

**English Language Arts – 5th Grade
2018-19**

Essential Standards			
5_R_1 The student will apply the structure of the workshop model.	5_R_2 The student will develop vocabulary and determine the meaning of words and phrases as they are used in text.	5_R_3 The student will develop and apply comprehension strategies while reading and/or listening to a variety of literature.	5_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of informational text.
Learning Targets			
<p>5_R_1_A: Explain and demonstrate the work of a reader.</p> <p>5_R_1_B: Identify the purpose of the three components within the workshop model: crafting, composing, reflecting.</p> <p>5_R_1_C: Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting.</p> <p>5_R_1_D: Select a variety of appropriate text based on interest, purpose and reading level and a keep a record of reading. (5.R.1.D.b)</p> <p>5_R_1_E: Understand and demonstrate the procedures and routines during Reader’s Workshop.</p> <p>5_R_1_F: Communicate about reading in a variety of ways. (5.R.1.D.b)</p> <p>5_R_1_G: Select appropriate personal goals as a reader to monitor progress.</p> <p>Independent Text 5_R_1_H: Read independently for multiple purposes over sustained periods of time. (5.R.1.D.a) (CCSS RL.5.10 RI.5.10)</p>	<p>Vocabulary 5_R_2_A: Determine the meaning of academic English words derived from Latin, Greek, or other linguistic root words , prefixes and suffixes through context. (5.R.1.B.a) (CCSS RL.5.4 L.5.4.b)</p> <p>5_R_2_B: Use context to determine meaning of unfamiliar or multiple meaning words. (5.R.1.B.b) (CCSS L.5.4.a L.5.4)</p> <p>5_R_2_C: Explain the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text. (5.R.1.B.d) (CCSS L.5.5.a L.5.5.b)</p> <p>5_R_2_D: Identify and use words and phrases that signal contrast, addition, and other logical relationships. (5.R.1.B.e) (CCSS L.5.5.c)</p> <p>5_R_2_E: Use conversational, general academic, and domain specific words and phrases. (5.R.1.B.g) (CCSS L.5.6)</p>	<p>Comprehension 5_R_3_A: Draw conclusions and make inferences by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text [LITERATURE]. (5.R.1.A.a 5.R.1.A.b) (CCSS RL.5.1.)</p> <p>5_R_3_B: Monitor comprehension and making corrections and adjustments when understanding breaks down [LITERATURE]. (5.R.1.A.c) (CCSS RF.5.4.c)</p> <p>5_R_3_C: Generate and answer questions before, during and after reading about the text’s content, structure and language. [LITERATURE].</p> <p>5_R_3_D: Ask questions for different purposes including to clarify understanding, make predictions and wondering about choices the author made. [LITERATURE].</p> <p>Making Connections Compare, contrast and analyze relevant connections:</p> <p>5_R_3_E: Make and explain text to text connections [LITERATURE]. (5.R.1.C.a) (CCSS RL.5.9)</p> <p>5_R_3_F: Make and explain text to world connections (text ideas and the world by responding to literature reflects a culture and historic time frame) [LITERATURE]. (5.R.1.C.b)</p> <p>Reading Fiction Read, infer, analyze, and draw conclusions to:</p> <p>5_R_3_G: Explain the theme or moral lesson, conflict, and resolution in a story or novel. (5.R.2.A.b) (CCSS RL.5.2.)</p> <p>5_R_3_H: Describe how a narrator’s or speaker’s point of view influences events. (5.R.2.A.c) (CCSS RL.5.6)</p> <p>5_R_3_I: Recognize foreshadowing. (5.R.2.A.d)</p> <p>5_R_3_J: Explain the effect of a historical event or movement in a work of literature. (5.R.2.A.e) (CCSS RI.5.3)</p> <p>5_R_3_K: Introduce myths and culturally significant characters and events in mythology. (5.R.2.A.f)</p> <p>5_R_3_L: Introduce different forms of third-person points of view in stories. (5.R.2.A.g) (RL.5.6)</p> <p>Poetry Read, infer, and draw conclusions to:</p> <p>5_R_3_M: Explain how poets use sound and visual elements in poetry. (5.R.2.B.a)</p> <p>5_R_3_N: Identify forms of poems. (5.R.2.B.b) (CCSS RL.5.5)</p>	<p>Comprehension 5_R_4_A: Draw conclusions and make inferences by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text [INFORMATIONAL TEXT]. (5.R.1.A.a 5.R.1.A.b) (CCSS RI.5.1.)</p> <p>5_R_4_B: Monitor comprehension and making corrections and adjustments when understanding breaks down [INFORMATIONAL TEXT]. (5.R.1.A.c) (CCSS RF.5.4.c)</p> <p>5_R_4_C: Generate and answer questions before, during and after reading about the text’s content, structure and language. [INFORMATIONAL TEXT].</p> <p>5_R_4_D: Ask questions for different purposes including to clarify understanding, make predictions and wondering about choices the author made. [INFORMATIONAL TEXT].</p> <p>Making Connections Compare, contrast and analyze relevant connections between:</p> <p>5_R_4_E: Make and explain text to text connections [INFORMATIONAL TEXT]. (5.R.1.C.a) (CCSS RI.5.9)</p> <p>5_R_4_F: Make and explain text to world connections (text ideas and the world by responding to literature reflects a culture and historic time frame) [INFORMATIONAL TEXT]. (5.R.1.C.b)</p> <p>Text Features Read, infer, and draw conclusions to:</p> <p>5_R_4_G: Use multiple text features and graphics to locate information and gain an overview of the contents of text information. (5.R.3.A.a) (CCCSS RI.5.7 RI.3.5)</p> <p>5_R_4_H: Interpret details from procedural text to complete a task, solve a problem, or perform procedures. (5.R.3.A.b) (CCSS RI.5.3)</p> <p>5_R_4_I: Interpret factual or quantitative information. (5.R.3.A.c) (CCSS RI.5.7 RI.4.7)</p> <p>Literary Techniques Read, infer, and draw conclusions to:</p> <p>5_R_4_J: Evaluate how well the author’s purpose was achieved, identify reasons for the decision and provide evidence to support the claim. (5.R.3.B.a) (CCSS RI.5.8)</p> <p>5_R_4_K: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (5.R.3.B.b) (CCSS RI.5.6)</p> <p>5_R_4_L: Verify facts through established methods. (5.R.3.B.c)</p> <p>5_R_4_M: Identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument. (5.R.3.B.d) (CCSS RI.5.8)</p> <p>5_R_4_N: Recognize exaggerated, contradictory, or misleading statements. (5.R.3.B.e)</p>

		<p><i>Drama</i> <i>Read, infer, and draw conclusions to:</i></p> <p>5_R_3_O: Identify and explain similarities and differences between an original text and its dramatic adaptation. (5.R.2.C.a) (CCSS RL.4.7 RL.5.7)</p> <p>5_R_3_P: Identify structural elements of dramatic literature. (5.R.2.C.b) (CCSS RL.5.5)</p> <p>5_R_3_Q: Evaluate the critical impact of sensory details, imagery, and figurative language. (5.R.2.C.c) (CCSS RL.5.4)</p>	<p>5_R_4_O: Explain the type of evidence used to support a claim in a persuasive text. (5.R.3.B.f)</p> <p>5_R_4_P: Use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning. (5.R.3.B.g) (CCSS RI.5.8)</p> <p><i>Text Structures</i> <i>Read, infer, and draw conclusions to:</i></p> <p>5_R_4_Q: Identify devices used in biographies and autobiographies, including how an author presents major events in a person’s life . (5.R.3.C.a)</p> <p>5_R_4_R: Explain the difference between a stated and implied purpose for an expository text. (5.R.3.C.b) (CCSS RI.5.1)</p> <p>5_R_4_S: Analyze how the pattern of organization of a text influences the relationships. (5.R.3.C.c) (CCSS RI.5.3)</p> <p>5_R_4_T: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view. (5.R.3.C.d) (CCSS RI.5.6)</p> <p>5_R_4_U: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5.R.3.C.e) (CCSS RI.5.9)</p> <p><i>Digital and Media Literacy</i></p> <p>5_R_4_V: Explain how messages conveyed in various forms of media are presented differently. (5.R.4.A.a)</p> <p>5_R_4_W: Comparing and contrast the difference in techniques used in media. (5.R.4.A.b)</p> <p>5_R_4_X: Identifying the point of view of media presentations. (5.R.4.A.c)</p> <p>5_R_4_Y: Analyze various digital media venues for levels of formality and informality. (5.R.4.A.d)</p> <p>5_R_4_Z: Explain textual and graphics features of a web page and how they help readers to comprehend text. (5.R.4.A.e) (CCSS RI.5.7)</p>
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Essential Standards				
5_W_1 The student will apply the structure of the workshop model.	5_W_2 The student will produce various forms and types of writing following a writing process to convey a message.	5_W_3 The student will apply the conventions of Standard English grammar and usage in writing.	RM_5 The student will plan for research, gather and use relevant information from a variety of sources.	5_SL_1 The student will speak and listen effectively in multiple contexts.
Learning Targets				
<p>5_W_1_A: Identify the purpose of the three components within the workshop model: crafting, composing, reflecting.</p> <p>5_W_1_B: Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting.</p> <p>5_W_1_C: Understand and demonstrate the procedures and routines during Writer’s Workshop.</p> <p>5_W_1_D: Use a writer’s notebook (i.e. folder, binder, composition notebook) (S)</p> <p>5_W_1_E: Explain and demonstrate the work of a writer.</p> <p>5_W_1_F: Identify the ways that writers get their ideas.</p> <p>5_W_1_G: Identify the resources that writers use.</p> <p>5_W_1_H: Communicate about writing in a variety of ways.</p> <p>5_W_1_I: Recognize steps in the writing process.</p> <p>5_W_1_J: Select appropriate personal goals as a writer to monitor progress.</p> <p>5_W_2_D: Write routinely over extended time frames and shorter time frames for arrange of disciplines, specific tasks, purposes, and audiences (S) (W.5.10)</p>	<p>5_W_2_A: Follow a writing process to develop a piece of writing through planning, drafting, strengthening writing through revising and editing, and produce and publish a piece of writing (W.1.A, W.1.B, W.1.C, W.1.D) (CCSS W.5.4, W.5.5, W.5.6, L.5.1, L.5.2)</p> <p>Opinion/Argumentative 5_W_2_B: Write opinion texts that:</p> <p>5_W_2_B1: introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer’s purpose. (5.W.2.A.a) (CCSS W.5.1.a)</p> <p>5_W_2_B2: state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details. (5.W.2.A.b) (CCSS W.5.1.b)</p> <p>5_W_2_B3: use specific and accurate words that are related to the topic, audience, and purpose. (5.W.2.A.c) (CCSS L.5.6)</p> <p>5_W_2_B4: contain information using student’s original language except when using direct quotation from a source. (5.W.2.A.d) (CCSS W.5.8)</p> <p>5_W_2_B5: reference the name of the author(s) or name of the source used for details or facts included in the text. (5.W.2.A.e) (CCSS W.4.8)</p> <p>5_W_2_B6: use transitions to connect opinion and reason. (5.W.2.A.f) (CCSS W.5.1.c)</p> <p>5_W_2_B7: organize the supporting details/reasons into introductory, supporting, and concluding paragraphs. (5.W.2.A.g) (CCSS W.5.1.d)</p> <p>Informative/Explanatory 5_W_2_C: Write informative/explanatory texts that:</p> <p>5_W_2_C1: introduce a topic using a topic sentence in an introductory paragraph. (5.W.2.B.a) (CCSS W.5.2.a)</p> <p>5_W_2_C2: develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations. (5.W.2.B.b) (CCSS W.5.2.b)</p> <p>5_W_2_C3: use an organizational format that suits the topic. (5.W.2.B.c)</p> <p>5_W_2_C4: use an organizational format that suits the topic. (5.W.2.B.c)</p> <p>5_W_2_C5: contain information using student’s original language except when using direct quotations from a source. (5.W.2.B.e) (CCSS W.5.8)</p> <p>5_W_2_C6: use transition words to connect ideas within and across categories of information. (5.W.2.B.f) (CCSS W.5.2.c)</p> <p>5_W_2_C7: use text features when useful. (5.W.2.B.g) (CCSS W.5.2.a)</p>	<p>Spelling & Usage 5_W_3_A: Consult reference materials to check and correct spellings. (3.L.1.B.k)</p> <p>5_W_3_B: Independently spell and use grade level words correctly, including commonly confused words.</p> <p>Parts of Speech 5_W_3_C: Maintain consistent verb tense in writing. (5.L.1.A.d)</p> <p>Sentences 5_W_3_D: Use sentence variety including simple and compound sentences to improve writing. (3.L.1.A.f)</p> <p>5_W_3_E: Expand and rearrange simple and compound sentences to improve writing. (4.L.1.A.h)</p> <p>5_W_3_F: Correct run-on sentences in writing. (4.L.1.A.i)</p> <p>Punctuation 5_W_3_G: Identify when to use a comma to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address. (5.L.1.B.d)</p> <p>5_W_3_H: Use quotation marks when writing titles of stories, songs, poems, and articles. (5.L.1.B.g)</p> <p>5_W_3_I: Use italics when keyboarding titles of books, magazines, and newspapers. (5.L.1.B.e)</p> <p>5_W_3_J: Use underlining when writing titles of books, magazines, and newspapers. (5.L.1.B.f)</p>	<p>Inquiry Process: RM_5_A: Follow a modeled inquiry process. (W.3.A)</p> <p>Using Schema: RM_5_B: Predict answers to inquiry questions based on background knowledge and beginning observation or experience.</p> <p>Questioning and Topic Development: RM_5_C: <u>Develop and refine essential (guiding) questions, depending on the type of information needed.</u> (5.W.3.A.a, 5.W.3.A.b)</p> <p>Keyword Searching: RM_5_D: <u>Implement keyword search strategies when using resources such as online encyclopedias and databases, and teacher-approved websites.</u> (4.W.3.A.d)</p> <p>Using and Evaluating Sources: RM_5_E: Use appropriate approved print and electronic sources relevant to research needs <u>and evaluate their usefulness.</u> (5.W.3.A.d 5.W.3.A.e)</p> <p>Note Taking: RM_5_F: Identify and utilize effective note taking strategies to summarize, paraphrase, and <u>quote</u> information. (5.W.3.A.f)</p> <p>Drawing Conclusions: RM_5_G: Form opinions and use evidence from text to support a conclusion.</p> <p>Organizing Information: RM_5_H: Use a problem/solution organizational pattern to organize information. (8.W.1.A)</p> <p>Citing Sources: RM_5_I: Understand what plagiarism is and how to avoid it. (5.W.3.A.g)</p> <p>RM_5_J: Cite title and author for all print sources and article title, website and date accessed for electronic sources used. (5.W.3.A.i)</p> <p>Presentation: RM_5_K: Organize information <u>and weigh evidence</u> to draw conclusions, <u>form opinions, and create meaning.</u></p>	<p>Collaborative Discussions Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</p> <p>5_SL_1_A: Summarize points made by others before presenting own ideas, according to classroom expectations. (5.SL.3.A.a) (CCSS SL.5.3)</p> <p>5_SL_1_B: Provide and evaluate evidence to support opinion. (5.SL.3.A.b) (CCSS SL.5.3)</p> <p>Presenting Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</p> <p>5_SL_1_C: Use efficient presentation skills with available resources using a variety of media. (5.SL.4.A.a) (CCSS SL.5.5)</p> <p>5_SL_1_D: Plan an appropriate presentation based on audience. (5.SL.4.A.b) (CCSS SL.5.6)</p> <p>5_SL_1_E: Employ appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint. (5.SL.4.A.c) (CCSS SL.5.4)</p>

5_W_2_C8: create a concluding paragraph related to the information. (5.W.2.B.h) (CCSS W.5.2.e)

Narrative/Literary

5_W_2_D: Write fiction or non-fiction narratives and poems that:

5_W_2_D1: establish a setting and situation/topic and introduce a narrator and/or characters. (5. W.2.C.a) (CCSS W.5.3.a)

5_W_2_D2: use narrative techniques, such as dialogue, motivation, and descriptions. (5.W.2.C.b) (CCSS W.5.3.b)

5_W_2_D3: organize an event sequence that unfolds naturally to establish a beginning/middle/ end. (5.W.2.C.c) (CCSS W.5.3.e)

5_W_2_D4: use a variety of transitions to manage the sequence of events. (5.W.2.C.d) (CCSS W.5.3.c)

5_W_2_D5: use specific, relevant, and accurate words that are suited to the topic, audience, and purpose. (5.W.2.C.e) (CCSS W.5.3.d)

presenting conclusions and supporting facts in a variety of ways. (5.W.3.A.h)

Reflection During and After:

RM_5_L: Identify and evaluate the important features for a good product, assessing and revising own work through collaboration.

RM_5_M: Identify own strengths and set goals for improvement. (5.W.3.A.h)