Grade Five ELA / Reading: Foundational Skills

Anchor Standard _None_	
Strand _Reading: Foundational Skills_	
Topic _Phonics and Word Recognition_	**Pacing**

Standard Statement	**Content Elaborations**
(Standards 1 & 2 are completed grades K-4.) 3. *Know and apply grade-level phonics and word analysis skills in decoding words.* a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **Learning Targets:** • I can recognize that different sounds (phonemes) can be made by letters and combinations of letters (graphemes). • I can use consonant blends, long-vowel patterns, and short-vowel patterns to decode words. • I can use compound words, roots, prefixes, suffixes, and syllables to analyze the structure of words and decode unfamiliar multisyllabic words.	The focus of the Phonics and Word Recognition topic is decoding text and understanding word parts to determine word meaning and to improve fluid reading and increased comprehension. Continuing to learn specific strategies for decoding and spelling is beneficial, even at the upper grades. Because a large number of words in English derive from Latin and Greek origins, teachers' frequent use of Latin and Greek word roots and affixes enhances not only decoding and spelling ability, but vocabulary development as well. Semantics studies involve the examination of meaning at various levels (word parts, whole words, sentences, discourse). Knowledge of word parts increases the understanding that words with common roots have similar meanings or that affixes change the meanings of words.
Content Vocabulary • phonemes • grapheme • decode • multisyllabic • morphology • affixes (prefixes, suffixes) • root • blend • context	**Academic Vocabulary** • analyze • recognize
Formative Assessments • Exit slips	**Summative Assessments** • DRA

- Common Formative Assessments - Type 1 writing (Collins) - DRA - MAP	MAP
Resources - Vocabulary A-Z - Write Source - Collins Writing - Sitton Spelling	**Enrichment Strategies** - Word sorts - Word ladders - Smartboard games (self-created) - http://exchange.smarttech.com/search.html
Integrations Teacher common language between content areas (use word "root words" in all content areas)	**Intervention Strategies** - LLI (Leveled Literacy Intervention) - Word sorts - Smartboard games - http://exchange.smarttech.com/search.html

Grade Five ELA / Reading: Foundational Skills

Anchor Standard *None*	
Strand *Reading: Foundational Skills*	
Topic *Fluency*	**Pacing**

Standard Statement	Content Elaborations
4. 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, rereading as necessary. **Learning Targets:** • I can read grade-appropriate text fluently and show comprehension through timing, expression, and voice. • I can recognize when a word I have read does not make sense and self-correct by rereading or using context clues.	The focus of the Fluency topic is the seamless reading of text (either aloud or silently). Readers are able to focus attention on the meaning of text when their reading is fluent (e.g., accurate, smooth, effortless, automatic). Readers benefit from multiple opportunities to read independent grade-level text. In the next grade band, students are expected to increase fluency as the complexity of text (in topic and structure) also increases.

Content Vocabulary	Academic Vocabulary
• fluency • context clues • self-correct • reread • accuracy • expression • voice • timing	• recognize • successive

Formative Assessments	Summative Assessments
• Exit slips • Common Formative Assessments • Type 1 writing (Collins) • DRA • MAP	• DRA • MAP

Resources	Enrichment Strategies
• Reading A-Z • Write Source • Collins Writing • The Café Book • Daily 5 Book • Reader's Theater	• Book Clubs/Literature Circles
Integrations • Teacher common language between content areas (use word "root words" in all content areas)	**Intervention Strategies** • LLI (Leveled Literacy Intervention) • Partner reading • Pre-reading of text • Reading A-Z (listening to self read) • Books on CD • Whisper phones (PVC pipe – one end he reads into and the other he listens)

Grade Five ELA / Reading: Literature

Anchor Standard
1. **Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
2. **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
3. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

Strand	*Reading: Literature*	
Topic	***Key Ideas and Details***	**Pacing**

Standard Statement	Content Elaborations
1. *Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.* **Learning Targets:** • I can quote accurately from a text. • I can read closely and find answers explicitly in text and answers that require an inference. • I can analyze an author's words and find quotes needed to support both explicit and inferential questions. 2. *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.* **Learning Targets:** • I can analyze details in a text to determine a theme. • I can compose a summary stating the key points of the text. 3. *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).* **Learning Targets:** • I can compare and contrast two or more characters, settings, or events in a story or drama using specific details from the text.	The focus of the Key Ideas and Details topic is providing textual evidence, making inferences, identifying theme and literary element, and summarizing text. Comprehension is enhanced when readers make meaning from what is explicitly stated and from what the author has inferred. Making meaning and determining theme gives readers a more complete picture of a text and enables them to summarize and/or describe textual elements. Readers demonstrate comprehension by using evidence from the text to support their responses and by comparing and contrasting story elements within a text. In the next grade band, students are expected to cite evidence that reflects the theme or main idea without adding personal judgment and describe how plot events or scenes build on and impact one another.
Content Vocabulary • inference	**Academic Vocabulary** • explicit

- quote ("word for word" support) - summary - theme (a lesson the author is revealing: Honesty is the best policy.) - character - settings - events - drama	- analyze - compose - compare (determine similarities) - contrast (determine differences) - identify
Formative Assessments - Exit slips - Common Formative Assessments - Type 1 writing (Collins) - DRA - MAP	**Summative Assessments** - DRA - MAP
Resources - Reading A-Z - Write Source - Collins Writing - Scholastic, Spotlight on Literary Elements - Graphic organizers for summarizing - www.readworks.org - http://www.fcrr.org/curriculum/SCA_CCSS_index.shtm - www.orc.org	**Enrichment Strategies** *Jacob's Ladder*, by Tamra Stambaugh, Ph.D. - Menu projects/choice board
Integrations Teacher common language between content areas (use word "textual evidence" in all content areas)	**Intervention Strategies** - Graphic organizers - Modeling with read alouds - Picture books

Grade Five ELA / Reading: Literature

Anchor Standard	
4. *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*	
5. *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*	
6. *Assess how point of view or purpose shapes the content and style of a text.*	

Strand	*Reading: Literature*	
Topic	*Craft and Structure*	**Pacing**

Standard Statement	Content Elaborations
4. *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.* **Learning Targets:** • I can use various strategies to determine the meaning of words and phrases. • I can define and identify various forms of figurative language and literal language. 5. *Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.* **Learning Targets:** • I can recognize and explain how chapters, scenes, and stanza fit together to form stories, dramas, or poems. 6. *Describe how a narrator's or speaker's point of view influences how events are described.* **Learning Targets:** • I can identify basic points of view as first person, second person, and third person. • I can determine a narrator's/speaker's point of view in a text. • I can describe how events in a text are influenced by a point of view.	The focus of the Craft and Structure topic is the author's use of figurative language, the specific structure of literary genre, and point of view. As readers become more sophisticated, their vocabulary usage expands to include figurative language. As text complexity increases, readers use poetic and story elements along with their understanding of figurative language to articulate how these elements contribute to the meaning and effectiveness of the overall selection. Readers need to understand point of view and the significance it has on text to comprehend fully what they have read. In the next grade band, students are expected to analyze the ways authors use language to impact meaning and tone, to structure text cohesiveness, and to represent nonliteral referents.

Content Vocabulary	**Academic Vocabulary**
• simile	• recognize

- metaphor
- personification
- onomatopoeia
- alliteration
- figurative language (e.g., simile, metaphor, personification, alliteration, and onomatopoeia)
- literal language (it means exactly what it says)
- context clues
- root words
- first person (narrator tells about her/himself; "I")
- second person (narrator talks directly to reader; "you")
- third person (narrator tells about others; "he/she/it")
- affixes
- stanzas
- drama
- chapters
- poem
- point of view
- narrator
- text
- strategies (e.g., context clues, root words, affixes)

- define
- distinguish
- explain
- determine
- identify
- describe
- influence

Formative Assessments
- Exit slips
- Common Formative Assessments
- Type 1 writing (Collins)
- DRA
- MAP

Summative Assessments
- MAP

Resources
- Reading A-Z
- Write Source
- Collins Writing
- The Café Book
- A-Z vocabulary
- www.brainpop.com
- http://www.ohiorc.org
- http://www.fcrr.org/curriculum/SCA_CCSS_index.shtm
- Picture books that teach figurative language:

Enrichment Strategies
- Differentiated texts
- *Jacob's Ladder*, by Tamra Stambaugh, Ph.D.
- Menu projects/choice board

http://www.frankserafini.com/BooklistsPDF/Poetic%20Devices.pdf www.mybrary.wikispaces.com • www.readwords.org	
Integrations • Teacher common language between content areas (use word "textual evidence" in all content areas)	**Intervention Strategies** • Graphic organizers • Partner work

Grade Five ELA / Reading: Literature

Anchor Standard
7. *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* 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.* 9. *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*

Strand	*Reading: Literature*	
Topic	*Integration of Knowledge and Ideas*	**Pacing**

Standard Statement	Content Elaborations
7. *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).* **Learning Targets:** • I can identify and analyze how visual elements add meaning, create tone, and contribute to the beauty of a text. • I can determine how a media presentation adds to the meaning, tone, and beauty of an original text. 8. *(Not applicable to literature)* 9. *Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.* **Learning Targets:** • I can identify similar themes and topics found in stories from the same genre. • I can compare and contrast how stories in the same genre can communicate the same theme or topic.	The focus of the Integration of Knowledge and Ideas topic is making connections and comparisons within and across texts and understanding and comparing themes and topics as they appear across genres. Readers analyze, compare, and contrast elements from a variety of genres, including visual and multimedia text elements to enhance their knowledge of literature. Readers also should understand the multiple ways that visuals (from illustrations to multimedia) interact with and enhance the message of the text. In the next grade band, students are expected to compare and contrast texts from different genres and mediums and determine how authors differ in their presentation of the subject.
Content Vocabulary • visual elements (e.g., photographs, drawings, cartoons) • tone • multimedia • theme (a lesson the author is revealing: Honesty is the best policy) • genre	**Academic Vocabulary** • determine • identify • analyze • contribute • compare (determine similarities)

	• contrast (determine differences)
Formative Assessments • Exit slips • Common Formative Assessments • Type 1 writing (Collins) • DRA • MAP	**Summative Assessments** • DRA • MAP
Resources • Reading A-Z • Scholastic, Spotlight on Literary Elements • Graphic organizers to compare and contrast points of view • Editorials • Examples of effective and non-effective multimedia presentations • Picture books • PowerPoint, Pixie, Movie Maker, Flip cameras, digital cameras, Audacity • www.readwords.org • http://www.fcrr.org/curriculum/SCA_CCSS_index.shtm • www.orc.org	**Enrichment Strategies** • Independent study • Choice board/menu • Project based study
Integrations • Teacher common language between content areas (use word "textual evidence" in all content areas)	**Intervention Strategies** • Partner work • Graphic organizer/story boards

Grade Five ELA / Reading: Literature

Anchor Standard
10. Read and comprehend complex literary and informational texts independently and proficiently.

Strand	*Reading: Literature*	
Topic	***Range of Reading and Level of Text Complexity***	**Pacing**

Standard Statement	Content Elaborations
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. **Learning Targets:** • I can read closely complex grade level texts. • I can reread a text to uncover more information or clarify ideas. • I can use a variety of reading strategies to help me comprehend difficult complex text.	The Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together. 1. Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) 2. Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion – typically measured by computer software) 3. Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned) The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.
Content Vocabulary • complex • read closely (read like a detective) • reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, reread)	**Academic Vocabulary** • clarify • comprehend

• reread	
Formative Assessments • Exit slips • Common Formative Assessments • MAP	**Summative Assessments** • MAP
Resources • Reading A-Z • Write Source • Collins Writing • The Café Book • Daily 5 Book • www.readwords.org • Graphic organizers • Note taking organizers (examples: QAR, SQ3R)	**Enrichment Strategies** • Differentiated texts
Integrations • Teacher common language between content areas (use word "textual evidence" in all content areas)	**Intervention Strategies** • Practice with lower level text (Reading A-Z) • Use of word wall • Read aloud

Grade Five ELA / Reading: Informational Text

Anchor Standard
1. *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
2. *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*
3. *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

Strand	*Reading: Informational Text*

Topic	*Key Ideas and Details*	Pacing

Standard Statement	Content Elaborations
1. *Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.* **Learning Targets:** • I can quote "word for word" accurately from a text. • I can make a logical conclusion using quotes I find in a text. • I can answer questions found explicitly in text. • I can answer inferential questions using evidence in the text. 2. *Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.* **Learning Targets:** • I can identify two or more main ideas of a text. • I can support the main idea with key details in a text. • I can compose a summary including the key points of a text. 3. *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.* **Learning Targets:** • I can identify and explain the relationships between two or more individuals, events, ideas, or concepts using details from the text. • I can identify and explain the interactions between two or more individuals, events, ideas, or concepts using details from the text.	The focus of the Key Ideas and Details topic is building textual evidence and making inferences about informational text, determining the main or central idea, and creating a complete summary. Critical thinkers use print as well as non-print media, including digital sources, to locate information or to solve problems efficiently. As readers become more strategic, they are able to integrate information from multiple visual and print sources for a full understanding of the content. The ability to access, use, and synthesize information from multiple sources enhances learning. In the next grade band, students are expected to conduct analysis and make inferences based on textual evidence without personal bias as well as analyze the manner an author addresses his or her topic.

Content Vocabulary • inference • quote ("word for word" support) • accurate • logical • key points • relationships • interactions • concepts • details • event	**Academic Vocabulary** • explicit • evidence • compose • support • identify • explain • technical text (how to) • scientific text • historical text
Formative Assessments • Exit slips • Common Formative Assessments • Type 1 writing (Collins) • DRA • MAP	**Summative Assessments** • DRA • MAP
Resources • Reading A-Z • Write Source • Collins Writing • http://www.fcrr.org/curriculum/SCA_CCSS_index.shtm	**Enrichment Strategies** • Nonfiction: Time for Kids, Scholastic News, National Geographic for Kids (can also be found online) • http://www.readwritethink.org/classroom-resources/lesson-plans/reading-writing-about-pollution-1035.html
Integrations • Teacher common language between content areas (use word "textual evidence" in all content areas) • Content area research projects • Content area textbooks	**Intervention Strategies** • Modeling what this looks like • Practice with lower level text (Reading A-Z) • Use of graphic organizers for structure and focus http://www.enchantedlearning.com/graphicorganizers/ • Partners

Grade Five ELA / Reading: Informational Text

Anchor Standard
4. *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*
5. *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*
6. *Assess how point of view or purpose shapes the content and style of a text.*

Strand	*Reading: Informational Text*	
Topic	*Craft and Structure*	**Pacing**

Standard Statement	Content Elaborations
4. *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.* **Learning Targets:** • I can determine the meaning of general academic and domain-specific words using various strategies. • I can use resources to assist me in determining the meaning of unknown words and phrases. 5. *Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.* **Learning Targets:** • I can identify and describe different structures used in informational text. • I can compare and contrast events, ideas, concepts, and information in two or more texts. 6. *Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.* **Learning Targets:** • I can identify an author's point of view and how it affects the text. • I can explain his/her purpose for writing the text. • I can analyze how various authors write about the same event or topic and identify similarities and differences.	The focus of the Craft and Structure topic is for readers to develop an understanding of word meaning within the context in which it is found. Students use text features to help comprehend text and determine an author's point of view and purpose for writing a text. The unique features and organization of informational text support readers in managing information, learning content, interpreting vocabulary, deepening comprehension, and understanding author's purposes. Understanding the author's point of view gives the reader another lens from which to examine a text. In the next grade band, students are expected to address the way authors use language to send multiple messages, organize text, and reflect their point of view and purpose.

Content Vocabulary • domain-specific words: content area words (e.g., lava, democracy) • general academic words (different ways to say the same thing; e.g., saunter instead of walk) • various strategies: context clues, root words, affixes • informational text structure (chronology, compare/contrast, cause/effect, problem/solution)	**Academic Vocabulary** • determine • relevant • analyze
Formative Assessments • Exit slips • Common Formative Assessments • Type 1 writing (Collins) • DRA • MAP	**Summative Assessments** • DRA • MAP
Resources • Vocabulary A-Z • Write Source • Collins Writing • Sitton Spelling • Picture books: http://www.frankserafini.com/BooklistsPDF/Poetic%20Devices.pdf • www.mybrary.wikispaces.com • Dictionary	**Enrichment Strategies** • Nonfiction: Time for Kids, Scholastic News, National Geographic for Kids (can also be found online) • http://www.readwritethink.org/classroom-resources/lesson-plans/reading-writing-about-pollution-1035.html
Integrations • Teacher common language between content areas (use word "textual evidence" in all content areas) • Content area research projects • Content area textbooks • Common word walls	**Intervention Strategies** • Lower level dictionary • Using Tier 2 and 3 words

Grade Five ELA / Reading: Informational Text

Anchor Standard
7. *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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.*
9. *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*

Strand	*Reading: Informational Text*	
Topic	*Integration of Knowledge and Ideas*	**Pacing**

Standard Statement	Content Elaborations
7. *Draw on information from multiple print and digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.* **Learning Targets:** • I can recognize and identify information presented in various formats (e.g., graphs, pictures, diagrams, charts, media clips). • I can locate information from print and digital resources to solve problems efficiently. 8. *Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).* **Learning Targets:** • I can identify and explain the reasons and evidence an author uses to support a particular point in a text. 9. *Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.* **Learning Targets:** • I can locate information from several texts and determine which pieces of evidence best support my topic. • I can synthesize information from several resources to show what I know when writing or speaking.	The focus of the Integration of Knowledge and Ideas topic is the reader's ability to make connections across texts, to identify the evidence the author uses to support that purpose, and to investigate similar themes and topics across multiple texts. Critical thinkers use print as well as non-print media, including digital sources, to locate information or to solve problems efficiently. When readers integrate information from multiple visual and print sources, they have a greater understanding of the content. The ability to access, use, and synthesize information from multiple sources enhances the understanding of a topic and expands learning. In the next grade band, students are expected to integrate information from multiple mediums as a way to develop comprehensive understanding, to evaluate the way an author uses text to persuade, and to use comparative analysis to examine one author's treatment of a topic to another's.

Content Vocabulary • digital resources • formats • evidence • media clips • point • reasons	**Academic Vocabulary** • integrate • determine • identify • analyze • synthesize • locate • support
Formative Assessments • Exit slips • Common Formative Assessments • Type 1 writing (Collins) • MAP	**Summative Assessments** • MAP
Resources • Reading A-Z • Write Source • Collins Writing • www.youtube.com (media clips)	**Enrichment Strategies** • Nonfiction: Time for Kids, Scholastic News, National Geographic for Kids (can also be found online) • http://www.readwritethink.org/classroom-resources/lesson-plans/reading-writing-about-pollution-1035.html
Integrations • Teacher common language between content areas (use word "textual evidence" in all content areas) • Content area textbooks • Word walls	**Intervention Strategies** • Modeling what this looks like • Practice with lower level text (Reading A-Z)

Grade Five ELA / Reading: Informational Text

Anchor Standard	
10. *Read and comprehend complex literary and informational texts independently and proficiently.*	

Strand	*Reading: Informational Text*

Topic *Range of Reading and Level of Text Complexity*	**Pacing**

Standard Statement	Content Elaborations
10. *By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.* **Learning Targets:** • I can closely read complex grade level texts by using reading strategies like asking questions, making connections, taking notes, making inferences, visualizing, rereading to help me understand it.	The Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together. 1. Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) 2. Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion – typically measured by computer software) 3. Reader and task considerations (motivation, knowledge and experiences, purpose, and complexity of task assigned) The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.

Content Vocabulary • complex • read closely (read like a detective)	**Academic Vocabulary** • comprehend • technical text

Formative Assessments	**Summative Assessments**

• Exit slips • Common Formative Assessments • Type 1 writing (Collins) • DRA • MAP	• DRA • MAP
Resources • Reading A-Z • Write Source • Collins Writing • The Café Book, by Gail Boushey and Joan Moser • www.readworks.org	**Enrichment Strategies** • *Jacob's Ladder*, by Tamra Stambaugh, Ph.D. • Menu projects/choice board
Integrations • Teacher common language between content areas (use word "textual evidence" in all content areas) • Content area textbooks • Word walls	**Intervention Strategies** • Practice with lower level text (Reading A-Z) • Use of word wall

Grade Five ELA / Writing

Anchor Standard
1. **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** 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.** 3. **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

Strand	*Writing*	
Topic	**Text Types and Purposes**	**Pacing**

Standard Statement	Content Elaborations

1. **Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**
  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  b. Provide logically ordered reasons that are supported by facts and details.
  c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  d. Provide a concluding statement or section related to the opinion presented.
 	
Learning Targets:
• I can determine my opinion/point of view on a topic and create an organizational structure (chronological order, compare/contrast, cause/effect, problem/solution) to logically introduce my topic and opinion.
• I can logically support my opinion with facts and details using linking words, phrases, and clauses.
• I can produce an opinion piece with proper structure including an introduction, supporting details/facts, and a conclusion.
 	
2. **Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
  a. Introduce a topic clearly, provide a general observation and focus, and
	In recognizing the multiple Text Types and Purposes of written text, authors use a repertoire of writing strategies and include content that supports the composition of specific types of writing. Student writers select structures (narrative, informative, or persuasive), use precise language, and choose appropriate tone and style to communicate a point of view and/or purpose to their audience. They use writing as a tool for thinking through issues, solving problems, investigating questions, conveying and critiquing information, and expressing real or imagined experiences.
	
	In the next grade band, students are expected to produce writing in a more formal style that reflects a deep, conceptual understanding of the genre and its characteristics.

group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

 b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

 c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

 d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

 e. Provide a concluding statement or section related to the information or explanation presented.

Learning Targets:
- I can select a topic and gather information (e.g., facts, definitions, concrete details, quotations, examples).
- I can determine which common formatting structure (chronological order, compare/contrast, cause/effect, problem/solution) will allow me to organize my information best.
- I can clearly introduce my topic and give support by providing details, facts, definitions, examples, quotations, precise language, and domain-specific vocabulary using appropriate linking words, phrases, and clauses.
- I can formally write an informative/explanatory piece with a concluding section/statement.

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

 a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

 b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

 c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

 d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

 e. Provide a conclusion that follows from the narrated experiences or events.

Learning Targets:
- I can identify the basic parts of a narrative plot including exposition,

rising action, climax, falling action, and resolution.
- I can introduce the setting, narrator, characters, and events that set the story in motion.
- I can logically sequence the events in my story.
- I can develop events by using narrative techniques (e.g., dialogue, description, and pacing) and show how characters respond to these events.
- I can create pictures in the reader's mind by using concrete words and sensory details.
- I can use transition words, phrases, and clauses to signal changes in time and place.
- I can end my narrative by tying up loose ends and leaving the reader satisfied.

Content Vocabulary	Academic Vocabulary
- opinion - point of view - chronological - organizational structure - formatting structure - domain-specific vocabulary - multimedia - explanatory - informational - narrative - plot - exposition - rising action - climax - falling action - resolution - conclusion - sensory details - precise language - linking/transitional words	- logically - determine - convey - develop - concrete - orient

Formative Assessments	Summative Assessments
- Exit slips - Type 1 writing (Collins)	DRA

• DRA • Drafts of writing	
Resources • Reading A-Z • Write Source • Collins Writing • http://www.ohiorc.org	**Enrichment Strategies**
Integrations • Teacher common language between content areas (use word "textual evidence" in all content areas)	**Intervention Strategies**

Grade Five ELA / Writing

Anchor Standard
4. *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
5. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*
6. *Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.*

Strand	*Writing*	
Topic	*Production and Distribution of Writing*	**Pacing**

Standard Statement	Content Elaborations
4. *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)* **Learning Targets:** • I can determine the style of writing that best fits my task, purpose, and audience (e.g., argument, informative/explanatory, narrative). • I can use graphic organizers to develop my writing ideas. • I can demonstrate my understanding of a specific writing style by writing a piece that's clear and logical. 5. *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.* **Learning Targets:** • I can use prewriting strategies (e.g., graphic organizers, brainstorming lists) to generate ideas. • I can apply revision strategies (reading aloud, checking for misunderstandings, adding and deleting details) to multiple drafts with the help of others in order to strengthen and develop my writing. • I can edit my multiple drafts of writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. • I can try a new approach when revising, editing, and rewriting do not satisfy the purpose of my writing. 6. *With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and*	The Production and Distribution of Writing are processes taught by offering challenging directions, presenting patterns, and providing endless examples that open doors to original expression (Frank, Marjorie. *If You're Trying to Teach Kids How To Write...You've Gotta Have this Book!* Nashville: Incentive Publications, 1995. Print). It is critical that student writers read widely. Students who read widely are exposed to elements of the writer's craft, which can include structure of different genres, vocabulary, grammar, spelling, and mechanics. This makes students better at looking critically at their own work. Authors use technology to produce, publish, and distribute texts, as should student writers. Collaboration, through planning, revising, and editing, enhances the writing process and product. In the next grade band, students are expected to continue development of a cohesive writing style that reflects the full range of a writing process and an authentic independent or collaborative use of technology to enhance and extend that writing.

collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Learning Targets:
- I can produce, edit, and publish my writing, using technology (e.g., Word, Publisher, PowerPoint, Internet) appropriate to my purpose.
- I can produce a minimum of two pages in a single sitting using proper keyboarding skills.
- I can collaborate with others including peers and teachers to produce and publish my writing.

Content Vocabulary	Academic Vocabulary
- coherent - task - purpose - audience - writing style - edit - revise - collaborate - keyboarding skills - argument - informative/explanatory - narrative - produce - publish	- determine - organization - development - demonstrate

Formative Assessments	Summative Assessments
- Exit slips - Type 1 writing (Collins)	Final opinion paper

Resources	Enrichment Strategies
- Write Source - Collins Writing - http://www.ohiorc.org - http://www.fcrr.org/curriculum/SCA_CCSS_index.shtm - Graphic organizers for note taking - Exemplars for sequencing - Word lists for transitions, compare/contrast, sequencing	- Student created rubric - Extend written piece into a presentation - Comparative analysis

• Rubrics	
Integrations • Teacher common language between content areas (use word "textual evidence" in all content areas)	**Intervention Strategies**

Grade Five ELA / Writing

Anchor Standard	
7. *Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.*	
8. *Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*	
9. *Draw evidence from literary or informational texts to support analysis, reflection, and research.*	

Strand	*Writing*	
Topic	***Research to Build and Present Knowledge***	**Pacing**

Standard Statement	**Content Elaborations**
7. *Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.* **Learning Targets:** • I can develop or choose a question around which to focus my research. (Why does an ecosystem need to stay balanced in order to thrive?) • I can gather information from several sources (e.g., biographies, nonfiction text, online encyclopedia) to answer my research question. • I can synthesize the information from my sources to determine if it adequately supports my question. 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.* **Learning Targets:** • I can use background knowledge or gather information from print and digital sources about a topic. • I can prepare my finished work by paraphrasing and summarizing my note. • I can list the sources used in my research. 9. *Draw evidence from literary or informational texts to support analysis, reflection, and research.* a. Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or drama,	Writers use Research to Build and Present Knowledge and information. They understand that the research process is about asking questions and searching for answers that may be presented in a variety of media. Writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to develop new understandings and create new knowledge. Writers use relevant information to support their analysis, reflection, and research. In the next grade band, students are expected to use the skills of paraphrasing to present research that has been gathered and evaluated for accuracy in response to specific words of literature or to address a particular topic.

drawing on specific details in the text [e.g., how characters interact]").

b. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Learning Targets:
- I can determine what textual evidence supports my analysis, reflection, or research and include it in my written responses.

Content Vocabulary • research • textual evidence ("word for word" support) • aspects • background knowledge • reflection • analysis • paraphrase (my own words)	**Academic Vocabulary** • synthesize
Formative Assessments • Exit slips • Type 1 writing (Collins) • Graphic organizers	**Summative Assessments** • Final paper
Resources • Write Source • Collins Writing • Daily 5 Book	**Enrichment Strategies**
Integrations • Teacher common language between content areas (use word "textual evidence" in all content areas)	**Intervention Strategies**

Grade Five ELA / Writing

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

Strand	*Writing*	

Topic	*Range of Writing*	**Pacing**

Standard Statement	**Content Elaborations**
10. *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.* **Learning Targets:** • I can recognize that different writing tasks (e.g., to inform, to describe, to persuade, to entertain/convey an experience, to research) need different time frames to complete.	Effective writers build their skills by practicing a Range of Writing. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar, audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year. In the next grade band, students are expected to 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.

Content Vocabulary • research • reflection • revision	**Academic Vocabulary**

Formative Assessments	**Summative Assessments**

Resources • Write Source • Collins Writing • Daily 5 Book	**Enrichment Strategies**

Integrations	Intervention Strategies
• Teacher common language between content areas (use word "textual evidence" in all content areas)	

Grade Five ELA / Speaking and Listening

Anchor Standard
1. *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*
2. *Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.*
3. *Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.*

Strand	*Speaking and Listening*

Topic	*Comprehension and Collaboration*	**Pacing**

Standard Statement	Content Elaborations

1. *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.*
 	
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
 	
Learning Targets:
• I can prepare for discussions having read or studied the required material.
• I can follow the agreed-upon rules for discussions and be a contributing member by asking questions, staying on topic, making connections, and explaining my own ideas.
• I can listen to others in order to respond appropriately.
• I can draw conclusions from discussions.
 	
2. *Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*
 	
Learning Targets:
• I can identify the main idea and supporting details in order to summarize information presented in diverse media (e.g., text read
	For an understanding of the topic Comprehension and Collaboration, effective speakers and careful listeners are actively engaged in collaborative learning. They share the roles of participant, leader, and observer as well as follow established procedures for the best possible group collaborations in order to meet common goals and arrive at common understandings. For these collaborations and understandings to take place, students must be able to listen carefully. This will require them to use specific techniques to clarify what they heard and to respond rationally in order to further the discussion.
	
	In the next grade band, students are expected to engage effectively in a range of collaborative discussions interpreting and analyzing information presented in diverse media. They also are expected to delineate a speaker's argument and claims and evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence.

aloud, graphs, media, charts, websites, speeches).

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

   Learning Targets:
   - I can summarize the points made by a speaker.
   - I can identify the reasons and evidence that support the speaker's claim.

Content Vocabulary	Academic Vocabulary
- evidence - summarize - supporting details - speaker's claim - main idea - draw conclusions - diverse media - make connections	- identify - contribute - discussion
Formative Assessments	**Summative Assessments**
- Group discussion evaluation - Type 1 writing (Collins)	- Rubrics - Type 1 writing (Collins)
Resources	**Enrichment Strategies**
- Write Source - Collins Writing - Literature circles - Self-evaluation rubric - Bounce Cards http://groups.ascd.org/resource/documents/122463-himmele-webinar-handout-1011.pdf - Posted rules for discussion	- Debates - Impromptus
Integrations	**Intervention Strategies**
Teacher common language between content areas (use word "textual evidence" in all content areas)	Discussion cards with written responses to support discussions

Grade Five ELA / Speaking and Listening

Anchor Standard
4. *Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.* 5. *Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.* 6. *Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.*

Strand	*Speaking and Listening*	
Topic	*Presentation of Knowledge and Ideas*	**Pacing**

Standard Statement	Content Elaborations
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 or themes; speak clearly at an understandable pace.*** **Learning Targets:** • I can present my information by speaking clearly at an appropriate pace and volume. • I can organize my information and present it in a logical sequence. • I can support my ideas and opinion with relevant facts and descriptive details. 5. ***Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.*** **Learning Targets:** • I can choose multimedia components (e.g., visuals, video clips, sounds) to enhance the main idea/theme of my presentation. • I can select main ideas/themes that could be enhanced. 6. ***Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.*** **Learning Targets:** • I can identify various reasons for speaking (e.g., informational, descriptive, formal, informal). • I can determine speaking tasks that will require formal structure.	The focus of this topic, Presentation of Knowledge and Ideas, is the understanding that effective speakers use relevant facts and details to report, retell, recount, and support their ideas. They include multimedia components when appropriate to enhance ideas and themes. Effective speakers also understand how to use speech and language in various situational contexts. They make choices regarding pacing and the use of formal and informal language. In the next grade band, students are expected to present claims and findings using appropriate eye contact, adequate volume, and clear pronunciation. They are expected to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated.

Content Vocabulary • main idea • theme • formal • logical sequence • visual display	**Academic Vocabulary** • organize • support • relevant • enhance • adapt • multimedia component
Formative Assessments • Exit slips • Reader's Theater	**Summative Assessments** • Rubrics • Observation
Resources • Rubric • Reader's Theater • Whisper phones to practice fluency • Partner work • Videotape and analyze own presentation • Write Source • PowerPoint • List of common themes	**Enrichment Strategies** • Debates • Create own rubric for presentation • Project menu/interest based
Integrations • Teacher common language between content areas (use word "textual evidence" in all content areas)	**Intervention Strategies** • Watching effective student presentations on www.teachertube.com • Videotape and analyze own presentation

Grade Five ELA / Language

Anchor Standard
1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Strand	*Language*

Topic	*Conventions of Standard English*	**Pacing**

Standard Statement	Content Elaborations
1. ***Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*** a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct in appropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor). **Learning Targets:** • I can define conjunction, explain its function, and use it correctly in a sentence. • I can define preposition, explain its function, and use it correctly in a sentence. • I can define interjection, explain its function, and use it correctly in a sentence. • I can identify the past perfect, present perfect, and future perfect verb tenses (e.g., I had walked; I have walked; I will have walked) and use them correctly. • I can select the correct verb tense to show time, sequence, state, and condition. • I can determine when the incorrect verb tense has been used. • I can identify correlative conjunctions (e.g., either/or, neither/nor) and use them correctly. 2. ***Demonstrate command of the conventions of standard English***	There are specific rules and Conventions of Standard English that speakers and writers (language producers) must follow. Writers and speakers apply the rules and conventions regarding parts of speech, phrases, sentence structure, mechanics, and spelling to communicate effectively. These conventions are learned and applied within the contexts of reading, writing, speaking, and listening. In the next grade band, students are expected to develop a firmer command of language conventions as they are used in speaking and writing to convey more complex messages.

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

Learning Targets:
- I can use punctuation to separate items in a series.
- I can determine when to capitalize words.
- I can use a comma to separate an introductory phrase from the rest of the sentence.
- I can use a comma to set off the words yes and no (e.g., Yes, thank you), 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 (e.g., Is that you, Steve?).
- I can use underlining, quotation marks, or italics to indicate titles of works.
- I can identify misspelled words and use resources to assist me in spelling correctly.

Content Vocabulary • correlative conjunctions • incorrect verb tense • past perfect tense • present perfect tense • future perfect verb tense • conjunctions • prepositions • interjections • items in a series • tag questions • direct address	**Academic Vocabulary** • identify • determine
Formative Assessments • Write Source book • Writing samples	**Summative Assessments** • Rubrics • Final draft

- MAP Language

Resources	**Enrichment Strategies**
- Write Source - www.funbrain.com/grammar/index.html - http://www.funenglishgames.com/grammargames.html - www.brainpop.com - http://www.ohiorc.org - Sitton Spelling - School House Rocks	- http://www.frog.com/fclg/index.html (board games that enrich language)
Integrations - Continuity of grammar and structure rules throughout content areas - Teacher common language between content areas (use word "textual evidence" in all content areas)	**Intervention Strategies** - Critical questions that ask: Does it look, sound right? - Checklists - COPS (Capitalization, Organization, Punctuation, and Spelling) - Error Analysis

Grade Five ELA / Language

Anchor Standard
3. *Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.*

Strand	*Language*	

Topic	*Knowledge of Language*	**Pacing**

Standard Statement	**Content Elaborations**

3. *Use knowledge of language and its conventions when writing, speaking, reading, or listening.*
   a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
   b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
 	
Learning Targets:
• I can identify and use a variety of sentence structures (e.g., simple, compound, and complex).
• I can explain how and why authors use variations of English in stories, dramas, or poems (e.g., dialects, registers).
• I can compare and contrast how authors use variations of English in stories, dramas, or poems (e.g., dialects, registers).
	Students with a strong Knowledge of Language are able to make informed choices within the context of communication. Writers and speakers select language, word choice, and punctuation appropriate for purpose, audience, and effect. They begin to understand the ways that formal and informal language can be used to impact audience and communicate a message.
	
	In the next grade band, students are expected to use language to reflect a personal style with consistency as a way to spark reader/listener interest.

Content Vocabulary	**Academic Vocabulary**
• simple sentence structures • compound sentence structures • complex sentence structures • dialect (Two authors use "y'all" when writing dialogue for characters in the South.) • register (formal register – "I would be so grateful if you would stop." versus informal register – "Knock it off.")	• identify • compare • contrast

Formative Assessments	**Summative Assessments**
• Write Source book • Writing samples	• Rubrics • Final draft

Resources	Enrichment Strategies
- Picture books that teach dialect: http://www.frankserafini.com/BooklistsPDF/Poetic%20Devices.pdf - www.mybrary.wikispaces.com	- http://exchange.smarttech.com/search.html - http://www.teacherspayteachers.com - Reader's Theater
Integrations	**Intervention Strategies**
Teacher common language between content areas (use word "textual evidence" in all content areas)	- Books on CD - Reading A-Z

Grade Five ELA / Language

Anchor Standard
4. *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.*
5. *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*
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 college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.*

Strand	*Language*	
Topic	*Vocabulary Acquisition and Use*	**Pacing**

Standard Statement	Content Elaborations

4. *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.*
  a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 	
Learning Targets:
• I can use context clues to infer the meaning of unknown words (e.g., definitions, synonyms/antonyms, cause/effect relationships, comparisons found in surrounding text).
• I can use common Greek and Latin affixes and roots to determine the meaning of words.
• I can break down and analyze unknown words into units of meaning to infer the definition.
• I can use reference materials (e.g., dictionaries, glossaries, thesauruses) to verify meanings of words.
 	
5. *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*
	Learning, as a language-based activity, is fundamentally and profoundly dependent on Vocabulary Acquisition and Use. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They use an array of strategies including language structure and origin, textual clues, and word relationships. They are able to note differences between literal and figurative language in order to build vocabulary and enhance comprehension. Understanding the nuances of words and phrases (shades of meaning) allows students to use vocabulary purposefully and precisely.
	
	In the next grade band, students are expected to determine the meaning of and to use words and phrases that have multiple or nonliteral meanings to enhance the quality of their written products.

a. Interpret figurative language, including similes and metaphors, in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Learning Targets:
- I can identify the difference between literal language and figurative language.
- I can define, identify, and use various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia).
- I can recognize and explain the meaning of common idioms, adages, and proverbs.
- I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand words.

6. *Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).*

Learning Targets:
- I can identify and use general academic words and phrases.
- I can identify and use domain-specific words and phrases.
- I can identify and use words that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Content Vocabulary	**Academic Vocabulary**
- idioms - adages - proverbs - affixes - context clues - literal language - figurative language - Greek roots - Latin roots	- domain specific words - academic words - contrast - identify

- simile
- metaphor
- hyperbole
- personification
- alliteration
- onomatopoeia

Formative Assessments	**Summative Assessments**
- Writing samples - Write Source practice workbook	- Rubrics - Final drafts

Resources

- Write Source
- A-Z vocabulary
- www.brainpop.com
- http://www.ohiorc.org
- Sitton Spelling
- http://www.fcrr.org/curriculum/SCA_CCSS_index.shtm
- Picture books that teach figurative language:
  http://www.frankserafini.com/BooklistsPDF/Poetic%20Devices.pdf
- www.mybrary.wikispaces.com
- www.readworks.org

Enrichment Strategies

- http://exchange.smarttech.com/search.html
- http://www.teacherspayteachers.com

Integrations

- Teacher common language between content areas (use word "textual evidence" in all content areas)

Intervention Strategies

- Vocabulary A-Z
- http://exchange.smarttech.com/search.html
- Create own games on Smartboard Gallery