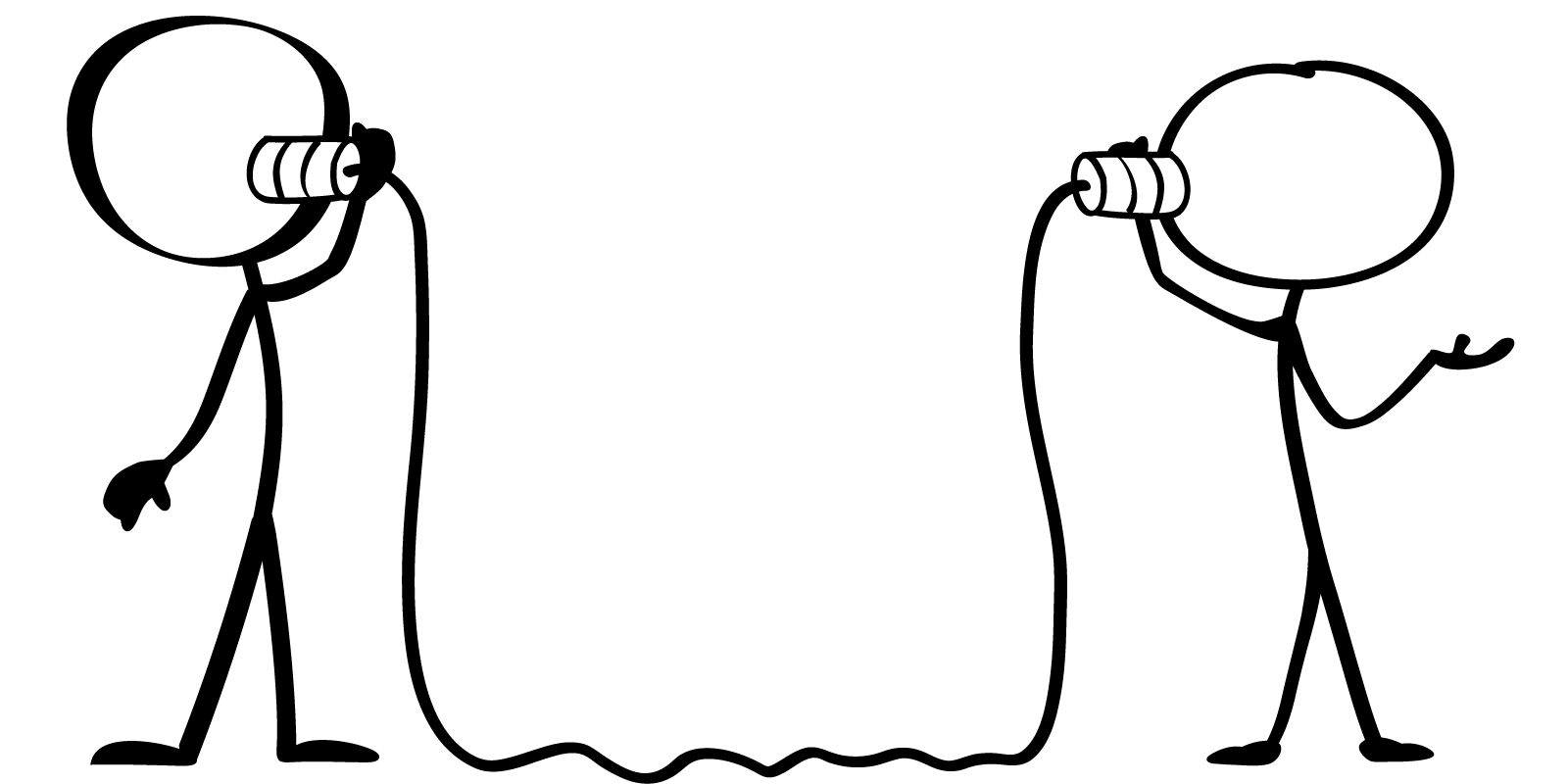
**Content**:

1. **Introduction**
2. **Integrated ELA**
3. **Five Dimensions of Teaching & Learning**
4. **Resources & Strategies**
5. **Grade 5 CCSS Check List**

**5**

**Pacing Guide by Quarters**

**Grade 5 Integrated CCSS English Language Arts**



**Speaking**



**Listening**

**Reading**

**Writing**



**Introduction and Overview:**

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| All **c**ommon **c**ore **s**tate **s**tandards represent essential content that must be taught in English Language Arts in order to avoid gaps in student learning. | | | | | | | | | | | | | | | |
|
| The nature of the ELA common core standards (reading, writing, language and speaking/listening) obliges our instruction to be integrative. Anthologies will become ***secondary*** supportive resources while the CCSS will be the ***primary*** guide. | | | | | | | | | | | | | | | |
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|
| **Fifth grade** students will be exposed to a wide genre of literary and informational text. | | | | | | | | | | | | | | | |
| Text Types: (approximate lexile range for grades 4-5 is '700-980'). | | | | | | | | | | | | | | | |
|  | ***Literary Types***: Reading to explore others’ experiences; reading for enjoyment | | | | | | | | | | | | | | |
|  |  | *Stories* | | | | | | | | | | | | | |
|  |  | adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myths | | | | | | | | | | | | | |
|  |  | *Dramas* | | | | | | | | | | | | | |
|  |  | Includes staged dialogue and brief familiar scenes | | | | | | | | | | | | | |
|  |  | *Poetry* |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | nursery rhymes and subgenres of the narrative poem, limerick, and free verse poem | | | | | | | | | | | | | |
|  | ***Informational Text***: Reading to be informed | | | | | | | | | | | | | | |
|  |  | *Literary Nonfiction and Historical, Scientific, and Technical Texts* | | | | | | | | | | | | | |
|  |  | Includes biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. | | | | | | | | | | | | | |
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**D**epth **O**f **K**nowledge

The Common Core State Standards require high-level cognitive demand, such as asking students to demonstrate deeper conceptual understanding through the application of content knowledge and skills to new situations and sustained tasks. Each CCS standard is assigned a “depth(s) of knowledge” that the student needs to bring to the item/task that has been identified on a Cognitive Rigor Matrix from two widely accepted measures to describe cognitive rigor: Bloom's (revised) Taxonomy of Educational Objectives and Webb’s Depth-of-Knowledge Levels.[**www.smarterbalanced.org**](http://www.smarterbalanced.org)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEBB’s Depths Of Knowledge (DOKs)** | | | | | |
| 1. **Recall and Reproduction** | | 1. **Skills and Concepts** | 1. **Short-Term Strategic Thinking** | | 1. **Extended Thinking** |
| **Bloom’s Taxonomy** | | | | | |
| **Knowledge** | **Comprehension** | **Application** | **Analysis** | **Evaluation** | **Synthesis** |

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| ***A Standard is a Depth of Knowledge #1 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #2 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #3 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #4 when students are being asked to…*** |
|  | | | |
| …students are being asked to remember previously learned material by recalling facts, terms, concepts or answers. | … solve problems for new situations by applying learned knowledge, facts or rules in a different way | …examine and break apart information into parts by looking at motives, causes and relationships.  …present and defend an opinion or make a judgment based on a set of criteria | …put information together in a different way by combining elements in a new pattern or proposing a different solution by examining within and across texts (two or more texts). |

**D**epth **O**f **K**nowledge

A standard’s assigned Depth of Knowledge indicates the level of cognition students need to master a task. When a standard has two DOKs, part of the standard is indicating a lower cognitive demand and part a higher cognitive demand. This understanding assists with instructional differentiation, although the highest (often called ceiling) DOK level of a standard is *always* the instructional goal. A DOK level 4 is comparing two or more texts or analyzing ideas within a longer text.

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| **Grade 5: Literary Text (RL) and DOKs** | | | | | | | | | | | | **Informational Text (RI) and DOKs** | | | | | | | | | |
| Standard | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Grade 5 | 1,2 | 2 | 2,3 | 1,2,3 | 2,3 | 3,4 | 2,3 | N/A | 4 | N/A |  | 1,2 | 2 | 2,3 | 1,2 | 2,4 | 3,4 | 2 | 3 | 4 | N/A |

*Notes: Anchor Standard 1 in reading (and each grade specific version of this standard) underlies Reading Standards 2-9. Anchor Standard 10 (Range of Reading and Level of Text Complexity) underlies passage selection, rather than being captured under one or more specific assessment target*.

**Overarching standards (taught throughout the year)**

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| **RL .5.10** | 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 proficient |
| **RI.5. 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. |
| **RL .5.4** | * Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| **RI.5.4** | * Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| **RF.5.3** | Know and apply grade-level phonics and word analysis skills in decoding words. |
| **RF.5. 4** | Read with sufficient accuracy and fluency to support comprehension. |
| **W.5. 4** | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| **W.5.10** | * 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 |
| **SL .5.1** | * 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 |
| **L.5.1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **L.5.3** | Use knowledge of language and its conventions when writing, speaking, reading, or listening |
| **L.5.4** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

**Note:** \* Indicates that the CCSS is Increasing in complexity year to year.

**Introduction and Overview Quarter One**

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| **Grade 5: Quarter One**  ***Reading Literature*** |
| During the first quarter of fifth grade, students refer to what the text says explicitly and when drawing inferences from the text (as in fourth grade), however, there is a more specific focus on quoting accurately from the text to support reason and logic (RL.5.1), setting a foundation for the next three quarters. |
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| As in grade four, students continue to determine a theme or main idea in literary and informational text adding in grade five an understanding of how characters or people respond to challenges (RL.5.2). Fourth graders describe characters, setting and events while in grade five students compare and contrast these elements in two or more text drawing on specific details (RL.5.2).  ***Informational Text*** |
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| In fourth and fifth grades students link reading to writing when they write opinion pieces on topics or texts, supporting a point of view with reasons and information (W.5.1.a-d). Fifth graders go a step further as logical order, logical reasoning and support is woven and strongly emphasized in writing opinion pieces using verb tenses and sentence combinations (L.5.3.a L.5.1.c) and while speaking (SL.5.1).  ***ELP***: Each Unit of Study has a focused skill and strategy aligned to the CCS Reading Standard. The ELP Function and Forms supports the instruction of the reading skill necessary for students to have access to a standard’s instructional level. Throughout the Units of Study references of “supports ELP Target,” is referring to the ELP aligned Function and Forms of that standard’s skill.  However, by each individual standard within a Unit of Study there is also an ELP + Standard Number that corresponds with that specific CCS Standard’s ELP Correlation in ELA (reading, writing, listening-speaking and language) based on the new Oregon ELP Standards. These correlations serve as a reference tool and guide on how to best support Ells’ access to each standard that is referenced. At the end of this pacing guide are the specific expectations for each ELP Standard  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated “lessons.” The standards within each lesson should be taught together. Standards were aligned within lessons based on cognitive and language functions (English Language Proficiencies). It is encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. |
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| **Grade Five ELA Standards Matrix**  Use the fifth grade ELA Standards Matrix to identify a CCSS for an ELA Standard and its corresponding ELP Standard. 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** |
| **1** | 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** |  |
| **2** | participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | |  |  | **6** | **1** |  |
| **3** | speak and write about grade-appropriate complex literary and  informational texts and topics | |  |  | **2,3** | **4** |  |
| **4** | construct grade-appropriate oral and written claims and support them with reasoning and evidence | |  |  | **1** | **4** | **6** |
| **5** | conduct research and evaluate and communicate findings to answer  questions or solve problems | |  |  | **7,8,9** | **4** |  |
| **6** | analyze and critique the arguments of others orally and in writing | |  | **8** | **1b** | **3** | **6** |
| **7** | adapt language choices to purpose, task, and audience when speaking and writing | |  |  | **5** | **6** | **6** |
| **8** | determine the meaning of words and phrases in oral presentations and literary and informational text | | **4** | **4** |  |  | **4,5** |
| **9** | create clear and coherent grade-appropriate speech and text | |  |  | **1c, 2c, 3c 4** | **4** |  |
| **10** | make accurate use of standard English to communicate in grade appropriate speech and writing | |  |  |  |  | **1,3** |
| **Legends for Domains (***Claims – Reading – Writing – Speaking/Listening – Language***)** | | | | | | | |
| **RL** Reading for Literature  **RI** Reading for Informational Text  **W** Writing | | **SL** Speaking and Listening  **L** Language | | | | | |

**Pacing Guide by Quarter**

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| **Gr. 5** | **Quarter 1** | | ***Literary Overview***: Literary text in the first quarter targets key ideas & details for the purpose of inferring and explaining explicitly what the text says using logically ordered reasons supported by facts. Students integrate details into writing as they respond about an opinion piece, gradually scaffolding to writing their own opinion pieces. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing*** | | | | |
| **ELA Reading Literature** | |
| **Unit of Study #1- Literary Text** | | | | **Unit of Study #2- Literary Text** | | **Unit of Study #3- Literary Text** | |
| **Overview:**  Students will read to infer how a character’s opinion influences his or her response to challenges and interactions. Students respond in writing (journal) to support their inferences with explicit text and quotes. Students integrate writing and reading using correctly (**ELP Target** **Forms**) (inferring is the language of explaining). | | | | **Overview:** Fifth grade students use the structure of a reading text as a model to plan their own opinion writing. Focus moves from reading to writing about how opinion can influence responses to challenges. Students use logic to form ideas and order in their writing with the Language of Description to emphasize main idea (**ELP Target**). | | **Overview:** Students compare and contrast two or more characters, setting or events by close monitoring of details within a text. Students use (**ELP Target)** language of descriptive details in writing and speaking. They use logically ordered reasons, sequence and verb tense in conclusion of their opinion piece. | |
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|
| **Reading Skill:** | | Inferring | | **Reading Skill:** | Main Idea | **Reading Skill:** | Details |
| **Reading Strategy:** | | Evaluation | | **Reading Strategy:** | Summarizing | **Reading Strategy:** | Monitor/Clarify |
| **E.L.P. Target Function:** | | Explaining | | **E.L.P. Target Function:** | Description | **E.L.P. Target Function:** | Description |
| E.L.P. Target Forms: | | Explain: appears to, suggests, means that, explained as (verb tenses) | | E.L.P. Target Forms: | Describe: example of, belongs to, described as, like, identified by, is called, such as…. | E.L.P. Target Forms: | Describe: example of, belongs to, described as, like, identified by, is called, such as…. |
|
| **I Read** and respond with accurate quotes when explaining **inferences** drawn from text. | | | | **I Read** and **Summarize** the main idea with **details** in the **text** (connect to opinion). | | **I Read** to compare and contrast characters, setting and events with **specific details** as evidence. | |
| * **RL.5.1-ELP-1 Quote** accurately from a text when explaining what the **text says** explicitly and when drawing **inferences** from the text. | | | | * **RL.5.2-ELP-1** 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. | | **RL.5.3-ELP-1** 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). | |
|
|
| **I Write** and **Speak** using **words, phrases** and **clauses**. | | | | **I Plan** by grouping **ideas** logically and identifying the author’s purpose, in order to write my own opinion piece. | | **I Edit** my opinion piece with a conclusion using logically ordered **reasons**, as support. | |
| * + **W.5.1.c-ELP-3** Link opinion and reasons using **words**, **phrases**, and **clauses** (e.g., *consequently*, *specifically*). | | | | **W.5.1.a-ELP-4** 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 | | * **W.5.1.b-ELP-4** Provide logically ordered **reasons** that are supported by **facts** and **details**.  **W.5.1.d-ELP-4** Provide a concluding statement or section related to the **opinion** presented. | |
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|
| **I Write** about a character’s opinion with **reasons**. | | | |
| **W.5.1-3-ELP-4**Write opinion pieces on topics or texts, supporting a point of view with **reasons** and **information**. | | | | **I Revise** my opinion piece with logically ordered **reasons** and appropriate sentences, building on the **ideas** of others. | | **I Speak** and **Write** using **verb tenses** in sentences to show logical order. | |
| * + **W.5.1.b-ELP-4** Provide logically ordered reasons that are supported by **facts** and **details** | | **L.5.1.c-ELP-10** Use **verb tense** to convey various times, sequences, states, and conditions (use to convey logically ordered **reasons (W.5.1.b**) Provide logically ordered reasons that are supported by **facts** and **details**. | |
|
| **I Speak** and **Write** using **correct sentence** structure to express and build on others’ **ideas**. | | | |
| * **L.5.3.a-ELP-10** Expand, combines, and reduces **sentences** for meaning, reader/listener interest, and style.**SL.5.1-ELP-2** Engage effectively in a range of collaborative discussions with diverse partners on *grade 5 topics & texts*, building on others’ **ideas** expressing their own clearly. | | | | * **L.5.3.a-ELP-10** Expand, combine, and reduce **sentences** for meaning, reader/listener interest, and style.**SL.5.1-ELP-2** Engage effectively in a range of collaborative discussions with diverse partners on *grade 5 topics & texts*, building on others’ **ideas** and expressing their own clearly. | |
| **I Speak** using a logical progression of ideas. | |
| * **SL.5.4-ELP-3-5** 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. | |

* Bold red underlined text, within the standards, indicates **topics** students need to understand in order to achieve assessment targets.

**Pacing Guide by Quarter**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Gr. 5** | **Quarter 1** | | ***Informational Overview***: Grade five informational texts in the first quarter continues to support the fourth grade targets for key ideas and details (inferring and explaining) but with the more complex component of comparing two or more topics, events, ideas or concepts. Students write an explanatory piece comparing relationships or interactions between these elements scaffolding from studying genre structure of explanatory pieces to their own writing. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing*** | | | | |
| **ELA Reading Informational** | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| **Overview:** Students read to explain and examine two or more topics from informational text and respond in writing (journal) to support their inferences with details and examples from the text. Students write using correct (**ELP Target)** forms (inferring is the language of explaining) in response to informational text. | | | | **Overview:** Students have responded in their journals about two or more topics. Now they use what they've learned to organize their own explanatory piece comparing two or more topics and following a structure and language that supports and describes the main ideas of each topic (**ELP Target**). | | **Overview:** Students read informational text focusing and comparing relationships between two or more topics, events, ideas or concepts. They use the language of comparing in their explanatory writing piece, (**ELP Target**) drawing on reference materials to clarify key terms and phrases.  **RI.5.3**: | |
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|
| **Reading Skill:** | | Inferring | | **Reading Skill:** | Main Idea | **Reading Skill:** | Compare and Contrast |
| **Reading Strategy:** | | Evaluation | | **Reading Strategy:** | Summarizing | **Reading Strategy:** | Monitor and Clarify |
| **E.L.P. Target Function:** | | Explaining | | **E.L.P. Target Function:** | Description | **E.L.P. Target Function:** | Comparing |
| E.L.P. Target Forms: | | Explain: appears to, suggests, means that, explained as (verb tenses) | | E.L.P. Target Forms: | Describe: example of, belongs to, described as, like, identified by, is called, such as…. | E.L.P. Target Forms: | Compare: Similarly, in like manner, likewise, in the same way, in a similar manner…. |
|
| **I Read** to use **details** and **examples** in a text when inferring. | | | | **I Read** to determine and summarize main ideas using **key details**. | | **I Read** to **compare** **events**, **ideas** or **concepts**. | |
| **RI.5.1-ELP-1** Refer to **details** and **examples** in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | | * **RI.5.2-ELP-1** Determine **two** or more **main ideas** of a text and explain how they are supported by **key details**; summarize the text. | | * **RI.5.3-ELP-1** 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. | |
|
| **I Write** and **Speak** about what I’ve read to convey **information** about two or more events, ideas or concepts. | | | | **I Plan** to write an explanatory piece using a **formal structure**. | | **I Edit** my explanatory piece and provide a conclusion comparing two or more events, ideas or concepts based on **information**. | |
| **W.5.2-ELP-3** Write informative/explanatory texts to examine a topic and convey **ideas** and **information** clearly. | | | | **W.5.2.a-ELP-3** 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. | | **W.5.2.e-ELP-3** Provide a concluding statement or section related to the **information** or **explanation** presented. | |
|
| **I Write** using informational and domain **specific language**. | | | |
| **W.5.2.d-ELP-3** Use preciselanguage and **domain-specific vocabulary** to inform about or explain the topic. | | | | **I Revise** my writing and develop the main idea with **support** from the text (**linked** with appropriate language). | | **I Write** to clarify key word or phrase meaning. | |
| * + **W.5.2.b-ELP-3** Develop the topic with **facts**, **definitions**, concrete **details**, **quotations**, or other information and examples related to the topic. | | **L.5.4.c-ELP-8**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 phrase | |
|
| **I Write** using **punctuation** to emphasize informational text. | | | | **I Write** using **context** to clarify meaning of words or phrases. | |
| **L.5.2.d-NO ELP** Use **underlining**, **quotation marks**, or **italics** to indicate titles of works. | | | | * + **W.5.2c-ELP-9** **Link** **ideas** within and across categories of information using **words**, **phrases**, and **clauses** (e.g., *in contrast*, *especially*). | | * + **L.5.4.a-ELP-8** Use **context** (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | |
|
| **I Speak** and express **ideas** in my conclusions with supporting **information** and **knowledge**. | | | | **I Speak** about two or more **main ideas**. | | **I Speak** about two or more **events**, **ideas** or **concepts**. | |
| **SL.5.1.d-ELP-2** Review the **key ideas** expressed and draw conclusions in light of **information** and **knowledge** gained from the discussion. | | | | * **SL.5.1-ELP-2** Engage effectively in a range of collaborative discussions with diverse partners on *grade 5* ***topics*** *and* ***texts***, building on others’ **ideas** and expressing their own clearly. | | * + **SL.5.1a-ELP-2** 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. | |
|

* Bold red underlined text, within the standards, indicates **topics** students need to understand in order to achieve assessment targets.

**First Quarter Focus Standards**

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| **GR 5** | **Quarter 1** | * Bold red **underlined** text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can** | | **I can** | **I Can** |
| Quote accurately **details** and **examples** in a **text** to reach a conclusion (integrate with opinion in writing) (RL.5.1). | | * determine the theme (main idea) of a story, drama or poem using **details** in the **text** (RL5.2). | * compare two or more characters, setting or events using **specific details** from the text (RL.3). |
| * quote accurately what **text** says explicitly (right there) (RL.5.1). | | * determine how characters respond to challenges in a **text**. | * provide logically ordered **reasons** to support the author’s purpose (link to opinion writing!), (W.5.1.a & b). |
| * Quote accurately what the **text** says implicitly (inference) (RL.5.1.) | | * summarize the text with increasingly **complex sentences** and **specific vocabulary** (ELP aligned) L.5.3.a. (RL.5.2) |
| * link **opinions** with **reasons** using words such as consequently, specifically, etc… (W.5.1.c) in my opinion writing piece. | | * write logically ordered **reasons** supported by **fact** (W.5.1.b), (link to how opinion influences a character’s response to challenge). | * provide a **conclusion** related to an opinion (W.5.1.d). |
| * support a point of view with **reasons** and **information** (W.5.1). | | * group **ideas** logically to support the author’s purpose. | * use correct **verb tenses** in my writing to help convey logically ordered reasons (L.5.1.c). |
|  | | * identify the author’s purpose | * report and speak about a topic using a logical progression of **ideas** based on facts from the text (SL.5.4). |
|  | | * expand, combine and reduce **sentences** for meaning in my writing. |  |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can…** | **I can …** | **I can**… |
| * refer to **details** and **examples** in informational text to draw inferences (RI.5.1). | * determine two or more **main ideas** of informational text (RI.5.2). | * compare the relationship between two or more events, ideas or concepts in **informational text** (RI.5.3). |
| * explain what the **text** says explicitly (right there) (5I.5.1). | * summarize& explain the text with increasingly complex **sentences** and **specific vocabulary** (ELP aligned)W.5.2.c, (RI.5.2) | * conclude my own explanatory piece with a **concluding statement** (using comparing language) related to the information (two or more events, ideas or concepts), (W.5.2.e). |
| * write an explanatory piece to convey **ideas** and **information** (W.5.2.d). | * …create an **organized** **structure** in which ideas are logically grouped to support the writer’s purpose (W.5.2.a). | * use **context clues** to be sure I'm using words correctly (L.5.4.a). |
| * use **underlining**, **quotation** **marks** or **italics** to mark direct speech, text quotes or indicate titles (L.5.2.d). | * develop a topic with **facts**, **definitions**, concrete **details**, **quotes** or other information and example (W.5.2.b) (W.5.2.c). | * use **reference materials** to determine meaning of words and phrases (L.5.4.c). * discuss **material** and explicitly draw on my own preparations (SL.5.1). |

**Introduction and Overview Quarter Two:**

**Grade 5: Quarter 2**

***Reading Literature***

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| During the **second quarter** of fifth grade as students study **literary text**, they compare two or more versions of the same story (recognizing meaning, tone and beauty),(RL.5.7). Students compare and contrast points of view of characters from two texts (RL.5.6). They understand the narrative structures of dramas, stories and poems and connect chapters to stories, scenes to dramas and stanzas to poems (RL.5.5). They incorporate these structures as guides for writing narrative pieces.  Students use a graphic organizer following a studied text structure in order to plan their writing. They use effective technique, descriptive details and a clear event sequence (W.5.3-a). Students choose specific words and phrases to convey experiences and events (including figurative language),(L.5.5.1). They revise transitional words and verb tense to order event sequence (W.5.3.c). Students write a concluding statement or section following a clear event sequence (W.5.3.e). The conclusion defines a strong point of view.  ***Informational Text***    During the **second quarter** of fifth grade as students study **informational text,** they compare informational text structures (RI.5.5). They read about a topic from multiple sources, to understand how authors vary in points of view (RI.5.6). The teacher begins laying the groundwork for student writing using a graphic organizer to model and analyze how authors use formatting (headings), link ideas to research and express points of view within an informational text (or essay) structure (W.5.2-a). This becomes a relevant guide for student writing.  Students select a topic and plan an informational writing piece using a graphic organizer to organize details and a sequence of events (W.5.2). They gather facts and details from several sources (W.5.7, L.5.4.c). They collaborate with peers and adults to share and explain their findings (SL.5.1). Students revise writing with an emphasis on punctuation (especially commas), verb tenses and precise word meaning (L.5.2.a,b,c).  Their conclusion includes a definitive point of view (W.5.3.e).  **ELP**: Each Unit of Study has a focused skill and strategy aligned to the CCS Reading Standard. The ELP Function and Forms supports the instruction of the reading skill necessary for students to have access to a standard’s instructional level. Throughout the Units of Study references of “supports ELP Target,” is referring to the ELP aligned Function and Forms of that standard’s skill.  However, by each individual standard within a Unit of Study there is also an ELP + Standard Number that corresponds with that specific CCS Standard’s ELP Correlation in ELA (reading, writing, listening-speaking and language) based on the new Oregon ELP Standards. These correlations serve as a reference tool and guide on how to best support Ells’ access to each standard that is referenced. At the end of this pacing guide are the specific expectations for each ELP Standard  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated “lessons.” The standards within each lesson should be taught together. Standards were aligned within lessons based on cognitive and language functions (English Language Proficiencies). It is encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. |

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| **Gr. 5** | **Quarter 2**  Reading Literature | | ***Literary Overview*** During the second quarter of fifth grade, students compare two or more versions of the same literary story. Students recognize elements of meaning, tone and beauty. They understand the narrative structures of dramas, stories and poems and incorporate those structures into writing a narrative piece. They use effective technique, descriptive details and a clear event sequence. Students choose specific words and phrases to convey experiences and events.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #1 - Literary Text** | | | | **Unit of Study #2 - Literary Text** | | **Unit of Study #3 - Literary Text** | |
| **Overview** Students will connect chapters to stories, scenes to dramas and stanzas to poems in narratives structures and explain the differences (**ELP target**). The teacher models**W.5.3.a**, using a graphic organizer. Students prepare to use figurative language in a narrative writing piece. | | | | **Overview** Students have compared stories, dramas and poems. They interpret meaning, beauty and tone in folktales and myths (**ELP target**). A graphic organizer is used to plan a narrative writing piece. Students revise transitional words and verb tense to order event sequence. | | **Overview** Students compare and contrast points of view of characters from two texts (**ELP target**). They interpret how points of view influence outcome. They edit word meaning in their narrative. Students write conclusions following the event sequence. | |
| **Reading Skill:** | | Text Organization | | **Reading Skill:** | Drawing Conclusions | **Reading Skill:** | Author’s Purpose |
| **Reading Strategy:** | | Summarizing | | **Reading Strategy:** | Monitor/Clarify | **Reading Strategy:** | Evaluate |
| **E.L.P. Target Function:** | | Explaining  Generalizing | | **E.L.P. Target Function:** | Interpreting | **E.L.P. Target Function:** | Compare and Contrast  Interpreting |
| E.L.P. Target Forms: | | Explain  appears to, suggests, means that, explained as (verb tenses)in, is, I came, I \_\_\_(ed), had, but, (adverbs of manner), then, as a result of, for that reason, so, for  Generalize  expressing a condition, abstract nouns | | E.L.P. Target Forms: | Interpret  because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any, contain, entail, consists of  Literary Analysis  Sentences simple-(subjects, verbs), compound -(before, and, after)  complex - (descriptive &literary language). | E.L.P. Target Forms: | Compare and Contrast  \_\_is like\_\_\_ because\_\_\_, both are similar, is different than, \_\_from\_\_\_ is\_\_\_, whereas \_\_has\_\_\_, the same\_\_  Interpret  because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any contain, entail, consists of |
| **I Read** to understand overall **structure** of a **story**, **drama** or **poem**. | | | | **I Read** to interpret **meaning**, **beauty** and **tone** in **folktales** and **myths**. | | **I Read** to compare how **points** of **view** can **influence** an outcome. | |  |  |  |
| * **RL.5.5-NO ELP** Explain how a series of **chapters**, **scenes**, or **stanzas** fits together to provide the **overall structure** of a particular **story**, **drama**, or **poem** (ELP standard). *Compare a movie or drama to a story or poem. Model how chapters, scenes or stanzas provide structure. (Select text rich in symbols, metaphors, different dialects, within a thematic focus).* | | | | * **RL.5.7-ELP-1** 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**, and poem).*Focus on folktales and myths to interpret meaning, beauty and tone* (supports ELP standard). | | * **RL.5.6-NO ELP** Describe how a narrator’s or speaker’s **point** of **view** influences how events are described. *Compare and Contrast characters’ points of view from two different texts* (supports ELP standard). *List adjectives about characters’ internal and external responses. Ask how a character’s response influences an outcome* (supports ELP standard). | |
| **I Write** about **two versions** of the same story. I learn about **techniques**, descriptive **details** and writing a clear **event sequence**. | | | | **I Plan** to write. I organize my ideas around **dialogue**, **description** and **pacing** to show how characters **respond** to events. | | **I Write** using **adjectives** to describe a character’s response. My **sentences** are interesting. I use **context** to give my words meaning. | |
| * + **W.5.3-ELP-3** Write narratives to develop real or imagined experiences or events using effective **technique**, descriptive **details**, and clear **event sequences**.**W.5.3.a-ELP-3** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. *Using a* ***graphic organizer*** *compare and contrast the text organization of* ***two versions*** *of the same story. Compare the situation, how characters are introduced & event sequence.* | | | | * + **W.5.3.b-ELP-3** Use **narrative techniques**, such as **dialogue**, **description**, and **pacing**, to develop experiences and events or show the **responses** of characters to situations. *Completing a class graphic organizer, students plan by completing their own graphic organizers with support from peers and adults (****W.5.5****).* | | * + **W.5.3.d-ELP-3** Use concrete words and phrases and **sensory details** to convey experiences and events precisely. *Connect to adjectives about character response.* **L.5.3.a-ELP-10** Expand, combine, and reduce sentences for meaning, reader/listener **interest**, and style. **L.5.4.a-ELP-8** Use **context** (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | |
| **I Write and Speak** using **figurative language** in the correct context. | | | | **I Revise** my writing with **transitions** to manage a **sequence** of **events**. | | **I Edit** and choose words with **affixes** and **roots** to give clues to word meaning and **consult references**. I **conclude** following event sequence. | |
| * + **L.5.5.a-ELP-8** Interpret **figurative language**, including **similes** and **metaphors**, in context.**L.5.3.b-ELP-10** Compare and contrast the varieties of English (e.g., ***dialects****,* ***registers***) used in stories, dramas, or poems. *Ask students if figurative language makes the text easier or harder to understand.* | | | | * + **W.5.3.c –ELP-9** Use a variety of **transitional words**, **phrases**, and **clauses** to manage the sequence of events.**L.5.1.c-ELP-10** Use **verb tense** to **convey** various times, **sequences**, states, and conditions. *Students may need to practice as a mini-lesson using verb tenses and transitional words to indicate event change.* | | * + **L.5.4.b-ELP-8** Use common, grade-appropriate Greek and Latin **affixes** and **roots** as **clues** to the meaning of a word (e.g., *photograph, photosynthesis*).**L.5.4.c-ELP-8 Consult reference** materials (e.g., dictionaries, glossaries, thesauruses)… **W.5.3.e-ELP-3** Provide a **conclusion** that follows from the narrated experiences or events. | |
| **I Write** using **correlative conjunctions** to compare story versions. | | | | **I Write** and **Speak** using **idioms**, **adages** and **proverb**s for interest. | | **I Speak** to **contribute** to class discussions. | |
| * + **L.5.1.e-ELP-10** Use **correlative conjunctions** (e.g., *either/or, neither/nor*)**L.51.a –ELP-10 Explain** the function of **conjunctions**, **prepositions**, and **interjections** in general and their function in particular sentences (ELP standard). | | | | * + **L.5.5.b-ELP-8** Recognize and explain the meaning of **common idioms**, **adages**, and **proverbs** (interpret figurative language – supports ELP standard). **L.5.1.e-ELP-10** Use **correlative conjunctions** (e.g., *either/or, neither/nor*). | | * + **SL.5.1.b-ELP-2** Follow agreed-upon rules for discussions and carry out assigned roles…**SL.5.1.c – ELP-2** makes comments that **contribute** to the discussion. **SL.5.1.d-ELP-2** Review the key ideas expressed and draw conclusions… | |
| **I Speak** to **summarize** the graphic organizer comparing two versions. | | | | **I Speak** with **peers** and **adults** to **plan** and **revise** my writing. | | **I Speak** to share my **writing process**. | |
| * **SL.5.2-ELP-10 Summarize** a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (supports ELP standard).*Model generalizing as part of summary (ELP).* | | | | * **W.5.5-ELP-7** With guidance and support from peers and adults, develop and strengthen writing as needed by **planning**, **revising**, editing, rewriting, or trying a new approach. | | * + **SL.5.1.a-ELP-2** Come to discussions prepared …. *Students share their* ***writing process*** *(graphic organizer, team-work, etc...) and explain how point of view helped develop the sequence of events. They also share the moral or lesson of their writing piece.* | |

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| **Gr. 5** | **Quarter 2**  Reading Informational | | ***Informational Overview***: Informational text in the second quarter of fifth grade centers around reading a variety of text in order to understand written text structures. Students plan an informational writing piece incorporating a specified text structure, as modeled by the teacher. They research, link ideas and plan in collaboration with peers, using a variety of resources. Students revise with an emphasis on punctuation, word meaning and verb tense to show event sequence. They finish a writing piece with a definitive point of view evident in a concluding statement or section.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| **Overview** Students will prepare to write an informational text or essay as the teacher models comparing informational text structures and using a graphic organizer to group information logically (**ELP target**). Students choose a topic and understand formatting. They use several sources to gather facts and details. Meaning and punctuation is clarified through reference materials. | | | | **Overview** Fifth grade students read about a topic from multiple sources. They plan an informational writing piece following a graphic organizer emphasizing a text structure modeled and studied in Unit #1. Student research and link ideas. They collaborate to share and explain (**ELP target)**. They revise their writing with an emphasis on commas. | | **Overview**: Students have prepared, planned and revised an informational writing piece. They read multiple accounts about a topic to understand how authors vary in points of view. Students establish a point of view in their own writing (**ELP target**). They understand how verb tenses convey sequence. Students edit for precise word meaning within context. They conclude their writing with a strong point of view. | |
| **Reading Skill:** | | Story Structure | | **Reading Skill:** | Problem/Solution | **Reading Skill:** | Author’s Purpose |
| **Reading Strategy:** | | Summarizing | | **Reading Strategy:** | Predict/Infer | **Reading Strategy:** | Evaluate |
| **E.L.P. Target Function:** | | Compare and Contrast | | **E.L.P. Target Function:** | Explaining | **E.L.P. Target Function:** | Supporting Opinion  Compare and Contrast |
| E.L.P. Target Forms: | | Compare and Contrast  is, shows, in , about, is similar to, when \_\_and\_\_, both have, \_\_\_, -er,-est, more than, less, different from, compared to, in contrast of, | | E.L.P. Target Forms: | Explain  appears to, suggests, means that, explained as (verb tenses) are/are not | E.L.P. Target Forms: | Compare/Contrast  is, shows, in , about, is similar to, when \_\_and\_, both have \_\_, -er, -est, more/less  Support Opinions  like/don't, agree/don't, should/not, because/so, IF \_\_then\_\_(can, would, may) |
| **I Read** to compare informational **text structures**. | | | | **I Read** to find **information** to support my informational writing piece. | | **I Read** to research and investigate a topic and different **points** of **view**. | |  |  |  |
| **RI.5.5-NO ELP** Compare and contrast the overall **structure** (e.g., **chronology**, **comparison**, **cause/effect**, and **problem/solution**) of events, ideas, concepts, or information in two or more texts. *Compare structures authors use in different texts. How do different structures contribute to events, ideas, concepts and information? Focus on Problem/Solution.* | | | | * **RI.5.7-ELP-1** 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. *Present a problem (i.e., how did a conflict change a character’s opinion?) to be solved and discuss how the problem and solution writing structure can shape writing.* | | * **RI.5.6-NO ELP** Analyze multiple accounts of the same event or topic, noting important **similarities** and **differences** in the **point** of **view** they represent. **W.5.7-ELP-5** Conduct short **research** projects… (continue from Unit 1). *Students determine if their own points of view are clearly defined in their informational writing piece (or essay),* (supports ELP standards). | |
| **I Write** about and **convey** a specific **topic** or idea **clearly**. | | | | **I Plan** my informational writing through **collaboration** and **research**. | | **I Write** using correct verb tense to help define event sequence. | |
| * **W.5.2-ELP-3** Write informative/explanatory texts to examine a topic and **convey ideas** and information **clearly**. *Write about an event using multiple sources. Journal responses could include summarizing a conflict, idea or concept comparing different sources* (supports ELP standard). | | | | * **SL.5.1-ELP-2** 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. **W.5.7**-**ELP-5** Conduct short **research** projects… (continue Unit 1). | | **L.5.1.b-ELP-10** Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. **L.5.1c-ELP-10** Use **verb tense** to convey various times, **sequences**, states, and conditions.  **L.5.1d**–**ELP-10** Recognize and correct inappropriate shifts in verb tense.\* | |
| **I Write** an informational essay with a **clear topic** and **appropriate format**. | | | | **I Plan** my writing **linking ideas** across **categories** of information. | | **I Edit** my words for **precise meaning** within the context of my sentences. | |
| * **W.5.2.a-ELP-3** Introduce a **topic** clearly, provide general observation and **focus**, **group** **related** **information** logically; include **formatting** (e.g., headings), illustrations, - multimedia when useful to aiding compr. *Model writing informational essay w graphic organizer (use as a guide in Unit 2).* | | | | * **W.5.2.c-ELP-9 Link ideas** within and **across categories** of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). *Students plan and begin writing a “rough draft,” using a graphic organizer as a guide (modeled in Unit 1).* | | * **L.5.4.b-ELP-8** Use common, grade-appropriate Greek and Latin affixes and roots as **clues** to the **meaning** of a word (e.g., photograph, photosynthesis). **W.5.2.d-ELP-3** Use precise language and **domain-specific vocabulary** to inform about or explain the topic. | |
| **I Write** using **facts**, **definitions**, **details** and **quotes** from **several sources**. | | | | **I Revise** using **commas** correctly. | | **I Write** to **conclude** with a definitive **point** of **view**. | |
| * **W.5.2.b-ELP-3** Develop the topic with **facts**, **definitions**, concrete **details**, **quotations**, or other information and examples related to the topic. **W.5.7-ELP-5** Conduct short research projects that use **several sources** to build knowledge through investigation of different aspects of a topic. | | | | * **L.5.2.a-NO ELP** Use punctuation to separate items in a series.\*   **L.5.2b-NO ELP** Use a **comma** to separate an introductory element from the rest of the sentence. **L.5.2c-NO ELP** 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?) | | * + **W.5.2.e-ELP-3** Provide a **concluding statement** or section related to the information or explanation presented (supports ELP standard with point of view). | |
| **I Read** and **Write** to clarify **meaning** and **pronunciation**. | | | | **I Speak** and build on other’s ideas and **express** my own **ideas clearly**. | | **I speak** about and present my final writing piece. I use graphics. | |
| **L.5.4.c-ELP-8** 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. | | | | **SL.5.1-ELP-2**  (part…) building on others’ ideas and **expressing** their own **clearly** (supports ELP standard). | | **SL.5.4-ELP-3-5** Report on topic ,text or **present** an **opinion**, **sequence** ideas logically - use appropriate **facts** & relevant, descriptive **details** to support main ideas/themes; **speak clearly** .**SL.5.5-NO ELP** (part…) Include multimedia components (e.g., graphics, sound) and visual displays… | |

\*Increasing in complexity year to year.

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| **GR 5** | **Quarter 2** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can**   * explain the structures of **drama**, **stories** and **poems** using words like **chapter**, **scenes** and **stanzas** (RL.5.5). * explain how **chapters**, **scenes** and **stanzas** help create an **overall** **structure** for the text (RL.5.5). * can organize a text using a clear **event** **sequence**(W.5.3) * describe and recognize different writing **techniques** (W.5.3). * complete a graphic organizer about a read text to **identify** the **situation** and how a **character** is i**ntroduced** (W.5.3.a). * interpret the meaning of **similes** and **metaphors** (L.5.5.a). * use **correlative** **conjunctions** correctly (L.5.1.a). | | **I can**   * recognize what **tone** an author is using in a text based on word choice (RL5.7). * recognize how **visual** and **multimedia elements** contribute to **meaning** and **beauty** in text (RL.5.7). * write using **description**, **dialogue** and **pacing** to develop events (W.5.3.b.) * use **transitional words**, **phrases**, **clauses** and **verb tense** to convey event sequence (W.5.3.c). * write using **idioms**, **adages** and **proverbs** in their correct contextual meaning (L.5.5.b). | **I can**   * describe how **points** of **view** influence how events are described and character responses (RL.5.6). * use **adjectives** to describe **sensory details** to convey experiences (may include describing a character’s response), (W.5.3.d). * **expand**, **combine** or **reduce** sentences as necessary to increase interest reader or listener interest (W.5.1.d). * use **context** to show **cause** and **effect** relationships (L.5.4.a). * consult **references** for word meaning (L.5.4.c). * use **Greek** and **Latin** affixes and roots in correct context (L.5.4.b). * speak following **class rules** and come **prepared** to **contribute** to class discussions (SL.5.1.a). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can…**   * identify **chronology**, **comparison**, **cause** and **effect** and **problem** and **solution** text **structures**(RI.5.5). * **compare** and **contrast** text **structures** of events, concepts or information in **two** or **more** texts (RI.5.5). * **compare** different **sources** about an event (W.5.2). * use a graphic organizer to **introduce** a **topic** and **group ideas** logically (W.5.2.a). * explain how an author uses **facts**, **definitions** and **details** (W.5.2.b). * find correct **pronunciations** and **meanings** of words and phrases using **reference materials** (L.5.4.c). | **I can …**   * use **multiple sources** to find an answer or **solve** a **problem**(RI.5.7). * plan a writing piece by **linking ideas** using **words**, **phrases** and **clauses** (W.5.2.c). * **collaborate** with peers to **research** about my writing topic (SL.5.1). * revise my writing using **commas** to separate items in a **series** (L.5.2.a). * revise my writing using **commas** to separate an **introductory** part of a sentence (W.5.2.b). * revise my writing using **commas** to set off the words **yes** and **no**, to set off a **tag question** and to indicate **direct address** (L.5.2.c). | **I can**…   * analyze **many accounts** of the same event or topic noting how they are the **same** or **different** in the **point** of **view**(RL.5.6). * form and use **perfect tense** (L.5.1.b). * use **verb tense** to convey **times**, **sequences**, **states** and **conditions** (L.5.1.c). * recognize and correct **inappropriate shifts** in verb tense (L.5.1.d). * edit my writing using **Greek** and **Latin affixes** and **roots** as clues to the meaning of a word (L.5.4.b). * use domain **specific vocabulary** to explain about my topic (W.5.2.d). * end my writing piece with a **concluding** statement or section supporting my topic and a point of view (W.5.2.e). |

**Introduction and Overview Quarter Three:**

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| **Grade 5*:* Quarter Three**  ***Reading Literature*** |
| During the third quarter of fifth grade literary reading and writing, students read a variety of stories and poetry of the same genre (RL.5.9). They determine meaning of figurative language (RL.5.4),by using their knowledge of similes, metaphors (L.5.5.a), Greek and Latin affixes and roots (L.5.4.b) and synonyms, antonyms and homographs within context (L.5.4.c).  Students reflect their understanding of figurative language in their narrative writing. They use figurative language to add meaning, tone and beauty (RL.5.7). As they plan to write, they outline a sequence of events using transitional words to manage sequence (W.5.3.c). Students revise by creating sentences with interest and style expanding, combining and reducing as needed (L.5.3.a).  Students read to analyze how similar genres approach themes or topics (RL.5.9). They compare and contrast the differences and apply what they’ve learned in their own writing (W.5.9.a). Students are able to understand and apply literary terms (RL.5.7) to describe and compare characters, settings or the unfolding of event sequences. They edit their writing using perfect verb tenses (L.5.1.b) and conclude with a logical narration of events (W.5.3.e, W.5.4). They present their writing in the form of a speech (SL.5.6.).  ***Informational Text***  During the third quarter of fifth grade informational reading and writing, students read several informational texts on the same topic (RL.5.9). Students are reading to identify evidence and reasons that support their claims or arguments. Students recognize the importance of using domain specific vocabulary to explain and clarify points of research (RL.5.4, L.5.6).  Writing in this quarter for informational text focuses on preparing, planning, revising and editing a research essay of at least two typed pages. (W.5.6). Students use several sources to gather information (W.5.7, L.5.4.c). They introduce and develop a research topic in a logical format. They use linking words and phrases to connect ideas (W.5.2.c). Students are specific about which evidence supports which reason (W.5.9.b, SL.5.3).  Students present their research findings in the form of an essay (SL.5.4). They use multi-media components and visual displays as needed for comprehension (SL.5.5). They list print, digital and other sources appropriately (W.5.8). Students are able to defend a judgment based on their researched hypothesis concluding with reasons and evidence (W.5.3.e, W.5.9.b).  **ELP**: Each Unit of Study has a focused skill and strategy aligned to the CCS Reading Standard. The ELP Function and Forms supports the instruction of the reading skill necessary for students to have access to a standard’s instructional level. Throughout the Units of Study references of “supports ELP Target,” is referring to the ELP aligned Function and Forms of that standard’s skill.  However, by each individual standard within a Unit of Study there is also an ELP + Standard Number that corresponds with that specific CCS Standard’s ELP Correlation in ELA (reading, writing, listening-speaking and language) based on the new Oregon ELP Standards. These correlations serve as a reference tool and guide on how to best support Ells’ access to each standard that is referenced. At the end of this pacing guide are the specific expectations for each ELP Standard. |

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| **Gr. 5** | **Quarter 3**  Reading Literature | | ***Informational Overview:*** ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** Students in the third quarter of grade five read a variety of stories containing rich figurative language (folktales, myths, mysteries, adventures prose and poetry). They are able to determine meaning and understand how figurative language contributes to mood, tone and beauty of the text. Students compare and contrast stories of the same genre and their approaches to themes or topics. Students plan, revise and edit a narrative writing piece using appropriate language. | | | | |
| **Unit of Study #1 - literature Text** | | | | **Unit of Study #2 – Literature Text** | | **Unit of Study #3 - Literature Text** | |
| Students read stories of the same genre (as well as prose and poetry) but with similar themes to explore figurative language, narrative techniques and how events unfold. They understand the message or lesson of the story and how similes, metaphors and other figurative language influence comprehension (**ELP Target** – Defining). Students prepare to write a narrative using descriptive figurative language (**ELP Target** – Describe). | | | | Students read and reflect similarities of same genres (stories and poems). They analyze contributing factors (**ELP Target** – Cause and Effect), of meaning, tone and beauty (graphics, multimedia, visuals, words and phrases), (**ELP Target** – Interpret). Greek and Latin affixes and roots, synonyms, antonyms and homographs are explored. Students plan to write by outlining a sequence of events. They expand, combine and reduce sentences in their revisions to create interest and style. | | Students compare and contrast stories of the same genre in order to analyze their approaches to similar themes or topics (**ELP Target** – Compare and Contrast). They used details to compare and contrast characters, settings or unfolding of events. Students predict how other stories from the same genre unfold (**ELP Target** – Predict). They edit their narrative using perfect verb tenses and a conclusion following their narrated events. Students give a speech about their writing. | |
| **Reading Skill:** | | Sequence | | **Reading Skill:** | Cause and Effect (literary) | **Reading Skill:** | Predicting Outcomes |
| **Reading Strategy:** | | Summarizing | | **Reading Strategy:** | Monitor/Clarify | **Reading Strategy:** | Questioning |
| **E.L.P. Target Function:** | | Define  Describe | | **E.L.P. Target Function:** | Interpret  Cause and Effect | **E.L.P. Target Function:** | Compare and Contrast  Predictions |
| E.L.P. Target Forms: | | Define: is, a, are, tells, shows that, describes, explains, has, example of  Describe: example of, belongs to, described as, like, identified by, is called, such as…. is, a, can, has, are, and, in, but, is not, | | E.L.P. Target Forms: | Interpret: because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any, contain, entail,  Cause and Effect:  verb forms & words: because, since, why consequently, if….then, led to, due to, explains | E.L.P. Target Forms: | Compare and Contrast: \_\_is like\_\_\_ because\_\_\_, both are similar, is different than, whereas \_\_has\_\_\_, the same\_\_\_  Predictions: future tense verbs |
| **I Read** stories and poems of the **same** **genre** about **similar** **themes**. I determine meaning of **figurative** **language** (**metaphors** and **similes**). | | | | **I Read** **similar** **stories** of the **same** **genre** (mysteries, adventures and **poems**). I analyze **meaning**, **tone** or **beauty** of the **text** in other forms. | | **I Read** stories in the **same** **genre** to **compare** and **contrast** how the authors **approach** **themes** and **topics** (via the characters, setting, events). | |
| * **RL.5.4-ELP-8** Determine the meaning of **words** and **phrases** as they are used in a text, including **figurative** **language** such as **metaphors** and **similes** (supports ELP Target – Define).   + **L.5.5a-ELP-8** Interpret **figurative** **language**, including **similes** and **metaphors**, in context.   + *Discuss similarities and differences between versions of similar themes written in the same genre (mysteries – adventures). Highlight figurative language used. Ask: do symbols or* ***metaphors*** *make it easier or harder to understand the story?*   + *Selecting “dreamlike” text (i.e., adventures of Alice in Wonderland) give students opportunity to compare and explore* ***prose*** *and* ***poetry*** *with similar parallel qualities (mood, tone, beauty).* | | | | * + **RL.5.7-ELP-1** 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**),(supports ELP Target – Interpret).   + ***Exemplar Texts***: <http://www.corestandards.org/assets/Appendix_B.pdf>   *Emphasize* ***Greek****,* ***Latin affixes*** *and* ***roots*** *as well as* ***synonyms****,* ***antonyms*** *and* ***homographs*** *in the comparison of stories and poems and their* ***influence*** *on the* ***meaning****,* ***tone*** *and* ***beauty*** *of the texts as well as contextual clues toward* ***understanding*** *(supports ELP Target Cause and Effect).*  **L.5.4b-ELP-8** Use common, grade-appropriate **Greek** and **Latin** **affixes** and **roots** as **clues** to the meaning of a word (e.g., photograph, photosynthesis).   * + **L.5.5c-ELP-8**  Use the relationship between particular words (e.g., **synonyms**, **antonyms**, **homographs**) to better understand each word | | * **RL.5.9-NO ELP** **Compare** and **contrast** stories in the **same** **genre** (e.g., mysteries and adventure stories) and their approaches to similar themes and topics.   + **W.5.9a-ELP-5** Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more **characters**, **settings**, or **events** in a story or a drama, drawing on specific **details** in the text [e.g., how characters interact]”).   *Compare and contrast similar stories on a graphic organizer. Ask: How are the characters, settings or events the same or different? What might you predict in other stories or poems of the same genre?* | |
| **I Explore** written narratives about **real** or **fictional** **characters** or **events**.  I can graph the **event** **sequence**. | | | | **I Plan** an organizational **outline** of a **sequence** of **events** for my narrative writing piece. I use **transitional** words to manage events. | | **I Edit** my narrative writing for **perfect** **verb tenses**. I provide a **conclusion** that follows my **sequence** of **events**. | |
| **W.5.3-ELP-3** Write **narratives** to develop **real** or **imagined** experiences or **events**… **W.5.3a-ELP-3**… **organize** an **event** **sequence** that unfolds naturally. | | | | * + **W.5.3c-ELP-9** Use a variety of **transitional words**, **phrases**, and **clauses** to manage the sequence of events | | **W.5.3e-ELP-3** Provide a **conclusion** that **follows** from the narrated experiences or **events**. **L.5.1b-ELP-10** Form and use the **perfect** (e.g., I had walked; I have walked; I will have walked) **verb** **tenses**. | |
| **I Recognize** and understand various **narrative** **techniques** and **purposes**. | | | | **I Revise** my writing by creating **sentences** that are **interesting**. | | **I Publish** my writing with support from my peers and adults. | |
| * + **W.5.3b-ELP-3** Use **narrative techniques**, such as **dialogue**, **description,** (supports ELP Target – describe), and **pacing**, to **develop experiences** and **events** or **show** the **responses** of characters to situations. | | | | * + **L.5.3a-ELP-10** **Expand**, **combine**, and **reduce sentences** for meaning, reader/listener **interest**, and style. | | * + **W.5.4-ELP-9** Produce **clear** and **coherent** writing in which the development and organization are **appropriate** to **task**, **purpose**, and **audience**. | |
| **I Speak** and **Write** using **words**, **phrases** and **sensory** **details** to convey events. I **summarize** information. | | | | **I Speak** about my planning and revising to my peers and adults. I **summarize** how my key **points** are **supported** with **reason**. | | **I Speak** about or present my writing piece using **formal** **English**. | |
| * **W.5.3d-ELP-3** Use concrete **words** and **phrases** and **sensory** **details** to convey experiences and events precisely. **SL.5.2-ELP-1**  **Summarize** a written text read aloud or information presented in diverse media and formats… | | | | * **SL.5.3-ELP-6**  **summarizes** key points … explain how each claim is **supported** by **reasons** and evidence. | | * **SL.5.6-ELP-7** Adapt speech to a variety of contexts and tasks, using **formal** **English** when appropriate to task and situation. | |

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| **Gr. 5** | **Quarter 3**  Reading Informational | | ***Informational Overview: NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** The third quarter for grade 5 informational text begins and ends with understanding how to research a topic. Students read several informational texts in order to integrate information and form a reasonable hypothesis. The teacher models structure, gathering evidence, formatting and using content specific language. Students plan and revise always focusing on linking reason to evidence. They present their research with the goal of supporting a hypothesis. | | | | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| Students prepare to write a short research paper or essay. They read several informational texts about their topic noting details about domain specific words to their topic (**ELP Target**). Students explore along with the teacher through class discussion and modeling organizational structures of research essays and grouping information logically. | | | | Students focus on reason and evidence as support for particular points in texts on the same topic, especially texts they use as resources for a research essay. They evaluate sufficiency of evidence (**ELP Target** – Evaluate). Is it a fact or opinion? Students explain their thinking (**ELP** **Target** – Explain). They gather relevant information as they plan to write. They revise sentence structures. Sources are quoted correctly. | | Continuing to base reasons on evidence, students integrate information from several texts in order to hypothesis a theory or result (**ELP Target**-Hypothesis). They evaluate their hypothesis for reliability (**ELP Target** – Evaluate). Students are able to make a judgment about a hypothesis (is it right, wrong and explain reasoning). They edit their research essay and provide a conclusion as a hypothesis when presenting their findings. | |
| **Reading Skill:** | | Noting Details (about word meaning) | | **Reading Skill:** | Fact and Opinion | **Reading Skill:** | Making Judgments |
| **Reading Strategy:** | | Monitor/Clarify | | **Reading Strategy:** | Evaluate | **Reading Strategy:** | Evaluate |
| **E.L.P. Target Function:** | | Define | | **E.L.P. Target Function:** | Evaluate  Explain | **E.L.P. Target Function:** | Hypothesis and Speculation  Evaluate |
| E.L.P. Target Forms: | | Define: is, a, are, tells, shows that, describes, explains, has, example of | | E.L.P. Target Forms: | Evaluate: : *that, those, each, every,*  *few, many, some,*  both – and; not only – but also, belief/doubt  Explain: appears to, suggests, means that, explained as (verb tenses) are/are not | E.L.P. Target Forms: | Hypothesis/Speculation:  Evaluate: *that, those, each, every,*  *few, many, some,*  both – and; not only – but also , belief/doubt |
| **I Read** to **determine** **meaning** of **words** and **phrases** in **figurative** language, word **relationships** and **nuances** about my research topic. | | | | **I Read** about my **research** **topic** to explore how **authors** use **reason** and **evidence** to support a point (i.e.; is it fact or opinion, is it a generalization)? | | **I Read** several **texts** on the **same** **topic** to increase my understanding of my research topic and **integrate** **information**. I gather information from **print** and **digital** sources. | |
| * **RI.5.4-ELP-8** Determine the meaning of general academic and domain-specific **words** and **phrases** in a text relevant to a *grade 5 topic or subject area*   **L.5.5a-ELP-8** Demonstrate understanding of **figurative** language, word **relationships**, and **nuances** in word meanings (supports ELP Target).   * ***L.5.5*** *and* ***L.5.4-ELP-8*** *encompasses all of the structural (roots/affixes) contextual, and relational meaning (synonyms/antonyms) in grade 5. Focus should be on student need for language specific to* ***research.*** | | | | * **RI.5.8-ELP-6** Explain how an **author** uses **reasons** and **evidence** to support particular points in a text, identifying which reasons and evidence support which point(s). *Students evaluate reasons and evidence as sufficient or accurate support (is it a fact/opinion, a generalization), (supports ELP target – Evaluate)?*   *Ask: Has your perspective changed after reading about \_\_\_(topic)? Explain ways the author influenced your thinking (supports ELP Target – Explain)? Cite specific examples from the text (discussion or journal).* | | * **RI.5.9-NO ELP** **Integrate** **information** from **several** **texts** on the **same topic** in order to write or speak about the subject knowledgeably.   **W.5.9b-ELP-5**… uses **reasons** and **evidence** to support particular points…*Students evaluate the reliability of their evidence to make judgments about reasons, conclusions and hypothesis (supports ELP target – Evaluate).* **W.5.8 -ELP-5** Recall **relevant** **information** from experiences -gather relevant information from **print**- **digital** **sources;** summarize information in notes & finished work, provide sources. | |
| **I Explore** how to **research** a **topic**. I know how to **develop** a **topic**. I use domain **specific** **vocabulary** relevant to my research. | | | | **I Plan** my research paper by gathering **relevant** **information** from many **sources**. I use **reasons** and **evidence** to support and **link** **ideas**. | | **I Edit** for spelling **accuracy** and **comma** use. I provide a **concluding** **statement** that **relates** to information in my research essay. | |
| * + **W.5.2a-ELP-3** Introduce a (**research**) **topic** clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia….   + **W.5.2b-ELP-3 Develop** the **topic** with facts, definitions, concrete details, quotations, or other information and examples related to the topic.   + **W.5.2d-ELP-3** Use ….-**specific** **vocabulary** to inform or explain the **topic**. | | | | * + **W.5.9b-ELP-5** 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]”).   + **W.5.2c-ELP-9** **Link** **ideas** within and across categories of information using words, phrases, and clauses (e.g., *in* *contrast*, *especially*. | | * + **L.5.2e-NO ELP** Spell grade-appropriate words **correctly**, consulting references as needed. **W.5.2e-ELP-3** Provide a **concluding** **statement** or section **related** to the information or explanation presented. I provide a hypothesis about my research (supports ELP target- Hypothesis).   + **L.5.2c-NO ELP** Use a **comma** to set off words *yes* and *no* (e.g., Yes, thank you), & tag question from rest of sentence (e.g., It’s true, isn’t it?), and indicate direct address (e.g., is that you, Steve?). | |
| **I Write** using **words** or **phrases** that signal **logical** **relationships**. I prepare to write a **research** essay using correct l**anguage** about my **topic.** | | | | **I Revise** my **sentences** to be **interesting** to my listeners. I use correct **punctuation** to indicate my **sources**. | | **I Speak** to **present** my **research**. I use **multimedia** components and **type** a **two** **page** minimum essay. My report supports a **hypothesis**. | |
| * + **L.5.6-ELP-7** Acquire- use accurate grade- general academic and **domain**-**specific** **words** - **phrases**, that signal contrast, addition, and other logical relationships…   + **W.5.7-ELP-5** Conduct short **research** projects using several sources to build knowledge through investigation of different aspects of a **topic**. | | | | * + **L.5.3a-ELP-10** Expand, combine, and reduce **sentences** for meaning, reader/listener **interest**, and style.   + **L.5.2d-NO ELP** Use underlining, quotation marks, or italics to **indicate** titles of **works**. | | * **SL.5.5-NO ELP** Include **multimedia** components (e.g., graphics, sound) and visuals displays…. **W.5.6-ELP-2** With some guidance and support from adults….**type** a minimum of **two pages** in a single sitting. * **SL.5.4 –ELP-5** Report on a topic…. *to present a* ***hypothesis****.* | |
| **I Write** and **Read** about my topic using **references** to **determine** or **clarify** word **meaning**. | | | | **I Speak** to **summarize** what I’ve read about **reasons** and **evidence** as I collaborate with others. | |  | |
| * + **L.5.4c –ELP-8** Consult **reference** materials (e.g., dictionaries, glossaries), print-digital, for pronunciation and to **determine** -**clarify** precise **meaning** | | | | **SL.5.3-ELP-6** **Summarize** the points a speaker makes and explain how each claim is supported by **reasons** and **evidence**. | |  | |

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| **GR 5** | **Quarter 3** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can**   * determine the meaning of **metaphors** and **similes** in stories, and poems(RL.5.4). * interpret **figurative** **language** in context (L.5.5.a). * **graph** a **sequence** of **events** in a written narrative (W.5.3-a). * recognize **dialogue**, **description** and **pacing** in a narrative as part of developing story events (W.5.3.b). * identify concrete **words** and **phrases** and **sensory** **details** that convey events and experiences precisely in narratives (W.5.3.d). | | **I can**   * analyze which **elements** in a narrative contribute **meaning**, **beauty** and **tone** to a text (RL.5.7). * use my knowledge of **Greek** and **Latin affixes** and **roots** to determine word meaning (L.5.4.b). * use **relationships** between **synonyms**, **antonyms** and **homographs** to better understand word meaning (L.5.5.c). * plan a narrative writing piece by **organizing** my **event** **sequence** on a graphic organizer (W.5.3.,a). * use **transitional** **words** in my revision to **signal** event **changes** (W.5.3.c). * use **dialogue**, **description** and **pacing** to develop events (W.5.3.b). * **expand**, **combine** and **reduce** sentences to add style (L.5.3.a). * I work with my peers to **summarize** key **points** about my writing with reasons and evidence (SL.5.3). | **I Can**   * **compare** and **contrast** how stories of the **same genre** **approach** **similar themes** and topics (RL.5.9). * **compare** two or more **characters**, **setting** or **events** using specific details as references (W.5.9.a). * use **perfect** **verb tenses** in my writing (L.5.1.b). * edit my narrative writing with a **concluding** **statement** or section that follows my event sequence (W.5.3.e). * produce **clear** and **coherent** writing **organized** and **developed** to **task**, **purpose** and **audience** (W.5.4). * adapt a **speech** about my writing or topic using **formal** **English** (SL.5.6). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can**   * **determine** **meaning** of **words** and **phrases** using many **strategies** (structure, context, relationships), (RI.5.4, L.5.5, L.5.4, L.5.6). *Teachers select as needed.* * read from **several** **texts** about a topic and **group** **information** logically on a graph (W.5.2,a). * **identify** important **facts**, **definitions** and **details** about a topic (W.5.2.b). * a **research** topic and begin to consult **references** and **sources** for investigation (W.5.7, L.5.4.c). | **I can**   * read several texts about a topic and **determine** how authors use **reason** and **evidence** to **support** particular points (RI.5.8, W.5.9.b). * **gather** relevant **information** about my research topic (W.5.2). * provide a general **focus** or **observation** in my writing (W.5.2.a). * select specific words or phrases to **signal contrast**, **addition** or other logical **relationships** (L.5.6). * **consult** **reference** materials to plan my research writing (L.5.4.c). * **link** my **ideas** with words, phrases and clauses (W.5.2.c). * **expand**, **combine** and **reduce** sentences for interest (L.5.3.a). * refer to my sources with **underlining**, **quotation** **marks** or **italics** (L.5.2.d). | **I can**   * write about a subject knowledgeably by **integrating** **information** from **several** texts or **sources** (RI.5.9). * use **reasons** and **evidence** to **support** a **hypothesis** about my research findings (W.5.9.b). * **gather** **information** from **print** and **digital** sources (W.5.8). * **defend** or make a **judgment** about the **relevance** of **source**s I use in my writing or author’s use (W.5.9.b). * **provide** a **conclusion** in my writing in the form of a **supported** **hypothesis** (W.5.2.e). * **edit** for spelling and punctuation correctness (L.5.2.e, L.5.2.c). * **type** my research essay on a minimum of **two** **sheets** (W.5.6). * **report** on my research, **present** a **hypothesis** and use visual demonstrations or **multimedia** if needed (SL.5.4, SL.5.5). |

**Introduction and Overview Quarter four:**

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| **Grade 5*:* Quarter Four**  ***Reading Literature*** |
| * + During the fourth quarter of fifth grade literacy, students compare and contrast two or more characters in historical non-fiction texts. They draw on specific details in the text (i.e., how characters interact), (RL.5.3). They recognize figurative language (similes, metaphors, idioms, adages or proverbs) and understand the intended meaning (L.5.5.a-b). Students recognize a narrator’s or speaker’s point of view. They understand how an author’s point of view can influence the way the events are depicted (RL.5.6). Students compare and contrast how different authors approach the same historical event in a non-fiction text. (RL.5.9).   + Students organize and logically group facts and details to support their own opinion about character(s) in historical non-fiction text. (W.5.1-a). Students write an opinion piece providing reasons to support their opinion. Students link opinion and reasons using words, phrases and clauses (W.5.1.b-c). In a concluding statement or section they summarize their opinion following instructional guidelines or purpose (W.5.1.d).   ***Informational Text***  During the fourth quarter of fifth grade informational reading, students explain the relationship between details in two or more accounts of a historical event based on textual evidence (RI.5.3). They analyze several accounts of the same event, noting similarities and differences in points of view (RI.5.6). Students integrate information from multiple accounts of the same historic event. They are able to explain how authors use reasons and evidence to support multiple points of view. Students are able to generalize between various accounts in order to write one integrative and summative hypothesis.  Students write an informational piece about a historical event (W.5.2). They introduce the topic with a clear focus (i.e., relationships between two or more events in the text), (W.5.2.a). Students develop the topic as they plan to write by grouping related information from many sources (print and digital), (W.5.2.b). Planning, revising, editing and rewriting is guided and supported by peers and adults (W.5.5). They focus on revising and editing verb tenses to convey time, sequences, state and conditions (L.5.1.c) as well as recognizing inappropriate shifts in verb tense (L.5.1.d). Ideas are linked using words, phrases and clauses (W.5.2.c). Language is precise and domain-specific (W.5.2.d). Students summarize their information into a finished work (W.5.8), providing a concluding statement or section (W.5.2.e). They produce a minimum of two pages in a single sitting. Students present and share their “published” writing (W.5.6).  **ELP**: Each Unit of Study has a focused skill and strategy aligned to the CCS Reading Standard. The ELP Function and Forms supports the instruction of the reading skill necessary for students to have access to a standard’s instructional level. Throughout the Units of Study references of “supports ELP Target,” is referring to the ELP aligned Function and Forms of that standard’s skill.  However, by each individual standard within a Unit of Study there is also an ELP + Standard Number that corresponds with that specific CCS Standard’s ELP Correlation in ELA (reading, writing, listening-speaking and language) based on the new Oregon ELP Standards. These correlations serve as a reference tool and guide on how to best support Ells’ access to each standard that is referenced. At the end of this pacing guide are the specific expectations for each ELP Standard. |

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| **Gr. 5** | **Quarter 4**  Reading Literature | | ***Informational Overview:*** Students in the fourth quarter of literacy, read historical non-fiction texts comparing characters (internal responses and external actions), and different author approaches to a historical event. They recognize that a narrator’s points of view influences how historical events are portrayed. Students write an opinion piece about characters in historical non-fiction texts (focusing on a specific writing purpose).  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #1 - literature Text** | | | | **Unit of Study #2 – Literature Text** | | **Unit of Study #3 - Literature Text** | |
| Students read historical non-fiction texts to compare and contrast characters (**ELP Target**). They recognize how authors portray character responses and points of view. They prepare to write an opinion piece about characters’ internal responses and external behaviors. | | | | Students continuing reading historical non-fiction texts. They interpret and compare how point of view influences event descriptions (**ELP Targets**). Students plan to write an opinion piece character(s) responses. They gather facts and details to support their opinion(s) with reason. They revise their writing with words that provide specific clarity of meaning. | | Students compare different historical non-fiction texts to draw a conclusion (**ELP Targets**) of how different authors approach the same historical event in non-fiction text. They edit their opinion writing by providing a concluding statement. Students recognize how characters can change throughout an event. They present their opinion piece using formal English. | |
| Reading Skill: | | Noting Details | | Reading Skill: | Author’s Purpose (Point of View) | Reading Skill: | Drawing Conclusions |
| Reading Strategy: | | Monitor/Clarify | | Reading Strategy: | Questioning | Reading Strategy: | Summarizing |
| E.L.P. Target Function: | | Describe  Compare and Contrast | | E.L.P. Target Function: | Compare and Contrast  Interpret | E.L.P. Target Function: | Compare and contrast  Draw Conclusion |
| E.L.P. Target Forms: | | Describe (include adverbial clauses for action) example of, belongs to, described as, like, identified by, is called, such as…. because, frequently , if-then, would, not  Compare and Contrast  \_\_is like\_\_\_ because\_\_\_, both are similar, is different than, \_\_from\_\_\_ is\_\_\_, whereas \_\_has\_\_\_, the same\_\_\_ | | E.L.P. Target Forms: | Compare and Contrast  \_\_is like\_\_\_ because\_\_\_, both are similar, is different than, \_\_from\_\_\_ is\_\_\_, whereas \_\_has\_\_\_, the same\_\_\_  Interpret  because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any contain, entail, consists of | E.L.P. Target Forms: | Compare and Contrast  \_\_is like\_\_\_ because\_\_\_, both are similar, is different than, \_\_from\_\_\_ is\_\_\_, whereas \_\_has\_\_\_, the same\_\_\_  Draw Conclusions  comparative adjectives, past tense verbs, although, because, that.. since, consequently |
| **I Read** **historical** **non**-**fiction**. I draw on **details** about how **characters** interact in texts or drama. | | | | **I Read** **historical** **non**-**fiction**. I **interpret** a narrator’s **point** of **view**. | | **I Read** in order to **compare** how **different** historical non-fiction texts **approach** a specific historic event. | |
| * **RL.5.3-ELP-1** **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**), (supports ELP Target). * *(Pre-Select two or more historical non-fiction texts)*   *Students read historical non-fiction texts, poetry or drama about a specific historic event comparing character(s) responses.* | | | | * **RL.5.6-NO ELP** Describe how a **narrator’s** or speaker’s **point** of **view** **influences** how **events** are **described**.   *Students continue reading two or more texts of a historical non-fiction event. Ask: “How does the narrator’s or speaker’s point of view influence how the events are interpreted or portrayed? How does this compare with your own point of view?”(Supports ELP Targets).* | | * **RL.5.9-NO ELP** **Compare** and **contrast** stories in the same genre (e.g., mysteries and adventure stories) on their **approaches** to similar themes and topics.   *Students compare and contrast two or more historical events as portrayed in non-fiction texts. Ask: “How are the approaches to the event similar or different? Draw a conclusion of the approach which is best. Give reasons and examples to support your opinion.”(Supports ELP Targets).* | |
| **I Explore** how **authors** **describe** characters. I recognize how an **author** **conveys** **points** of **view** or opinion (supports ELP Target). | | | | **I Plan** to write an **opinion** **piece**. I **support** my **opinion** with **facts** and **details**. I **link** my **opinions** to **reasons** using **words**, **phrases** and **clauses**. | | **I Edit** my **opinion** **writing**. My conclusions **summarize** my **opinion** with reasons and supporting evidence. | |
| * + **W.5.1-ELP-4** Write **opinion** **pieces** on topics or texts, supporting a point of view with reasons and information.   + **W.5.1a-ELP-4** 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.   *A T-Graph can compare characters internal responses and external behaviors in response to conflicts or events.* | | | | * + **W.5.1b-ELP-4** Provide logically ordered reasons that are **supported** by **facts** and **details**.   *Students “gather” facts and details to support their opinion or point of view about characters responses to events in historical non-fiction text.*   * + **W.5.1c-ELP-4** **Link** **opinion** and **reasons** using **words**, **phrases**, and **clauses** (e.g., *consequently*, *specifically*). | | * + **W.5.1d-ELP-4** Provide a **concluding** **statement** or **section** related to the **opinion** presented.   *The conclusion should have a specific opinion base, pre-set purpose or criteria (e.g., how did a character change over the course of events and what was your opinion of the change?).* | |
| **I Write** about **characters**, using **figurative** **language** specific to characters. | | | | **I Revise** my **opinion** **piece** using words that give **specific** clear **meaning**. | | **I Edit** my writing to include **examples** of varieties of **dialects** specific to the characters. | |
| * + **L.5.5a-ELP-8** Interpret **figurative** **language**, including similes and metaphors, in context.   + **L.5.5b-ELP-8** Recognize and explain the meaning of common **idioms**, **adages**, and **proverbs**. | | | | * + **L.5.5c-ELP-8** Use the relationship between particular words (e.g., **synonyms**, **antonyms**, **homographs**) to better **understand** each of the **words**. | | * + **L.5.3b-ELP-10** Compare and contrast the **varieties** of English (e.g., **dialects**, registers) used in stories, dramas, or poems. | |
| **I Speak** about literature **following** class discussion **rules** and **roles**. | | | | **I Speak** to others to **explore** my writing **topic** and to gain **ideas** for improving my writing. | | **I Speak** to **present** my **opinion** writing in the context of a speech. I use **formal** **English**. | |
| * + **SL.5.1b-ELP-10** Follow agreed-upon **rules** for discussions and carry out assigned **roles**. | | | | * + **SL.5.1a-ELP-10** … explicitly draw on that preparation and other information known about the **topic** to explore **ideas** under discussion. | | * + **SL.5.6-ELP-4 & 6** Adapt speech to a variety of contexts and tasks, using **formal English** when appropriate to task and situation. | |

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| **Gr. 5** | **Quarter 4**  Reading Informational | | ***Informational Overview:*** Students in the fourth quarter of informational text read several accounts of a historical event. They discuss and connect interrelationships of specific event details (progressive events that lead to a larger outcome). They compare similarities and differences in multiple accounts and note how each are related to a point of view. They integrate information to evaluate causes or outcomes with reasons and evidence.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| Students read two or more accounts of the same historic event. They recognize and describe relationships between specific event details, (e.g., causes and effects), (**ELP Targets**). Students explore how a graphic organizer (noting events they’ve read about) can be used to plan and organize their own writing. | | | | Students read multiple accounts of a historic event. They note similarities and differences in the accounts related to points of view (**ELP Targets**). They plan to write about a historic event. They gather information from many sources. Students revise by linking ideas with words, phrases and clauses. | | Students integrate information from several texts about a historic event for a specific purpose (to evaluate causes with reasons and evidence), (**ELP Target Evaluate**). They edit their writing with a concluding hypothesis about the event (causes or outcomes) (**ELP Target Hypothesize**). They share their writing in a presentation. | |
| **Reading Skill:** | | Categorize and Classify | | **Reading Skill:** | Compare and Contrast | **Reading Skill:** | Making Generalizations |
| **Reading Strategy:** | | Summarize | | **Reading Strategy:** | Monitor/Clarify | **Reading Strategy:** | Evaluating |
| **E.L.P. Target Function:** | | Describe  Cause and Effect | | **E.L.P. Target Function:** | Compare and Contrast  Supporting Opinions | **E.L.P. Target Function:** | Evaluate  Hypothesize and Speculate |
| E.L.P. Target Forms: | | Describe  example of, belongs to, described as, like, identified by, is called, such as (  Cause and Effect  verb forms and words: because, since, consequently, if….then, led to, due to, explains why, caused | | E.L.P. Target Forms: | Compare/Contrast  \_\_is like\_\_\_ because\_\_\_, both are similar, is different than, \_\_from\_\_\_ is\_\_\_, whereas \_\_has\_\_\_, the same\_\_\_  Support Opinions  like/don't, agree/don't, should/not, because/so, IF –then.. can, would, may, must, | E.L.P. Target Forms: | Evaluate  that, those, each, every, few, many, some, both – and; not only – but also, degrees of certainty/uncertainty, belief/doubt, likely  Hypothesize and Speculate  will and shall, would, which may express possibility: may, might, can, could. |
| **I Read** **two** or **more** **accounts** of a **historic** event. I recognize **interactions** between **events** and possible **causes**. | | | | **I Read** **multiple** **accounts** of a **historic** **event** in order to compare **similarities** and **differences** related to **points** of **view**. | | **I Read** to **integrate** **information** from **several** **texts** about a **historic** **event** in order to **explain** **causes** of the event. | |
| * **RI.5.3-ELP-1** 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**. * *Create a class graphic, asking question about specific details of a historic event. Compare the relationships between event details. Ask: “Describe how the differing opinions of \_\_\_\_ and \_\_\_\_ impact\_\_\_\_\_ (supports ELP Targets).* | | | | * **RI.5.6-NO ELP** Analyze **multiple** **accounts** of the same event or topic, noting important **similarities** and **differences** in the **point** of **view** they represent (supports ELP Targets). * *Ask: In what ways are the accounts similar or different? How are these differences related to points of view?* | | * **RI.5.9-NO ELP** **Integrate** **information** from **several** **texts** on the **same** **topic** in order to write or speak about the subject knowledgeably.   *Ask: “Given the information from several texts on \_\_\_\_, evaluate and explain the causes of \_\_\_\_.” (Supports ELP Target Evaluate).***W.5.9b-ELP-5** 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]”). | |
| **I Explore** how to use a **graphic** **organizer** to **organize** **related** **information** about a **historic** **event**. | | | | **I Plan** my informational writing. I **develop** my **topic** about a **historic** **event** using **information** from many **sources**. | | **I Edit** my informational writing with a **concluding** **statement**. I **publish** my writing and **type** a minimum of **two** **pages** in a single setting. | |
| * **W.5.2-ELP-3** Write informative/explanatory texts… **W.5.2a –ELP-3** 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 enhance comprehension.   *Students connect the reading graphic organizer as a planning tool for their own writing. They learn authors have a clear focus for their writing (relationships between events, differing opinions, etc…).* | | | | * + **W.5.2b-ELP-3** **Develop** the **topic** with facts, definitions, concrete details, quotations, or other **information** and examples related to the topic. * **W.5.8-ELP-5** 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. | | * + **W.5.2e-ELP-3** Provide a **concluding** **statement** or section related to the information or explanation presented.   + *The concluding statement includes a hypothesis about the causes or outcome of the event (supports ELP Target Hypothesize).*   + **W.5.6- ELP-2** 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. | |
| **I Write** to show I understand the **function** of **conjunctions**, **prepositions** and **interjections** in sentences. My **verb** **tenses** reflect **time** and **sequence** as I write or speak about a **historic** **event**. | | | | **I Revise** my writing with **support**. I **link** **ideas** using **words**, **phrases** and **clauses**. My **language** **connects** to my topic. | | **I Edit inappropriate** **shifts** in **verb** **tense**. I use **correlative** **conjunctions** correctly when comparing information from several texts. | |
| * + **L.5.1a-ELP-10** Explain the function of **conjunctions**, **prepositions**, and **interjections** in general and their function in particular sentences.   **L.5.1-ELP-10c** Use **verb** **tense** to convey various **times**, **sequences**, states, and conditions. | | | | * + **W.5.5-ELP-7** With guidance and **support** from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting…   + **W.5.2c-ELP-9** **Link** **ideas** within and across categories of information using **words**, **phrases**, and **clauses** (e.g., *in* *contrast*, *especially*). * **W.5.2d-ELP-3** Use precise **language** and **domain**-**specific** vocabulary to inform about or explain the topic. | | * + **L.5.1d** **–ELP-10** Recognize and correct **inappropriate** **shifts** in verb tense.   + **L.5.1e-ELP-10** Use **correlative** **conjunctions** (e.g., either/or, neither/nor). | |
| **I Speak** during **discussions** about how authors organize historic events. | | | | **I Speak** about my **writing** **development** with others as I **plan** and **revise**. | | **I Speak** clearly to **Share** my writing piece. I use **formal English** | |
| **SL.5.1.a-ELP-2** 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. | | | | * **SL.5.1c-ELP-2** Pose and respond to **specific** **questions** by making comments that contribute to the **discussion** and elaborate on the remarks of others. | | * + **SL.5.6-ELP-7**  Adapt speech to a variety of contexts and tasks, using **formal English** when appropriate to task and situation | |

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| **GR 5** | **Quarter 4** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can**   * **note** specific **details** about **characters** in historical non-fiction texts (RL.5.3). * **compare** and **contrast** two or more **characters** in historical non-fiction texts (RL.5.3). * **compare** characters’ **internal** responses and **external** actions to events (W.5.1). * **state** an **opinion** about a character(s) response or actions in a historical non-fiction text (W.5.1.a). * interpret or explain **figurative** **language** characters use (L.5.1.a). * recognize what **idioms**, **adages** or **proverbs** mean (L.5.5.b). * follow discussion **rules** and assigned **roles** (SL.5.1.b). | | **I can**   * **recognize** **narrator** or **speaker** **points** of **view** (RL.5.6). * explain how a narrator’s **point** of **view** **influences** how **events** are **described** (RL.5.6). * gather **reasons** (facts and details) in a historical non-fiction text to **support** my **opinion** (W.5.1.b). * use words, phrases and clauses in my writing to **link** my **opinion** to **reasons** (W.5.1.c). * use the **relationship** **between** **words** to better understanding meaning (L.5.5.c). * **share** my writing **plans** and **revisions** to gain ideas (SL.5.1.a). | **I Can**   * **compare** and **contrast** **stories** of the **historical** **non**-**fiction** genre (RL.5.9). * compare and contrast how authors **approach** the **same** historical **event** in non-fiction texts(RL.5.9). * edit my opinion writing with a **conclusion** following a specific **stated purpose** (teacher’s choice), (W.5.1.d). * recognize various **character** **dialects** used in historical non-fiction texts (L.5.3.b). * share my opinion writing using **formal** **English** (SL.5.6). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can**   * explain the **relationships** between **two** or **more** **historical** **events** based on specific information in the text (RI.5.3). * describe how different **opinions** of individuals in the text **impact** a **historical** **event** (RI.5.3). * **group** **information** about a historic event **logically** on a graphic organizer (5.W.2-a). * explain the function of a **conjunction** (L.5.a). * explain the function of an **interjection** (L.5.a). * explain the function of a **preposition** (L.5.a). * use **verb** **tenses** **correctly** in my writing to **convey** **time** and **sequence** of a historical event (L.5.c). * be **prepared** to **discuss** **texts** I’ve read about a historical event (SL.5.1.a). | **I can**   * analyze **multiple** **accounts** of the **same** **historic** **event** (RI.5.6). * **note** important **similarities** and **differences** in the **point** of **view** they represent (RI.5.6). * use a graphic organizer to **plan** my informational **writing** piece by **grouping** **related** **facts** and **details** (W.5.2.b). * use **print** and **digital** **sources** to find information about my topic (W.5.8). * use **words**, **phrases** and **clauses** to **link** my **ideas** together (W.5.2.c). * use **precise** **language** about my topic as I write (W.5.2.d). * work with peers and adults for **help** with **planning**, **revising** and **rewriting** (W.5.5.). * share and **discuss** with other the **development** of my writing (SL.5.1.c). | **I can**   * integrate **information** from **several** **texts** on the same **historic** **event** (RI.5.9). * **write** or **speak** about the historic event **knowledgably** (RI.5.9). * **evaluate** the **causes** or **outcome** of **events** when I integrate information from several texts (RI.5.9). * use text **evidence** to **support** points I make (RI.5.9b). * write a **concluding** **statement** or **section** to complete my informational writing piece (W.5.2.e). * **hypothesize** in my conclusion **causes** and **outcomes** of events (W.5.2.e). * **edit** my writing for accurate **verb** **tenses** (L.5.1.d). * use **correlative** **conjunctions** correctly in my writing (L.5.1.e). * **publish** and **produce** with some guidance a **two** **page** typed informational piece (W.5.6). |

**CCSS English language Arts Check List**

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| **Gr. 5** | |  |  |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | |
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| **District Focus Standards By Quarter** | | | | |  |  |  |
| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |  |  |  |  | **Reading Foundational Skills** | | |
|  |  |  |  |  |  |  |  | *Phonics and Word recognition* | | |
| X | X | X | X |  |  |  |  | RF.5.3 |  | Know and apply grade-level phonics and word analysis skills in decoding words. |
|  |  |  |  |  |  |  |  | RF.5.3.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. |
|  |  |  |  |  |  |  |  | | *Fluency* | |
| X | X | X | X |  |  |  |  | RF.5.4 |  | Read with sufficient accuracy and fluency to support comprehension. |
|  |  |  |  |  |  |  |  | RF.5.4.a |  | Read on-level text with purpose and understanding. |
|  |  |  |  |  |  |  |  | RF.5.4.b |  | Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |
|  |  |  |  |  |  |  |  | RF.5.4.c |  | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|  |  |  |  |  | | | | **Reading Literature** | | |
|  |  |  |  |  |  | | | *Key Ideas and Details* | | |
| **✓** |  |  |  |  |  |  |  | RL.5.1 |  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| **✓** |  |  |  |  |  |  |  | RL.5.2 |  | 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. |
| **✓** |  |  | **✓** |  |  |  |  | RL.5.3 |  | 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). |
|  |  |  |  |  | | | | *Craft and Structure* | | |
| X | X | **✓** | X |  |  |  |  | RL.5.4 |  | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
|  | **✓** |  |  |  |  |  |  | RL.5.5 |  | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
|  | **✓** |  | **✓** |  |  |  |  | RL5...6 |  | Describe how a narrator’s or speaker’s point of view influences how events are described. |
|  |  |  |  |  | | | | *Integration of Knowledge and Ideas* | | |
|  | **✓** | **✓** |  |  |  |  |  | RL.5.7 |  | 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, and poem). |
| n/a | n/a | n/a | n/a |  |  |  |  | RL.5.8 |  | (Not applicable to literature) |
|  |  | **✓** | **✓** |  |  |  |  | RL.5.9 |  | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
|  |  |  |  |  | | | | *Range of Reading and Complexity of Text* | | |
| X | X | X | X |  |  |  |  | RL.5.10 |  | 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. |
|  |  |  |  |  |  |  |  | **Reading Informational** | | |
|  |  |  |  |  | | | | *Key Ideas and Details* | | |
| **✓** |  |  |  |  |  |  |  | RI.5.1 |  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| **✓** |  |  |  |  |  |  |  | RI.5.2 |  | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| **✓** |  |  | **✓** |  |  |  |  | RI.5.3 |  | 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. |

**CCSS English language Arts Check List**

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| **Gr 5** | |  |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | | |
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| **District Focus Standards By Quarter** | | | |  |  |  |
| Qtr  1 | Qtr  2 | Qtr  3 | Qtr  4 |  |  |  |  | **Reading Informational**[cont.] | | |
|  |  |  |  |  |  |  |  | *Craft and Structure* | | |
| X | X | **✓** | X |  |  |  |  | RI.5.4 |  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
|  | **✓** |  |  |  |  |  |  | RI.5.5 |  | 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. |
|  | **✓** |  | **✓** |  |  |  |  | RI.5.6 |  | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
|  |  |  |  |  |  |  |  | *Integration of Knowledge and Ideas* | | |
|  | **✓** |  |  |  |  |  |  | RI.5.7 |  | 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. |
|  |  | **✓** |  |  |  |  |  | RI.5.8 |  | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
|  |  | **✓** | **✓** |  |  |  |  | RI.5.9 |  | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
|  |  |  |  |  |  |  |  | *Range of Reading and Level of Text Complexity* | | |
| X | X | X | X |  |  |  |  | RI.5.10 |  | 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. |
|  |  |  |  |  |  |  |  | **Writing** | | |
|  |  |  |  |  |  |  |  | *Text Types and Purposes* | | |
| **✓** |  |  | **✓** |  |  |  |  | W.5.1 |  | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| **✓** |  |  | **✓** |  |  |  |  | W.5.1.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. |
| **✓** |  |  | **✓** |  |  |  |  | W.5.1.b |  | Provide logically ordered reasons that are supported by facts and details. |
| **✓** |  |  | **✓** |  |  |  |  | W.5.1.c |  | Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). |
| **✓** |  |  | **✓** |  |  |  |  | W.5.1.d |  | Provide a concluding statement or section related to the opinion presented. |
|  |  |  |  |  |  |  |  | *Text Types and Purposes* | | |
| **✓** | **✓** | **✓** | **✓** |  |  |  |  | W.5.2 |  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| **✓** | **✓** | **✓** | **✓** |  |  |  |  | W.5.2.a |  | 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. |
| **✓** | **✓** | **✓** | **✓** |  |  |  |  | W.5.2.b |  | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| **✓** | **✓** | **✓** | **✓** |  |  |  |  | W.5.2.c |  | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |

**CCSS English language Arts Check List**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gr 5** | | |  |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | |
|  |  |  |  |  |
| **District Focus Standards By Quarter** | | | |  | | | |
| Qtr  1 | Qtr  2 | Qtr  3 | Qtr  4 | **Writing**[cont.] | | |
|  |  |  |  | *Text Types and Purposes [cont…]* | | |
| **✓** | **✓** | **✓** | **✓** |  |  |  |  | W.5.2.d |  | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| **✓** | **✓** | **✓** | **✓** |  |  |  |  | W.5.2.e |  | Provide a concluding statement or section related to the information or explanation presented. |
|  | **✓** | **✓** |  |  |  |  |  | W.5.3 |  | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
|  | **✓** | **✓** |  |  |  |  |  | W.5.3.a |  | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
|  | **✓** | **✓** |  |  |  |  |  | W.5.3.b |  | Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |
|  | **✓** | **✓** |  |  |  |  |  | W.5.3.c |  | Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |
|  | **✓** | **✓** |  |  |  |  |  | W.5.3.d |  | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
|  | **✓** | **✓** |  |  |  |  |  | W.5.3.e |  | Provide a conclusion that follows from the narrated experiences or events. |
|  |  |  |  |  |  |  |  | *Production and Distribution of Writing* | | |
| X | X | **✓** | X |  |  |  |  | W.5.4 |  | 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 above.) |
|  | **✓** |  | **✓** |  |  |  |  | W.5.5 |  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|  |  | **✓** | **✓** |  |  |  |  | W.5.6 |  | 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 keyboarding skills to type a minimum of two pages in a single sitting. |
|  |  |  |  |  |  |  |  | *Research to Build and Present Knowledge* | | |
|  | **✓** | **✓** |  |  |  |  |  | W.5.7 |  | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
|  |  | **✓** | **✓** |  |  |  |  | W.5.8 |  | 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. |
|  |  | **✓** |  |  |  |  |  | W.5.9 |  | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|  |  | **✓** |  |  |  |  |  | W.5.9.a |  | Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). |
|  |  | **✓** | **✓** |  |  |  |  | W.5.9.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]”). |

**CCSS English language Arts Check List**

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| **Gr 5** | |  | |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | |
|  |  |  |  |
| **District Focus Standards By Quarter** | | | |  |  | | |
| Qtr  1 | Qtr  2 | Qtr  3 | Qtr  4 |  | **Language** | | |
|  |  |  |  |  |  |  |  |  | *Conventions of Standard English* | |
| X | X | X | X |  |  |  |  | L.5.1 |  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|  | **✓** |  | **✓** |  |  |  |  | L.5.1.a |  | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
|  | **✓** | **✓** | **✓** |  |  |  |  | L.5.1.b |  | Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. |
| **✓** | **✓** |  |  |  |  |  |  | L.5.1.c |  | Use verb tense to convey various times, sequences, states, and conditions. |
|  | **✓** |  | **✓** |  |  |  |  | L.5.1.d |  | Recognize and correct inappropriate shifts in verb tense.\* |
|  | **✓** |  | **✓** |  |  |  |  | L.5.1.e |  | Use correlative conjunctions (e.g., *either/or, neither/nor*). |
| X | X | X | X |  |  |  |  | L.5.2 |  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|  | **✓** |  |  |  |  |  |  | L.5.2.a |  | Use punctuation to separate items in a series.\* |
|  | **✓** |  |  |  |  |  |  | L.5.2.b |  | Use a comma to separate an introductory element from the rest of the sentence. |
|  | **✓** | **✓** |  |  |  |  |  | L.5.2.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?*). |
| **✓** |  | **✓** |  |  |  |  |  | L.5.2.d |  | Use underlining, quotation marks, or italics to indicate titles of works. |
|  | **✓** | **✓** |  |  |  |  |  | L.5.2.e |  | Spell grade-appropriate words correctly, consulting references as needed. |
|  |  |  |  |  |  |  |  |  | *Knowledge of Language* | |
| X | X | X | X |  |  |  |  | L.5.3 |  | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| **✓** | **✓** | **✓** |  |  |  |  |  | L.5.3.a |  | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
|  | **✓** |  | **✓** |  |  |  |  | L.5.3.b |  | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
|  |  |  |  |  |  |  |  |  | *Vocabulary acquisition and Use* | |
| X | X | **✓** | X |  |  |  |  | L.5.4 |  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |
| **✓** | **✓** |  |  |  |  |  |  | L.5.4.a |  | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
|  | **✓** | **✓** |  |  |  |  |  | L.5.4.b |  | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). |
| **✓** | **✓** | **✓** |  |  |  |  |  | L.5.4.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. |
|  |  | **✓** |  |  |  |  |  | L.5.5 |  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
|  | **✓** | **✓** | **✓** |  |  |  |  | L.5.5a |  | Interpret figurative language, including similes and metaphors, in context. |
|  | **✓** |  | **✓** |  |  |  |  | L.5.5b |  | Recognize and explain the meaning of common idioms, adages, and proverbs. |
|  |  | **✓** | **✓** |  |  |  |  | L.5.5.c |  | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
|  |  | **✓** |  |  |  |  |  | L.5.6 |  | 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). |

**CCSS English language Arts Check List**

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| **Gr5** | |  |  |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | |
|  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | |
| **District Focus Standards By Quarter** | | | |  |  |  |  |  |  | |
| Qtr  1 | Qtr  2 | Qtr  3 | Qtr  4 |  |  |  |  | **Speaking & Listening** | | |
|  |  |  |  |  |  |  |  | *Comprehension and Collaboration* | | |
| **✓** | X | X | X |  |  |  |  | SL.5.1 |  | 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. |
|  | **✓** |  | **✓** |  |  |  |  | SL.5.1.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. |
|  | **✓** |  | **✓** |  |  |  |  | SL.5.1.b |  | Follow agreed-upon rules for discussions and carry out assigned roles. |
|  | **✓** |  | **✓** |  |  |  |  | SL.5.1.c |  | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| **✓** | **✓** |  |  |  |  |  |  | SL.5.1.d |  | Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
|  | **✓** | **✓** |  |  |  |  |  | SL.5.2 |  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
|  |  | **✓** |  |  |  |  |  | SL.5.3 |  | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
|  |  |  |  |  |  |  |  | *Presentation of Knowledge and Ideas* | | |
| **✓** | **✓** | **✓** |  |  |  |  |  | SL.5.4 |  | 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. |
|  | **✓** | **✓** |  |  |  |  |  | SL.5.5 |  | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
|  |  | **✓** | **✓** |  |  |  |  | SL.5.6 |  | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |

**Resources**

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| ***The Five Dimensions of Teaching & Learning*** from Stephen Fink's &Anneke Markholt's Leading for Instructional Improvement.  https://iframework.hsd.k12.or.us/InstructionalFramework_ver3.png | |
|  | **3. Curriculum & Pedagogy**   * **Curriculum**   Connecting to Previous Lessons and Larger Studies or Units   * **Teaching Approaches and Strategies**   Connecting Strategies to Learning, Graphing Connections to Other Disciplines, Scaffolding Language, Habit of Thinking Language Posted   * **Scaffolds for Learning**   Co-Constructed Charts, Guided Instruction,  To-With-By, I Do – We Do – You Do, Tiered  Assignments |
| **1. Purpose**   * **Standards**   Possible Strategies:  KWL Chart, I Can Statements,  Sentence Frames   * **Teaching Points**   Possible Strategies:  Targeted Question, KWL, Rubric, Performance Task, Kid Language | 1. **Assessment for Student Learning**  * **Assessment**   Anecdotal Notes, Conferencing, Conferring,  Portfolios, Student Created Goals, Learning Journals, concept Maps, Concept Assessments, Orla Presentations, Prediction, Open-Ended Questions, Student Work Samples, Charts, Record, Rubrics, Contracts, Knowledge Surveys, Peer Review, Written Reports, Multiple Choice, Class Assessments   * **Adjustment**   Pre-Planned Leveled Questions, Alternative Questions, Teacher Adjustments Lis**t** |
| **2. Engagement**   * **Intellectual Work**   DOK, Debate, Similarities/Differences, Analogies, Frame a Question, Open-Ended, Patterns –Connections, Gates Dimensions   * **Engagement Strategies**   Prior Knowledge, Collaboration, Cooperative Learning, Discourse Activities, Class Effort Rubric, Discussion Rules, Heterogeneous Grouping   * **Talking Points**   Role Play, Reciprocal Learning, Question Prompts, Think Alouds, Anchor Chart of Words to Speak, Discourse Activities | 1. **Classroom Environment and Culture**  * **Physical Environment**   Meeting Areas, Seating, Resources and Class Libraries Available, Charts, Technology, Space, Centers, Desks Face Teacher, Elbow Room, Neutral zones, Co-Constructed Learning on Display, Concept Displays   * **Classroom Routines & Rules**   Techniques, Class Involved in Rules, Greeting Students by Name, Transition Rules, Procedures and Processes, Access to Resources, Entering and Leaving Class Routines, Work Habits, Productive Time, Group Collaboration Rules-Routines   * **Classroom Culture**   Expectations Posted, Accountability, Language and Actions Used, Community of Equality, Shared Learning, Clarifying Words and language, Student Task and Choice, High Motivation, Caring – Enthused Teacher, Developments of Relationships, Intellectual and Culturally Rich Class, Atmosphere of Risk-Taking |

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| **Resources for English Language Learners** | |
| **SIOP Components and Strategies**  Kathleen Lacock, Susan Richmond, Sonta Thompson, Carolyn Grenz, Amber Kuzma, Ann Tronco, Arcema Tovar | |
| **Preparation:** | graphic organizers, study guides, jigsaw reading, surveys, letter writing, plays |
| **Building Background:** | KWL, key vocabulary games, links past to new |
| **Comprehensible Input:** | differentiated proficiency levels, model, hands on, visuals, realia, demos, gestures, film clips |
| **Strategies:** | GIST, SQP2R, reciprocal tchng., mnemonics, repeated rdg., think alouds, paraphrase, question cubes |
| **Interaction:** | pairs, triads, TPS, teams, native language materials, student notes, write/respond |
| **Practice/Application:** | hands on, discussion, abstract models for concrete concepts, I Do, We Do, You Do, integrated lang. skills |
| **Lesson Delivery:** | clear objectives, opportunities to talk, no down time, whole and small groups |
| **Review/Assessment:** | content word wall, graphic organizers, clarify, discuss, correct, thumbs up-down, (whole group response) |
| **O.D.E. Standard #10 Forms and Functions**  [**ODE - ELP Standards**](http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/final-4_30-elpa21-standards.pdf) | |
| **Function** | **Form** |
| express: needs/likes | indirect/direct object subject/verb agreements, pronouns |
| describe: nouns | nouns, pronouns, adjectives |
| describe: relations | prepositional phrases |
| describe: actions | present progressive, adverbs |
| retell/relate events | past tense verbs, perfect aspect (present & past) |
| make predictions | Verbs: future tense, conditional mode |
| information questions | Verbs and verb phrases in questions |
| clarifying questions | Questions with increasing specificity |
| express opinion | sentence structure, modals (will, can, may shall) |
| comparing | adjectives, conjunctions, comparatives, superlatives, adverbs |
| contrasting | comparative adjectives |
| summarizing | increasingly complex sentences w' specific vocabulary |
| persuading | verb forms |
| literary analysis | sentence structure, specific vocabulary |
| cause/effect | verb forms |
| draw conclusion | comparative adjectives |
| define | nouns, pronouns and adjectives |
| explain | verbs, declarative & complex sentences, adverbs of manner |
| generalize | abstract nouns, verb forms, nominalizations |
| evaluate | complex sentences; increasing specificity of nouns, verbs, adj |
| interpret | language of propaganda, complex sentences, nominalizations |
| sequence | adverbs of time, relative clauses, subordinate conjunctions |
| hypothesize | Modals (would, could might), compound tenses |
| **GLAD Strategies**  [**GLAD Resource Book**](http://www.lausd.net/Main_EL/pdf/Glad_Resource_Book.pdf) | |
| Focus and Motivation | Content Dictionaries, Exploration Report, Observation Chart, Inquiry Charts, Teacher-Made Big Books, Awards |
| Input | Pictorial, Narrative and Comparative In-Put Charts |
| Guided Oral Practice | 10/2, Chants, T-Graph (Social Skills), Sentence Patterning Chart |
| Reading and Writing | Cooperative Strip Paragraphs, Team Tasks, Process Grids, Expert Groups, Story Maps |

|  |  |  |  |  |
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| **Best Practices** | | | | |
| **Reading RIGOR with Depth of Knowledge (DOK)**  *Susan Richmond* | | | | |
| **DOK: Level 1**  *1 Cognitive Step* | **DOK: Level 2**  *2 Cognitive Steps* | | **DOK: Level 3**  *3 Cognitive Steps* | **DOK: Level 4**  *4 Cognitive Steps* |
| **1.**  Students can find or locate an answer that is explicitly and directly stated in a text. | **1.**  Students use a reading skill (such as cause/effect, sequence, main idea, etc..) as a clue to ….  **2.**  find an answer that is stated explicitly and directly in a text. | | **1.**  Students locate evidence in a text to answer a question and then…  **2**.  are able to answer with words or pictures in a conclusion statement or generalization and….  **3.**  can prove their answer by explaining what strategy or process they used to solve or find the answer. | **1.**  Students complete a product or performance task in which they show why a previous conclusion is/not accurate …  **2.**  after researching and synthesizing multiple sources about the same topic following specified criteria…  **3.**  In order to validate or form a new conclusion which can be…  **4.**  used across new disciplines or to solve problems a new way. |
| **Marzano’s Nine Best Practices** | | | | |
| 1. Identifying Similarities and Differences | | | 6. Generating and Testing Hypotheses | |
| 2. Nonlinguistic Representations | | | 7. Homework and Practice | |
| 3. Summarizing and Note Taking | | | 8. Cues, Questions and Advanced Organizers | |
| 4. Setting Objectives and Providing Feedback | | | 9. Cooperative Learning | |
| 5. Reinforcing Effort - Providing Recognition | | |  | |
| **Differentiation Strategies for Increasing RIGOR** | | | | |
| **Compacting** | | Students are pre-assessed to determine already mastered content. | | |
| **Depth and Complexity** | | From concrete to abstract and connections over time. | | |
| **Independent Study** | | Opportunity to choose and investigate a topic of your own interest. | | |
| **Think Like a Disciplinarian** | | Is this how a (discipline, i.e.; biologist) would think and act? | | |
| **Levels of DOK** | | Scaffolding questions and activities at different DOK levels | | |
| **Tiered Assignments** | | Levels of complexity, number of steps and levels of independence. | | |



**DOK-3**

**Judge**



**DOK-1**

**Reporter**



**DOK-2**

**Interpreter**

**DOK-1**

***Recall and Reproduce***

**DOK-2**

***Skills and Concepts***

**DOK-2**

***Skills and Concepts***

**DOK-3**

***Strategic Thinking and Reasoning***

**DOK-3**

***Strategic Thinking and Reasoning***

**DOK-3**

***Strategic Thinking and Reasoning***

**DOK-4**

***Extended Thinking***

**DOK-4**

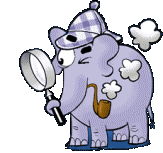
***Extended Thinking***

**DOK-4**

***Extended Thinking***

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***Extended Thinking***



**DOK-4**

**Detective**

*Developed by Susan Richmond 2015 “Thinking Ladders, 2015”*

**Cognitive Steps for**

**Depth of Knowledge**

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| **Grade 5 ELP Standards with 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** | |
| **An ELL can . . .**  construct meaning from oral presentations and literary and informational text  through grade appropriate listening, reading, and viewing **. . .** | | | | use a very limited set of strategies to:   * identify a few key words and phrases   from read-alouds, simple written texts, and oral Presentations. | use an emerging set of  strategies to:   * identify the main topic * retell a few key details   rom read-alouds, simple written texts, and oral presentations. | use a developing set of  strategies to:   * determine the main idea or theme, and * retell a few key details * retell familiar stories   from read-alouds, simple written texts, and oral presentations. | | | | | use an increasing range of  strategies to:   * determine the main idea or theme, and * explain how some key details support the main idea or theme * summarize part of a text   from read-alouds, written texts, and oral presentations. | | use a wide range of strategies to:   * determine two or more main ideas or themes * explain how key details support the main ideas or themes * summarize a text   from read-alouds, written texts, and oral presentations. | |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | | | | | |
| **EP1.** | Support analyses of a range of grade-level complex texts with evidence. | | | | | | | | **MP1.** | Make sense of problems and persevere in solving them. | | **SP1**. | | Ask questions and define problems. |
| **EP3.** | Construct valid arguments from evidence and critique the reasoning of others. | | | | | | | |
| **EP4.** | Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. | | | | | | | |
| **EP5.** | Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | | | | | | |
| **When engaging in tasks aligned with the following Grade 5 CCSS for ELA Standards**: | | | | | | | | | | | | | | |
| **Literature** | | | | | | | Informational Text | | | | | | | |
| **RL.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. | | | | | **Ri.3.** | Determine two or more main ideas of a text and explain how they are  supported by key details; summarize the text. | | | | | | |
| **RL.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). | | | | | **RI.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. | | | | | | |
| **RL.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). | | | | | **RI.7.** | 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. | | | | | | |
| **RL.1., RI.1.** | | | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | | | | | | | | | |
| **SL.2.** | | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | | | | | | | | | | | |

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| **Grade 5 ELP Standards with Correspondences** | | | | | | | | | | |
| ***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** |
| **An ELL can . . .**  participate in grade appropriate oral and written exchanges of  information, ideas,  and analyses, responding to peer,  audience, or reader  comments and questions . . . | | * participate in short conversations * participate in short written exchanges * actively listen to others * respond to simple questions and some wh-questions   about familiar topics. | * participate in short conversations * participate in short written exchanges * actively listen to others * respond to simple questions and wh-questions   about familiar topics and texts | | | * participate in short conversations and discussions * participate in short written exchanges * respond to others’ comments * add some comments of his or her own * ask and answer questions   about familiar topics and  texts. | * participate in conversations and discussions * participate in written exchanges * build on the ideas of others * express his or her own ideas * ask and answer relevant questions * add relevant information and evidence   about a variety of topics and texts. | | | * participate in extended conversations and discussions * participate in extended written exchanges * build on the ideas of others * express his or her own ideas clearly * pose and respond to relevant questions * add relevant and detailed information using evidence * summarize the key ideas   expressed about a variety of topics and texts. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | |
| **EP1.** | Support analyses of a range of grade-level complex texts with evidence. | | | **MP1.** | Make sense of problems and persevere in solving them. | | | **SP4.** | Analyze and interpret data. | |
| **SP6.** | Construct explanations and design solutions. | |
| **EP5.** | Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | |
| **MP6.** | Attend to precision. | | |
| **SP8.** | Obtain, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade 5 CCSS for ELA Standards**: | | | | | | | | | | |
| **W.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 keyboarding skills to type a minimum of two pages in a single sitting. | | | | | | | | | |
| **SL.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. | | | | | | | | | |

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| **Grade 5 ELP Standards with Correspondences** | | | | | | | | | | |
| ***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** |
| **An ELL can . . .**  speak and write about grade-appropriate complex literary and informational texts and topics **. . .** | | * communicate simple information   about familiar texts, topics, events, or objects in the environment. | * deliver short oral * presentations * compose written texts   about familiar texts, topics, and experiences. | | | including a few details,   * deliver short oral presentations * compose written narratives or informational texts   about familiar texts, topics, and experiences. | including some details,   * deliver short oral presentations * compose written narratives or informational texts   about a variety of texts, topics, and experiences. | | | including details and examples to develop a topic,   * deliver oral presentations * compose written narrative or informational texts   about a variety of texts, topics, and experiences. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | |
| **EP1.** | Support analyses of a range of grade-level complex texts with evidence. | | | **MP1.** | Make sense of problems and persevere in solving them. | | | **SP6.** | Construct explanations and design solutions. | |
| **EP2.** | Produce clear and coherent writing in which the development, organization, and style are  appropriate to the task, purpose, and audience. | | | **MP6.** | Attend to precision. | | | **SP8.** | Obtain, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade 5 CCSS for ELA Standards**: | | | | | | | | | | |
| **W.2.** | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   1. 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. 2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 3. Link ideas within and across categories of information using words, phrases, and clauses. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Provide a concluding statement or section related to the information or explanation presented. | | | | | | | | | |
| **W.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. | | | | | | | | | |
| **SL.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. | | | | | | | | | |

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| **Grade 5 ELP Standards with Correspondences** | | | | | | | | | | |
| ***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** |
| **An ELL can . . .**  construct grade appropriate oral and written claims and support them with reasoning and evidence **. . .** | | * express an opinion about a familiar topic. | * construct a simple claim about a familiar topic * give a reason to support the claim. | | * construct a claim about familiar topics * introduce the topic * provide a few reasons or facts to support the claim. | | * construct a claim about a variety of topics * introduce the topic * provide several reasons or facts to support the claim * provide a concluding statement. | | | * construct a claim about a variety of topics * introduce the topic * provide logically ordered reasons or facts to support the claim * provide a concluding statement. |
| **when engaging in one or more of the following content-specific practices:** | | | | | | | | | | |
| **EP2.** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | **MP3.** | | Construct viable arguments and critique reasoning of others. | | **SP4.** | Analyze and interpret data. | |
| **EP3.** | Construct valid arguments from evidence and critique the reasoning of others. | | | **MP6.** | | Attend to precision. | | **SP7.** | Engage in argument from evidence. | |
| **EP5.** | Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | |  | |  | | **SP8.** | Obtain, evaluate, and communicate  information. | |
| **EP6.** | Use English structures to communicate context-specific messages.. | | |  | |  | |
| **when engaging in tasks aligned with the following Grade 5 CCSS for ELA Standards**: | | | | | | | | | | |
| **W.1.** | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   1. 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. 2. Provide logically ordered reasons that are supported by facts and details. 3. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). 4. d. Provide a concluding statement or section related to the opinion presented. | | | | | | | | | |
| **SL.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. | | | | | | | | | |
| **L.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). | | | | | | | | | |

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| **Grade 5 ELP Standards with Correspondences** | | | | | | | | | | |
| ***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** |
| **An ELL can . . .**  conduct research and  evaluate and communicate findings to answer questions or solve problems **. . .** | | * recall information from experience * gather information from a few provided sources * label some key information. | * recall information from experience * gather information from provided sources * record some information. | | * recall information from experience * gather information from print and digital sources to answer a question * identify key information in orderly notes. | | * recall information from experience * gather information from print and digital sources to answer a question * record information in organized notes, with charts, tables, or other graphics, as appropriate * provide a list of sources. | | | * recall information from experience * gather information from print and digital sources * summarize key ideas and information in detailed and orderly notes, with graphics as appropriate * provide a list of sources. |
| **when engaging in one or more of the following content-specific practices:** | | | | | | | | | | |
| **EP1.** | Support analyses of a range of grade-level complex texts with evidence. | | | **MP1.** | | Make sense of problems and persevere in solving them. | | **SP3.** | Plan and carry out investigations. | |
| **EP4.** | Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. | | |  | |  | | **SP6.** | Construct explanations and design solutions. | |
| **EP5.** | Build upon the ideas of others and articulate his or her own ideas when working collaboratively.  Use English structures to communicate context-specific messages. | | |  | |  | | **SP8.** | Obtain, evaluate, and communicate information. | |
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| **when engaging in tasks aligned with the following Grade 5 CCSS for ELA Standards**: | | | | | | | | | | |
| **W.7.** | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | | | | | | | | | |
| **W.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. | | | | | | | | | |
| **W.9.** | Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | | | | | |
| **SL.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. | | | | | | | | | |

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| **Grade 5 ELP Standards with Correspondences** | | | | | | | | | | | |
| ***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** |
| **An ELL can . . .**  analyze and critique the arguments of others orally and in writing **. . .** | | | * identify a point an author or speaker makes. | * identify a reason an author or speaker gives to support a main point * agree or disagree with the author or speaker. | | * tell how one or two reasons support the specific points an author or speaker makes or fails to make. | | * describe how reasons support the specific points an author or speaker makes or fails to make. | | | * explain how an author or speaker uses reasons and evidence to support or fail to support particular points * (at grade 5) identify which reasons and evidence support which point |
| **when engaging in one or more of the following content-specific practices:** | | | | | | | | | | | |
| **EP2.** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | **MP1.** | | Make sense of problems and persevere in solving them. | | **SP1.** | Ask questions and define problems. | |
|  |
| **EP3.** | Construct valid arguments from evidence and critique the reasoning of others. | | | | **MP3.** | | Construct viable arguments and critique reasoning of others. | | **SP6.** | Construct explanations and design solutions. | |
| **EP4.** | Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. | | | |  | |  | | **SP7.** | Engage in argument from evidence. | |
| **EP5.** | Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | | |  | |  | | **SP8.** | Obtain, evaluate, and communicate information. | |
| **when engaging in tasks aligned with the following Grade 5 CCSS for ELA Standards**: | | | | | | | | | | | |
| **RI.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). | | | | | | | | | |
| **W.1b.** | | Provide reasons that are supported by facts and details. | | | | | | | | | |
| **SL.3.** | | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | | | | | | | | | |
| **L.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). | | | | | | | | | |

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| **Grade 5 ELP Standards with Correspondences** | | | | | | | | | | | |
| ***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** |
| **An ELL can . . .**  adapt language choices to purpose, task, and audience when speaking and writing **. . .** | | | * recognize the meaning of some words learned through conversations, reading, and being read to. | with emerging control,   * adapt language choices to different social and academic contents * use some words learned through conversations, reading, and being read to. | | | with developing control,   * adapt language choices according to purpose, task, and audience * use an increasing number of general academic and content-specific words, phrases, and expressions   in conversation, discussions, and short written text. | with increasing ease,   * adapt language choices and style (includes register) according to purpose, task, and audience * use a wider range of general academic and content-specific words and phrases   in speech and writing. | | | * use various styles according to purpose, task, and audience * use a wide variety of general academic and content-specific words and phrases   In speech and writing |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | | |
| **EP2.** | Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. | | | | **MP6.** | Use English structures to communicate context-specific messages. | | | **SP1.** | Ask questions and define problems. | |
| **EP6.** | Use English structures to communicate context-specific messages. | | | |  |  | | | **SP6.** | Construct explanations and design solutions. | |
|  |  | | | |  |  | | | **SP8.** | Obtain, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade 5 CCSS for ELA Standards**: | | | | | | | | | | | |
| **W.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. | | | | | | | | | |
| **SL.6.** | | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | | | | | | | | | |
| **L.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). | | | | | | | | | |

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| **Grade 5 ELP Standards with Correspondences** | | | | | | | | | | | | | |
| ***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** |
| **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,   * recognize the meaning of a few frequently occurring words, phrases, and formulaic Expressions   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,   * determine the meaning of some frequently occurring words, phrases, and expressions   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,   * determine the meaning of frequently occurring words and phrases * determine the meanings of some idiomatic expressions   in texts about familiar  topics, experiences, or  events. | | | | using context, reference  materials, and an increasing knowledge of English morphology,   * determine the meaning of general academic and content-specific words, phrases * determine the meaning of a growing number of idiomatic expressions   in texts about a variety of  topics, experiences, or  events. | | | using context, reference  materials, and knowledge  of English morphology,   * determine the meaning of general academic and content-specific words and phrases * determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs)   in texts about a variety of  topics, experiences, or  events. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | | | | |
| **EP1** | Support analyses of a range of grade-level complex texts with evidence. | | | | **MP1.** | | Use English structures to communicate context-specific messages. | | | | **SP1.** | Ask questions and define problems. | |
| **EP6** | Use English structures to communicate context-specific messages. | | | |  | |  | | | | **SP8.** | Obtain, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade 5 CCSS for ELA Standards**: | | | | | | | | | | | | | |
| **Literature** | | | | | | | | **Informational Text** | | | | | |
| **RL.4.** | | Determine the meaning of words and phrases as they are used in a text, including  figurative language such as metaphors and similes. | | | | | | **RI.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. | | | | |
| **L.4.** | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 3. 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. | | | | | | | | | | | |
| **L.5.** | | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figurative language, including similes and metaphors, in context. 2. Recognize and explain the meaning of common idioms, adages, and proverbs. 3. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | | | | | | | | | | | |

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| **Grade 5 ELP Standards with Correspondences** | | | | | | | | | | | |
| ***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** |
| **An ELL can . . .**  create clear and  coherent grade  Appropriate speech and text **. . .** | | | with support (including  context and visual aids),  and using non-verbal  communication,   * communicate simple information about an event or topic * use a narrow range of vocabulary and syntactically simple sentences   with limited control. | with support (including  visual aids and modeled  sentences),   * communicate simple information about a topic * recount a simple sequence of events in order * use frequently occurring linking words (e.g., and, then)   with emerging control. | | | with support (including  modeled sentences),   * introduce an informational topic * present one or two facts about the topic * recount a short sequence of events in order * use an increasing range of temporal and other linking words (e.g., next, because, and, also) * provide a concluding statement   with developing control. | * introduce an informational topic * develop the topic with facts and details * recount a more detailed sequence of events, with a beginning, middle, and end * use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) * provide a conclusion   with increasingly independent control | | | * introduce an informational topic * develop the topic with facts and details * recount a more detailed sequence of events, with a beginning, middle, and end * use a variety of linking words and phrases to connect ideas, information, or events * provide a concluding statement or section. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | | |
| **EP2.** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | **MP1.** | Make sense of problems and persevere in solving them. | | | **SP7.** | Engage in argument from evidence. | |
|  |  | | | | **MP3.** | Construct viable arguments and critique reasoning of others. | | | **SP8.** | Obtain, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade5 CCSS for ELA Standards**: | | | | | | | | | | | |
| **W.1c.** | | Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). | | | | | | | | | |
| **W.2c** | | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). | | | | | | | | | |
| **W.3c** | | Use a variety of transitional words and phrases to manage the sequence of events. | | | | | | | | | |
| **W.4.** | | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | | | | | | | | | |
| **SL.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. | | | | | | | | | |

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| **Grade 5 ELP Standards with Correspondences** | | | | | | | | | | |
| ***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** |
| **An ELL can . . .**  make accurate use of standard English to communicate in grade-appropriate speech and writing . . . | | with support (including  context and visual aids),   * recognize and use a small number of frequently occurring nouns, noun phrases, and verbs * understand and respond to simple questions. | with support (including  visual aids and modeled  sentences),   * recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions * produce simple sentences in response to prompts. | | with support (including  modeled sentences),   * use some relative pronouns (e.g., who, whom, which, that), * use some relative adverbs (e.g., where, when, why), * use some prepositional phrases * produce and expand simple and compound sentences. | | * use relative pronouns (e.g., who, whom, which, * that), * use relative adverbs (e.g., where, when, why), * use prepositional phrases * use subordinating conjunctions * produce and expand simple, compound, and a few complex sentences. | | | * use relative pronouns (e.g., who, whom, which, that), * use relative adverbs (e.g., where, when, why) * use prepositional phrases * use subordinating conjunctions * use the progressive and perfect verb tenses * produce and expand simple, compound, and complex sentences. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | |
| **EP2.** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | **MP6.** | | Attend to precision. | | **SP8.** | Obtain, evaluate, and communicate information. | |
| **EP6.** | Use English structures to communicate context- specific messages. | | |  | |  | |  |  | |
| **When engaging in tasks aligned with the following Grade 5 CCSS for ELA Standards**: | | | | | | | | | | |
| **L.1.** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 2. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. 3. Use verb tense to convey various times, sequences, states, and conditions. 4. Recognize and correct inappropriate shifts in verb tense. 5. Use correlative conjunctions (e.g., either/or, neither/nor). | | | | | | | | | |
| **L.3.** | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | | | | | | | | | |