list-style-type: none"> <li>use some relative pronouns (e.g., <i>who</i>, <i>whom</i>, <i>which</i>, <i>that</i>),</li> <li>use some relative adverbs (e.g., <i>where</i>, <i>when</i>, <i>why</i>),</li> <li>use some prepositional phrases</li> <li>produce and expand simple and compound sentences.</li> </ul>   | <ul style="list-style-type: none"> <li>use relative pronouns (e.g., <i>who</i>, <i>whom</i>, <i>which</i>, <i>that</i>),</li> <li>use relative adverbs (e.g., <i>where</i>, <i>when</i>, <i>why</i>),</li> <li>use prepositional phrases</li> <li>use subordinating conjunctions</li> <li>produce and expand simple, compound, and a few complex sentences.</li> </ul>  | <ul style="list-style-type: none"> <li>use relative pronouns (e.g., <i>who</i>, <i>whom</i>, <i>which</i>, <i>that</i>),</li> <li>use relative adverbs (e.g., <i>where</i>, <i>when</i>, <i>why</i>)</li> <li>use prepositional phrases</li> <li>use subordinating conjunctions</li> <li>use the progressive and perfect verb tenses</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul> |

## Grade 5 ELA Standards Matrix

Use the **Grade 5 ELA Standards Matrix** to identify a CCSS for ELA Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

| ELP Standards      |   | Corresponding CCSS for ELA Standards |            |               |    |      |
|--------------------|---|--------------------------------------|------------|---------------|----|------|
|                    |   | RL                                   | RI         | W             | SL | L    |
| <a href="#">1</a>  | construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing                         | 1, 2, 3, 7                           | 1, 2, 3, 7 |               | 2  |      |
| <a href="#">2</a>  | participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions |                                      |            | 6             | 1  |      |
| <a href="#">3</a>  | speak and write about grade-appropriate complex literary and informational texts and topics   |                                      |            | 2, 3          | 4  |      |
| <a href="#">4</a>  | construct grade-appropriate oral and written claims and support them with reasoning and evidence  |                                      |            | 1             | 4  | 6    |
| <a href="#">5</a>  | conduct research and evaluate and communicate findings to answer questions or solve problems  |                                      |            | 7, 8, 9       | 4  |      |
| <a href="#">6</a>  | analyze and critique the arguments of others orally and in writing  |                                      | 8          | 1b            | 3  | 6    |
| <a href="#">7</a>  | adapt language choices to purpose, task, and audience when speaking and writing   |                                      |            | 5             | 6  | 6    |
| <a href="#">8</a>  | determine the meaning of words and phrases in oral presentations and literary and informational text  | 4                                    | 4          |               |    | 4, 5 |
| <a href="#">9</a>  | create clear and coherent grade-appropriate speech and text   |                                      |            | 1c, 2c, 3c, 4 | 4  |      |
| <a href="#">10</a> | make accurate use of standard English to communicate in grade-appropriate speech and writing  |                                      |            |               |    | 1, 3 |

### Legend for Domains

|    |                                 |    |                        |
|----|---------------------------------|----|------------------------|
| RL | Reading for Literature          | SL | Speaking and Listening |
| RI | Reading for Informational Texts | L  | Language               |
| W  | Writing                         |    |                        |

## Grades 4-5 ELP Standards with Grade 5 Correspondences

### Grade 5: Standard 1

| ELP.4-5.1.   | By the end of each English language proficiency level, an ELL can . . .   |   |   |   |  |
|--|---|---|---|---|--|
|  | Level 1   | Level 2   | Level 3   | Level 4   | Level 5  |
| <p><b>An ELL can . . .</b></p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>  | <p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify a few key words and phrases</li> </ul> <p>from read-alouds, simple written texts, and oral presentations.</p> | <p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify the main topic</li> <li>• retell a few key details</li> </ul> <p>from read-alouds, simple written texts, and oral presentations.</p> | <p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> <li>• determine the main idea or theme, and</li> <li>• retell a few key details</li> <li>• retell familiar stories</li> </ul> <p>from read-alouds, simple written texts, and oral presentations.</p>   | <p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> <li>• determine the main idea or theme, and</li> <li>• explain how some key details support the main idea or theme</li> <li>• summarize part of a text</li> </ul> <p>from read-alouds, written texts, and oral presentations.</p> | <p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> <li>• determine two or more main ideas or themes</li> <li>• explain how key details support the main ideas or themes</li> <li>• summarize a text</li> </ul> <p>from read-alouds, written texts, and oral presentations.</p> |
| <b>when engaging in one or more of the following content-specific practices:</b>   |   |   |   |   |  |
| <p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.</p> <p><b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others.</p> <p><b>EP4.</b> Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>   |   |   | <p><b>MP1.</b> Make sense of problems and persevere in solving them.</p>  |   | <p><b>SP1.</b> Ask questions and define problems.</p>  |
| <b>when engaging in tasks aligned with the following Grade 5 ELA Standards:</b>  |   |   |   |   |  |
| <p><b>Literature</b></p> <p><b>RL.2.</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><b>RL.3.</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p><b>RL.7.</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p><b>RL.1., RI.1.</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>SL.2.</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> |   |   | <p><b>Informational Text</b></p> <p><b>RI.2.</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.3.</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>RI.7.</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> |   |  |

## Grade 5: Standard 2

| ELP.4-5.2.   | By the end of each English language proficiency level, an ELL can . . .  |   |  |  |   |
|--|--|---|--|--|---|
|  | Level 1  | Level 2   | Level 3  | Level 4  | Level 5   |
| <p><b>An ELL can . . .</b></p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>  | <ul style="list-style-type: none"> <li>participate in short conversations</li> <li>participate in short written exchanges</li> <li>actively listen to others</li> <li>respond to simple questions and some wh-questions</li> </ul> <p>about familiar topics.</p> | <ul style="list-style-type: none"> <li>participate in short conversations</li> <li>participate in short written exchanges</li> <li>actively listen to others</li> <li>respond to simple questions and wh-questions</li> </ul> <p>about familiar topics and texts.</p> | <ul style="list-style-type: none"> <li>participate in short conversations and discussions</li> <li>participate in short written exchanges</li> <li>respond to others' comments</li> <li>add some comments of his or her own</li> <li>ask and answer questions</li> </ul> <p>about familiar topics and texts.</p> | <ul style="list-style-type: none"> <li>participate in conversations and discussions</li> <li>participate in written exchanges</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> </ul> <p>about a variety of topics and texts.</p> | <ul style="list-style-type: none"> <li>participate in extended conversations and discussions</li> <li>participate in extended written exchanges</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly</li> <li>pose and respond to relevant questions</li> <li>add relevant and detailed information using evidence</li> <li>summarize the key ideas expressed</li> </ul> <p>about a variety of topics and texts.</p> |
| <b>when engaging in one or more of the following content-specific practices:</b>   |  |   |  |  |   |
| <p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>   |  | <p><b>MP1.</b> Make sense of problems and persevere in solving them.</p> <p><b>MP6.</b> Attend to precision.</p>  |  | <p><b>SP4.</b> Analyze and interpret data.</p> <p><b>SP6.</b> Construct explanations and design solutions.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>   |   |
| <b>when engaging in tasks aligned with the following Grade 5 ELA Standards:</b>  |  |   |  |  |   |
| <p><b>W.6.</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>SL.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol> |  |   |  |  |   |

### **Grade 5: Standard 3**

| ELP.4-5.3.   | By the end of each English language proficiency level, an ELL can . . .  |   |   |   |  |
|--|--|---|---|---|--|
|  | Level 1  | Level 2   | Level 3   | Level 4   | Level 5  |
| <p><b>An ELL can . . .</b></p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>  | <ul style="list-style-type: none"> <li>• communicate simple information</li> </ul> <p>about familiar texts, topics, events, or objects in the environment.</p> | <ul style="list-style-type: none"> <li>• deliver short oral presentations</li> <li>• compose written texts</li> </ul> <p>about familiar texts, topics, and experiences.</p> | <ul style="list-style-type: none"> <li>• deliver short oral presentations</li> <li>• compose written narratives or informational texts</li> </ul> <p>about familiar texts, topics, and experiences.</p> | <ul style="list-style-type: none"> <li>• deliver short oral presentations</li> <li>• compose written narratives or informational texts</li> </ul> <p>about a variety of texts, topics, and experiences.</p> | <ul style="list-style-type: none"> <li>• deliver oral presentations</li> <li>• compose written narrative or informational texts</li> </ul> <p>about a variety of texts, topics, and experiences.</p> |
| <b>when engaging in one or more of the following content-specific practices:</b>   |  |   |   |   |  |
| <p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.</p> <p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>   |  | <p><b>MP1.</b> Make sense of problems and persevere in solving them.</p> <p><b>MP6.</b> Attend to precision.</p>  |   | <p><b>SP6.</b> Construct explanations and design solutions.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>   |  |
| <b>when engaging in tasks aligned with the following Grade 5 ELA Standards:</b>  |  |   |   |   |  |
| <p><b>W.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within and across categories of information using words, phrases, and clauses.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol> <p><b>W.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol> <p><b>SL.4.</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> |  |   |   |   |  |



## Grade 5: Standard 4

| ELP.4-5.4.   | By the end of each English language proficiency level, an ELL can . . .                      |  |  |  |  |
|--|--|--|--|--|--|
|  | Level 1  | Level 2  | Level 3  | Level 4  | Level 5  |
| <p><b>An ELL can . . .</b></p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>   | <ul style="list-style-type: none"> <li>express an opinion about a familiar topic.</li> </ul> | <ul style="list-style-type: none"> <li>construct a simple claim about a familiar topic</li> <li>give a reason to support the claim.</li> </ul> | <ul style="list-style-type: none"> <li>construct a claim about familiar topics</li> <li>introduce the topic</li> <li>provide a few reasons or facts to support the claim.</li> </ul> | <ul style="list-style-type: none"> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide several reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul> | <ul style="list-style-type: none"> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide logically ordered reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul> |
| <b>when engaging in one or more of the following content-specific practices:</b>   |  |  |  |  |  |
| <p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p><b>EP6.</b> Use English structures to communicate context-specific messages.</p>   |  | <p><b>MP3.</b> Construct viable arguments and critique reasoning of others.</p> <p><b>MP6.</b> Attend to precision.</p>                        |  | <p><b>SP4.</b> Analyze and interpret data.</p> <p><b>SP7.</b> Engage in argument from evidence.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>  |  |
| <b>when engaging in tasks aligned with the following Grade 5 ELA Standards:</b>  |  |  |  |  |  |
| <p><b>W.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol> <p><b>SL.4.</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>L.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p> |  |  |  |  |  |

**Grade 5: Standard 5**

| ELP.4-5.5.   | By the end of each English language proficiency level, an ELL can . . .   |  |  |   |  |
|--|---|--|--|---|--|
|  | Level 1   | Level 2  | Level 3  | Level 4   | Level 5  |
| <p><b>An ELL can . . .</b></p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>   | <ul style="list-style-type: none"> <li>recall information from experience</li> <li>gather information from a few provided sources</li> <li>label some key information.</li> </ul> | <ul style="list-style-type: none"> <li>recall information from experience</li> <li>gather information from provided sources</li> <li>record some information.</li> </ul> | <ul style="list-style-type: none"> <li>recall information from experience</li> <li>gather information from print and digital sources to answer a question</li> <li>identify key information in orderly notes.</li> </ul> | <ul style="list-style-type: none"> <li>recall information from experience</li> <li>gather information from print and digital sources to answer a question</li> <li>record information in organized notes, with charts, tables, or other graphics, as appropriate</li> <li>provide a list of sources.</li> </ul> | <ul style="list-style-type: none"> <li>recall information from experience</li> <li>gather information from print and digital sources</li> <li>summarize key ideas and information in detailed and orderly notes, with graphics as appropriate</li> <li>provide a list of sources.</li> </ul> |
| <p><b>when engaging in one or more of the following content-specific practices:</b></p>  |   |  |  |   |  |
| <p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.</p> <p><b>EP4.</b> Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p><b>EP6.</b> Use English structures to communicate context-specific messages.</p>  |   | <p><b>MP1.</b> Make sense of problems and persevere in solving them.</p>   |  | <p><b>SP3.</b> Plan and carry out investigations.</p> <p><b>SP6.</b> Construct explanations and design solutions.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>   |  |
| <p><b>when engaging in tasks aligned with the following Grade 5 ELA Standards:</b></p>   |   |  |  |   |  |
| <p><b>W.7.</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.8.</b> 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.</p> <p><b>W.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>SL.4.</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> |   |  |  |   |  |

**Grade 5: Standard 6**

| ELP.4-5.6.  | By the end of each English language proficiency level, an ELL can . . .                          |   |  |  |  |
|---|--|---|--|--|--|
|   | Level 1  | Level 2   | Level 3  | Level 4  | Level 5  |
| <p><b>An ELL can . . .</b></p> <p>analyze and critique the arguments of others orally and in writing . . .</p>  | <ul style="list-style-type: none"> <li>• identify a point an author or speaker makes.</li> </ul> | <ul style="list-style-type: none"> <li>• identify a reason an author or speaker gives to support a main point</li> <li>• agree or disagree with the author or speaker.</li> </ul> | <ul style="list-style-type: none"> <li>• tell how one or two reasons support the specific points an author or speaker makes or fails to make.</li> </ul> | <ul style="list-style-type: none"> <li>• describe how reasons support the specific points an author or speaker makes or fails to make.</li> </ul>  | <ul style="list-style-type: none"> <li>• explain how an author or speaker uses reasons and evidence to support or fail to support particular points</li> <li>• (at grade 5) identify which reasons and evidence support which points.</li> </ul> |
| <p><b>when engaging in one or more of the following content-specific practices:</b></p>   |  |   |  |  |  |
| <p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others.</p> <p><b>EP4.</b> Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>   |  | <p><b>MP1.</b> Make sense of problems and persevere in solving them.</p> <p><b>MP3.</b> Construct viable arguments and critique reasoning of others.</p>                          |  | <p><b>SP1.</b> Ask questions and define problems.</p> <p><b>SP6.</b> Construct explanations and design solutions.</p> <p><b>SP7.</b> Engage in argument from evidence.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p> |  |
| <p><b>when engaging in tasks aligned with the following Grade 5 ELA Standards:</b></p>  |  |   |  |  |  |
| <p><b>RI.8.</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>W.1b.</b> Provide logically ordered reasons that are supported by facts and details.</p> <p><b>SL.3.</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>L.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> |  |   |  |  |  |

**Grade 5: Standard 7**

| ELP.4-5.7.  | By the end of each English language proficiency level, an ELL can . . .  |   |   |  |  |
|---|--|---|---|--|--|
|   | Level 1  | Level 2   | Level 3   | Level 4  | Level 5  |
| <p><b>An ELL can . . .</b></p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>   | <ul style="list-style-type: none"> <li>recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul> | <p>with emerging control,</p> <ul style="list-style-type: none"> <li>adapt language choices to different social and academic contents</li> <li>use some words learned through conversations, reading, and being read to.</li> </ul> | <p>with developing control,</p> <ul style="list-style-type: none"> <li>adapt language choices according to purpose, task, and audience</li> <li>use an increasing number of general academic and content-specific words, phrases, and expressions</li> </ul> <p>in conversation, discussions, and short written text.</p> | <p>with increasing ease,</p> <ul style="list-style-type: none"> <li>adapt language choices and style (includes register) according to purpose, task, and audience</li> <li>use a wider range of general academic and content-specific words and phrases</li> </ul> <p>in speech and writing.</p> | <ul style="list-style-type: none"> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use a wide variety of general academic and content-specific words and phrases</li> </ul> <p>in speech and writing.</p> |
| <p><b>when engaging in one or more of the following content-specific practices:</b></p>   |  |   |   |  |  |
| <p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p><b>EP6.</b> Use English structures to communicate context-specific messages.</p>   |  | <p><b>MP6.</b> Attend to precision.</p>   |   | <p><b>SP1.</b> Ask questions and define problems.</p> <p><b>SP6.</b> Construct explanations and design solutions.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>  |  |
| <p><b>when engaging in tasks aligned with the following Grade 5 ELA Standards:</b></p>  |  |   |   |  |  |
| <p><b>W.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>SL.6.</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p><b>L.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> |  |   |   |  |  |

## Grade 5: Standard 8

| ELP.4-5.8.  | By the end of each English language proficiency level, an ELL can . . .   |   |  |  |  |
|---|---|---|--|--|--|
|   | Level 1   | Level 2   | Level 3  | Level 4  | Level 5  |
| <p><b>An ELL can . . .</b></p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>  | <p>relying heavily on context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> <li>recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions</li> </ul> <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p> | <p>using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> <li>determine the meaning of some frequently occurring words, phrases, and expressions</li> </ul> <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p> | <p>using context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> <li>determine the meaning of frequently occurring words and phrases</li> <li>determine the meanings of some idiomatic expressions</li> </ul> <p>in texts about familiar topics, experiences, or events.</p> | <p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words, phrases</li> <li>determine the meaning of a growing number of idiomatic expressions</li> </ul> <p>in texts about a variety of topics, experiences, or events.</p> | <p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words and phrases</li> <li>determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs)</li> </ul> <p>in texts about a variety of topics, experiences, or events.</p> |
| <b>when engaging in one or more of the following content-specific practices:</b>  |   |   |  |  |  |
| <p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.</p> <p><b>EP6.</b> Use English structures to communicate context-specific messages.</p>  |   | <p><b>MP1.</b> Make sense of problems and persevere in solving them.</p>  |  | <p><b>SP1.</b> Ask questions and define problems.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>  |  |
| <b>when engaging in tasks aligned with the following Grade 5 ELA Standards:</b>   |   |   |  |  |  |
| <p><b>Literature</b></p> <p><b>RL.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>L.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> |   |   | <p><b>Informational Text</b></p> <p><b>RI.4.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>   |  |  |

## Grade 5: Standard 9

| ELP.4-5.9.   | By the end of each English language proficiency level, an ELL can . . .   |   |  |   |  |
|--|---|---|--|---|--|
|  | Level 1   | Level 2   | Level 3  | Level 4   | Level 5  |
| <p><b>An ELL can . . .</b></p> <p>create clear and coherent grade-appropriate speech and text . . .</p>  | <p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> <li>• communicate simple information about an event or topic</li> <li>• use a narrow range of vocabulary and syntactically simple sentences</li> </ul> <p>with limited control.</p> | <p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> <li>• communicate simple information about a topic</li> <li>• recount a simple sequence of events in order</li> <li>• use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>)</li> </ul> <p>with emerging control.</p> | <p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> <li>• introduce an informational topic</li> <li>• present one or two facts about the topic</li> <li>• recount a short sequence of events in order</li> <li>• use an increasing range of temporal and other linking words (e.g., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>)</li> <li>• provide a concluding statement</li> </ul> <p>with developing control.</p> | <ul style="list-style-type: none"> <li>• introduce an informational topic</li> <li>• develop the topic with facts and details</li> <li>• recount a more detailed sequence of events, with a beginning, middle, and end</li> <li>• use transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i>, <i>for example</i>, <i>in order to</i>, <i>as a result</i>)</li> <li>• provide a conclusion</li> </ul> <p>with increasingly independent control.</p> | <ul style="list-style-type: none"> <li>• introduce an informational topic</li> <li>• develop the topic with facts and details</li> <li>• recount a more detailed sequence of events, with a beginning, middle, and end</li> <li>• use a variety of linking words and phrases to connect ideas, information, or events</li> <li>• provide a concluding statement or section.</li> </ul> |
| <b>when engaging in one or more of the following content-specific practices:</b>   |   |   |  |   |  |
| <p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>  |   | <p><b>MP1.</b> Make sense of problems and persevere in solving them.</p> <p><b>MP3.</b> Construct viable arguments and critique reasoning of others.</p>  |  | <p><b>SP7.</b> Engage in argument from evidence.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>  |  |
| <b>when engaging in tasks aligned with the following Grade 5 ELA Standards:</b>  |   |   |  |   |  |
| <p><b>W.1c.</b> Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p> <p><b>W.2c.</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p><b>W.3c.</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p><b>W.4.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>SL.4.</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> |   |   |  |   |  |

## Grade 5: Standard 10

| ELP.4-5.10.   | By the end of each English language proficiency level, an ELL can . . .   |  |   |   |   |
|---|---|--|---|---|---|
|   | Level 1   | Level 2  | Level 3   | Level 4   | Level 5   |
| <p><b>An ELL can . . .</b></p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>  | <p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple questions.</li> </ul> | <p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> <li>recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions</li> <li>produce simple sentences in response to prompts.</li> </ul> | <p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> <li>use some relative pronouns (e.g., who, whom, which, that),</li> <li>use some relative adverbs (e.g., where, when, why),</li> <li>use some prepositional phrases</li> <li>produce and expand simple and compound sentences.</li> </ul> | <ul style="list-style-type: none"> <li>use relative pronouns (e.g., who, whom, which, that),</li> <li>use relative adverbs (e.g., where, when, why),</li> <li>use prepositional phrases</li> <li>use subordinating conjunctions</li> <li>produce and expand simple, compound, and a few complex sentences.</li> </ul> | <ul style="list-style-type: none"> <li>use relative pronouns (e.g., who, whom, which, that),</li> <li>use relative adverbs (e.g., where, when, why)</li> <li>use prepositional phrases</li> <li>use subordinating conjunctions</li> <li>use the progressive and perfect verb tenses</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul> |
| <p><b>when engaging in one or more of the following content-specific practices:</b></p>   |   |  |   |   |   |
| <p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>EP6.</b> Use English structures to communicate context-specific messages.</p>   |   | <p><b>MP6.</b> Attend to precision.</p>  |   | <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>   |   |
| <p><b>when engaging in tasks aligned with the following Grade 5 ELA Standards:</b></p>  |   |  |   |   |   |
| <p><b>L.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</li> <li>Use verb tense to convey various times, sequences, states, and conditions.</li> <li>Recognize and correct inappropriate shifts in verb tense.</li> <li>Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</li> </ol> <p><b>L.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems.</li> </ol> |   |  |   |   |   |

