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| Domain: Reading Standards for Literature | | |
| Cluster: Key Ideas and Details | | |
| Standards: Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| Why is textual support essential to a reader's understanding? | Students understand that: -Inferences drawn by the reader and explicit details should be supported by textual evidence | To assist in meeting this standard, students may: -Participate in an appropriately leveled guided reading lesson -Participate in Buddy Reading with an extension activity to answer questions with evidence from the text -Participate in a Text Based Evidence lesson -Engage in a debate on a give topic |
| Content Statements | | |
| Students will be able to: -Provide accurate textual support when analyzing the text. | | |
| Assessments | | Teacher Resources |
| To show evidence of meeting this standard, students may: -Respond to an open ended question referring to evidence in the text as the basis for the answer -Make accurate predictions from cues | | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org |
| Equipment Needed | | kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedReader.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org |
| Teachers may use the following: - Various texts of student's reading level -Leveled Guided Reading lesson plan -Sticky Notes | | |
| Desired Results | | |
| Sample question to consider for this standard: Which statement demonstrates the speaker's confidence? A. "The judges are coming," Maria noticed. B. "I'm sure my hamster will win a prize too," Kayla said. C. "You said your hamster doesn't have the most beautiful fur..." D. "I thought you were bringing a hamster to the show." | | |

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| Domain: Reading Standards for Literature | | |
| Cluster: Key Ideas and Details | | |
| Standards: Determine a theme of a story, drama, or poem to identify the theme and to summarize the text. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| <p><i>Why is theme important to the meaning of a text?</i></p> <p><i>Why is it important to understand the characters' motive and actions as it relates to the theme of a story?</i></p> | <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Recognizing the theme is essential to comprehending what is read -Summarizing literature shows understanding of the text -Understanding character's motives and actions are directly related to the theme | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Participate in an appropriately leveled guided reading lesson -Participate in Buddy Reading with an extension activity to answer questions with evidence from the text -Participate in a Text Based Evidence lesson -Buddy Read stories, drama or poems -Create a timeline -Participate in literature circles |
| Content Statements | | |
| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Use details in the text, including characters' response to challenges or how the speaker in a poem reflects up on a topic, to identify the theme and summarize the text. | | |
| Assessments | | Teacher Resources |
| <p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Write about the theme of a story, drama, or poem using details from the text to show understanding -Students are given a cold read of a story, drama, or poem to independently read and then identify the theme of the story with evidence from the text to support their answers | | <ul style="list-style-type: none"> achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org |
| Equipment Needed | | |
| <p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> - Various texts of student's reading level -Read-aloud text above student's independent reading level Story Maps, Graphic Organizers | | <ul style="list-style-type: none"> kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedReader.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com |

-Story Map Graphic Organizers
-Writing Journals

kellygallagher.org

commonlit.org

Desired Results

Sample question to consider for this standard:

Which statement best describes the moral of the passage?

A. Everyone can win a contest.

B. Small animals can also be special.

C. Everyone can compete in pet contests.

D. Small animals can be carried in pockets.

[RL 5.3](#) 2018

Domain: Reading Standards for Literature

Cluster: Key Ideas and Details

Standards: Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific detail in the text (e.g., how characters interact).

| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
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| How does comparing and contrasting elements of a story provide a deeper insight into the text? | Students will understand that: -Analyzing elements of the story provides a deeper understanding of the text | To assist in meeting this standard, students may: -Use a character map -Assume the role of two characters (role-play) and compare and contrast their characteristics -Participate in a guided reading lesson -Complete a story map, Venn Diagram, Cause/Effect Chart, or Storyboard -Create an artistic representation of the setting and a report on it |
| Content Statements Students will be able to: -Compare and contrast the elements of a story | | |
| Assessments | | Teacher Resources |
| To show evidence of meeting this standard, students may: -Write about how the character's traits influenced how they reacted to a major event/challenge in the story, using evidence to support the text -Respond to an open-ended question | | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org |
| Equipment Needed | | kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com |
| Teachers may use the following: | | |

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| <ul style="list-style-type: none"> - Various texts of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Chart Paper -Story Map Graphic Organizers | pbslearningmedia.org poetryfoundation.org kellygallagher.org | readingrocket.org sharemylesson.com commonlit.org |
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Desired Results

Sample questions to consider for this standard:

Read the sentences from the passage.
"I am," Kayla replied, looking around the room, crowded with kids and hamster cages.

Which statement about Kayla is probably true?

A. She wants to see the other hamsters.
 B. She knows that her hamster will win.
 C. She knows her hamster is smaller than the others.
 D. She thinks there are too many people

[RL 5.4](#) 2018

Domain: Reading Standards for Literature

Cluster: Craft and Structure

Standards: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
|--|---|--|
| <p>How does the understanding of figurative language aid in interpretation of text and real world solutions?</p> | <p>Students will understand that:</p> <ul style="list-style-type: none"> -Figurative language plays a significant role when conveying and expressing ideas | <p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Illustrations of examples of figurative language -Role play -Jeopardy format game -Identifying literary elements in various texts |
| Content Statements | | |
| <p>Students will be able to:</p> <ul style="list-style-type: none"> -Interpret the meaning of figurative language | | |

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| Assessments | Teacher Resources |
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| <p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Distinguish between various forms or examples of figurative | achievethecore.org scholastic.com | kbumreading.com readingandwritingproject.org |
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| language in open ended response questions | frontrowed.com | simplek12.com |
| | newsworks.org | janrichardsonguidedreading.com |
| | opened.com | amybenjamin.com |
| Equipment Needed | newsela.com | learningally.org |
| Teachers may use the following: | readworks.org | biguniverse.com |
| - Various texts of student's reading level | pbslearningmedia.org | readingrocket.org |
| -Read-aloud text above student's independent reading level | poetryfoundation.org | sharemylesson.com |
| -Thesaurus | kellygallagher.org | commonlit.org |
| -Word Webs | | |
| Desired Results | | |
| Sample question to consider for this standard: | | |
| Which quotation helps the reader know that Juan refers to money? | | |
| A. "Oh...ah...What?" the girl stammered. | | |
| B. "How much are the oranges?" my father repeated patiently. | | |
| C. "They are not totally ripe, but a bit sour," she added... | | |
| D. After a while he looked up and said "I don't mind if they are sour..." | | |

[RL 5.5](#) 2018

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| Domain: Reading Standards for Literature | | |
| Cluster: Craft and Structure | | |
| Standards: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| How do writers use story structure to provide insight into plot development, sequence of events, and deeper meaning of text? How do writers use poetic structure to convey meaning and tone of a poem? | Students will understand that: -Story structure provides insight into plot development, sequence of events and deeper meaning of text -Poetic structure provides insight into the meaning and the tone of a poem | To assist in meeting this standard, students may: -Participate in an appropriately leveled guided reading lesson -Create a sequence of events chain -Compose various types of poems -Create a play/skit to perform -Complete a graphic organizer (Story Map) |
| Content Statements | | |
| Students will be able to: | | |

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|---|---|---|
| <p>-Recognize a story, drama, and poem structure and understand how they facilitate a deeper meaning of a text.</p> | | |
| Assessments | Teacher Resources | |
| <p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Analyze various types of poems -Perform a student created play/skit | <p>achievethecore.org scholastic.com frontrowed.com newsworks.org newsela.com</p> | <p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com</p> |
| Equipment Needed | | |
| <p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Various texts of student's reading level -Read-aloud text above student's independent reading level -Venn Diagrams -Chart Paper -Story Starter Prompts | <p>readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org</p> | <p>learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org</p> |
| Desired Results | | |
| <p>Sample question to consider for this standard:</p> <p>The narrator includes the details about the condition of the girl's booth and her book to show that the girl was very</p> <ul style="list-style-type: none"> A. honest B. poor C. proud D. young | | |

[RL 5.6](#) | 2018

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| Domain: Reading Standards for Literature | | |
| Cluster: Craft and Structure | | |
| Standards: Describe how a narrator's or speaker's point of view influences how events are described. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| If a story was told from a | Students will understand that: | To assist in meeting this standard, students may: |

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| <p><i>different point of view, how does that change the story's interpretation?</i></p> | <p><i>-The perspective from which a story is told affects the way a message is conveyed to the reader.</i></p> | <p><i>-Choose a familiar story to rewrite a section from their personal point of view</i></p> <p><i>-Participate in an appropriately leveled guided reading lesson</i></p> <p><i>-Write a personal experience. Then rewrite it from the viewpoint of a secondary source who was present at the event.</i></p> | | | | | | | | | | | | | | | | | | | | |
| <p>Content Statements</p> | | | | | | | | | | | | | | | | | | | | | | |
| <p>Students will be able to:</p> <p><i>-Explain how the story's point of view changes the story's interpretation?</i></p> | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessments</p> | <p>Teacher Resources</p> | | | | | | | | | | | | | | | | | | | | | |
| <p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>-Create two comic strips, each one highlighting a different point of view of the same situation.</i></p> <p><i>-Re-create a personal experience from a different point of view and grade it on a holistic scoring rubric</i></p> | <table border="0"> <tr> <td>achievethecore.org</td> <td>kbumreading.com</td> </tr> <tr> <td>scholastic.com</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>frontrowed.com</td> <td>simplek12.com</td> </tr> <tr> <td>newsworks.org</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>opened.com</td> <td>amybenjamin.com</td> </tr> <tr> <td>newsela.com</td> <td>learningally.org</td> </tr> <tr> <td>readworks.org</td> <td>biguniverse.com</td> </tr> <tr> <td>pbslearningmedia.org</td> <td>readingrocket.org</td> </tr> <tr> <td>poetryfoundation.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>kellygallagher.org</td> <td>commonlit.org</td> </tr> </table> | | achievethecore.org | kbumreading.com | scholastic.com | readingandwritingproject.org | frontrowed.com | simplek12.com | newsworks.org | janrichardsonguidedreading.com | opened.com | amybenjamin.com | newsela.com | learningally.org | readworks.org | biguniverse.com | pbslearningmedia.org | readingrocket.org | poetryfoundation.org | sharemylesson.com | kellygallagher.org | commonlit.org |
| achievethecore.org | kbumreading.com | | | | | | | | | | | | | | | | | | | | | |
| scholastic.com | readingandwritingproject.org | | | | | | | | | | | | | | | | | | | | | |
| frontrowed.com | simplek12.com | | | | | | | | | | | | | | | | | | | | | |
| newsworks.org | janrichardsonguidedreading.com | | | | | | | | | | | | | | | | | | | | | |
| opened.com | amybenjamin.com | | | | | | | | | | | | | | | | | | | | | |
| newsela.com | learningally.org | | | | | | | | | | | | | | | | | | | | | |
| readworks.org | biguniverse.com | | | | | | | | | | | | | | | | | | | | | |
| pbslearningmedia.org | readingrocket.org | | | | | | | | | | | | | | | | | | | | | |
| poetryfoundation.org | sharemylesson.com | | | | | | | | | | | | | | | | | | | | | |
| kellygallagher.org | commonlit.org | | | | | | | | | | | | | | | | | | | | | |
| <p>Equipment Needed</p> | | | | | | | | | | | | | | | | | | | | | | |
| <p>Teachers may use the following:</p> <p><i>-Various literary works</i></p> <p><i>-Writing journals</i></p> <p><i>-Chrome Books</i></p> | | | | | | | | | | | | | | | | | | | | | | |
| <p>Desired Results</p> | | | | | | | | | | | | | | | | | | | | | | |
| <p>Sample question to consider for this standard:</p> <p><i>What does the reader know about the narrator after reading paragraph 8?</i></p> <p><i>A. The narrator wants to be friends with the girl at the orange booth.</i></p> <p><i>B. The narrator thinks her father paid too much for the oranges.</i></p> <p><i>C. The narrator views her father with respect.</i></p> <p><i>D. The narrator is ready to go home.</i></p> | | | | | | | | | | | | | | | | | | | | | | |

[RL 5.7](#) 2018

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| <p>Domain: Reading Standards for Literature</p> |
| <p>Cluster: Integration of Knowledge and Ideas</p> |
| <p>Standards: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> |

| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
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| How can artistic media assist the reader with the meaning of the text? | Students will understand that: -Artistic media is used to further enhance the literary experience. | To assist in meeting this standard, students may: -Compare and contrast a book to the movie -Illustrate a scene from the story -Design a book cover for the story -Create a comic strip -Listen to books on tape |
| Content Statements Students will be able to: -Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text | | |
| Assessments | | Teacher Resources |
| To show evidence of meeting this standard, students may: -Create a Venn Diagram -Respond to an open-ended question -Add captions to pictures that they are given so that they can enhance the understanding of the text -Compose an essay comparing and contrasting the written work to the visual representation of it | | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org |
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| Teachers may use the following: - Various texts of student's reading level -Read-aloud text above student's independent reading level -Graphic Organizers -Comic Strips -Chart Paper | | |
| Desired Results | | |
| Sample question to consider for this standard: Which visual element is (graphic novels/multimedia presentation) contribute to the novel's meaning/tone/beauty. Use specific examples from the text to support your answer. | | |

RL 5.9 | 2018

Domain: Reading Standards for Literature

Cluster: Integration of Knowledge and Ideas

Standards: Compare, contrast, and reflect (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
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| <p>How does a specific genre approach a particular theme? What is the most effective way to present a theme within a specific genre?</p> | <p>Students will understand that: -Similar themes can be presented in various ways within the same genre</p> | <p>To assist in meeting this standard, students may: -Compare and contrast stories with similar themes, as well as those from various cultures -Participate in a guided reading lesson -Create a T-Chart -Engage in small group discussions -Participate in a discussion/debate</p> |
| <p>Content Statements</p> <p>Students will be able to: -Analyze how similar themes occur in stories within the same genre</p> | | |

| Assessments | Teacher Resources | |
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| <p>To show evidence of meeting this standard, students may: -Use a graphic organizer to compare and contrast the same characters in different versions of a story. -Answer an open-ended question -Answer higher order comprehension questions with supporting details from the text</p> | <p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com</p> | <p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com</p> |
| <p>Equipment Needed</p> <p>Teachers may use the following: - Various texts of student's reading level -Read-aloud text above student's independent reading level -Graphic Organizers -Overhead projector -Chart Paper</p> | <p>newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org</p> | <p>learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org</p> |

Desired Results

Sample question to consider for this standard:

How are the two stories alike?

A. They are both about thunderstorms.
B. they are both about wild horses.
C. They are both about people who travel the world.
D. They are noth about youna men with special talents.

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| Domain: Reading Standards for Literature | | |
| Cluster: Range of Reading and Level of Text Complexity | | |
| Standards: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, and grade level text-complexity or above, with scaffolding as needed. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| <i>How does exposure to and comprehension of literature enhance student's academic success?</i> | <i>Students will understand that: -Exposure to and comprehension of literature helps students become independent and proficient readers.</i> | <i>To assist in meeting this standard, students may: -Participate in an appropriately leveled guided reading lesson -Participate in literature circles -Participate in book club -Participate in author study</i> |
| Content Statements | | |
| <i>Students will be able to: -Comprehend various forms of literature independently and proficiently.</i> | | |
| Assessments | | Teacher Resources |
| <i>To show evidence of meeting this standard, students may: -Create a book review log -Complete several book reports including different genres</i> | | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org |
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| <i>Teachers may use the following: - Various prose and poems -Overhead Projector -Graphic Organizers -Chart Paper</i> | | |
| Desired Results | | |
| <i>Sample question to consider this standard: Read and comprehend complex literary text independently and proficiently.</i> | | |

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| Domain: Reading Standards for Informational Text | | |
| Cluster: Key Ideas and Details | | |
| Standards: Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| Why is it important to support ideas with relevant and specific quotes found in the text? | Students will understand that: -Using relevant quotes enables one to make stronger arguments when discussing text | To assist in meeting this standard, students may: -In small groups, use direct quotes from text do debate an opinion from the text -Annotate articles and passages |
| Content Statements | | |
| Students will be able to: -Use quotes to add emphasis and meaning to their writing | | |
| Assessments | | Teacher Resources |
| To show evidence of meeting this standard, students may: -Respond to an open-ended question based on current text by using quotes as evidence of understanding | | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org |
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| Teachers may use the following: -Various informational texts at student's reading level -Notebook -Graphic Organizers | | |
| Desired Results | | |
| <p>Sample question to consider for this standard: Which sentence best supports the conclusion that dugout canoes were designed for good balance?</p> <p>A. The fastest way to send for help was by canoe. B. The early Americans traveled in the dugout canoe. C. To make sure the new canoe would float. The builders were careful to make both sides, of the canoe the same thickness. D. Once the dugout canoe was finished, all the people of the village would help to drag it down to the water.</p> | | |

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| Domain: Reading Standards for Informational Text | | |
| Cluster: Key Ideas and Details | | |
| Standards: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| <i>Why is it important to consider multiple main ideas and support them with details, when reading a text?</i> | <i>Students will understand that: -There may be multiple ways to summarize due to different ideas within a text -Use supporting details to prove one or more main ideas within the text</i> | <i>To assist in meeting this standard, students may: -Organize important information in summary form in order to remember and use them as background knowledge in reading or for discussion in writing -Provide evidence from the text or from personal experience to support written statements about the text -Create a Non-fiction Pyramid using informational text</i> |
| Content Statements | | |
| <i>Students will be able to: -Identify two or more main ideas and supporting details within one text</i> | | |
| Assessments | | Teacher Resources |
| <i>To show evidence of meeting this standard, students may: -Use given text to identify the main idea using one colored highlighter and a different colored highlighter to identify the supporting details -Read a passage and complete a Main Idea/Key Details graphic organizer</i> | | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org |
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| <i>Teachers may use the following: -Various informational text of student's reading level -Graphic Organizers</i> | | |
| Desired Results | | |
| <i>Sample question to consider for this standard:</i> | | |
| <i>Which statement is an inference supported by the passage?</i> | | |
| <i>1. Building a duress camp was an important project for the entire village.</i> | | |

- A. Building a dugout canoe was an important project for the entire village.
- B. Of all the canoes made by early American, dugouts were the most useful.
- C. It took 40 villages to build each canoe.
- D. Villagers who helped build a canoe should have been the only ones allowed to use it.

5.3 2018

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| Domain: Reading Standards for Informational Text | | |
| Cluster: Key Ideas and Details | | |
| Standards: 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. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| How do we gain a greater understanding of relationships between characters, events, ideas, or concepts through specific information from a text? | Students will understand that: -Drawing specific information from text helps analyze character relationships, and the effects they have on events within a historical, scientific, or technical text | To assist in meeting this standard, students may: -Read and follow a series of steps to complete scientific investigations. Students create visual representations of the outcomes and explain the connections between the steps. -Use a series of pictures that represent historical events and think aloud as they sequence the events on timelines. -Create a timeline to show order of events in historical text (Transportation, Technology, Medicine) -Create a cause and effect chart |
| Content Statements | | |
| Students will be able to: -Understand the relationships between a series of events and its order using text from the passage. | | |
| Assessments | | Teacher Resources |
| To show evidence of meeting this standard, students may: -After reading non-fiction, informational text, create a timeline to show the sequence of events -Answer higher order thinking open-ended questions | | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org |
| Equipment Needed | | kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com |
| Teachers may use the following: -Various informational text of student's reading level -Venn Diagram -Graphic Organizers | | |

-Graphic Organizers
-Chart Paper

kellygallagher.org

commonlit.org

Desired Results

Sample question to consider for this standard:

According to the information in paragraph 1, once cause of travel between villages was the need to:

- A. hunt animals
- B. visit relatives
- C. escape enemies
- D. exchange products

[RI 5.4](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Craft and Structure

Standards: Determine the meaning of general academic and domain-specific words and phrases in text relevant to a grade 5 topic or subject area.

| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
|---|---|---|
| Why is it important to understand the meaning of key words or phrases relative to specific topic? | Students will understand that: -Possessing a grade level appropriate vocabulary ensures a deeper understanding of the topic being studied. | To assist in meeting this standard, students may: -Identify missing words from sentences using context clues and define the unknown words -Use glossaries to locate meanings of selected words. As students work in pairs, partner A restates the meaning of a word and partner B paraphrases the meaning -Highlight context clues that support the meaning of a word -Create a topic area or subject related dictionaries -Word Study Concept Sorts -Incorporate new words into writing pieces and classroom discussions |
| Content Statements | | |
| Students will be able to: -Expand vocabulary by the exploration of new words based on grade level. | -Acquiring both domain specific words and academic vocabulary is necessary in interpreting or making meaning from the topic being studied. | |

Assessments

To show evidence of meeting this standard, students may:
-Use context clues to insert new vocabulary words
-Use Teacher generated vocabulary assessment specific to subject area
-Write sentences/paragraphs using subject specific vocabulary

Teacher Resources

achievethecore.org kbumreading.com
scholastic.com readingandwritingproject.org
frontrowed.com simplek12.com
newsworks.org janrichardsonguidedreading.com
opened.com amybenjamin.com

| | | |
|--|---|--|
| vocabulary -Use graphic organizer | newsela.com learningally.org readworks.org biguniverse.com pbslearningmedia.org readingrocket.org poetryfoundation.org sharemylesson.com kellygallagher.org commonlit.org | |
| Equipment Needed | | |
| Teachers may use the following: -Various informational texts of student's reading level -Vocabulary Notebook -Word Web Organizers -Dictionary/Thesaurus | | |
| Desired Results | | |
| <p>Sample question to consider for this standard:</p> <p>Based on the passage, what does the word dugout mean?</p> <p>A. cut into the side of a hill. B. built by carving wood from a log C chipped away from a stone D. chopped up into small pieces</p> | | |

[RI 5.5](#) | 2018

| | | |
|---|--|---|
| Domain: Reading Standards for Informational Text | | |
| Cluster: Craft and Structure | | |
| Standards: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| How is comparing and contrasting structural comprehension elements relevant to understanding when breaking down essential ideas or concepts in a given text? | Students will understand that: -The interrelationships between the varieties of structure within a text will ensure better interpretation of the events, ideas, concepts, and information | To assist in meeting this standard, students may: -Compare and contrast two different texts using a Venn Diagram -Creating text to text connections -Evaluate two texts by responding in a Reader's Response journal |
| Content Statements | | |
| Students will be able to: -Understand the varieties of structure within two or more texts ensure correct interpretation of events | | |

| | | |
|---|--|--|
| <i>interpretation of events, ideas, concepts, and information</i> | | |
| Assessments | Teacher Resources | |
| <i>To show evidence of meeting this standard, students may: -Locate and identify various text features in an informational text. -Create an informational pamphlet including captions, subheadings, and glossaries regarding a topic -Complete a Venn Diagram</i> | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com | kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com |
| Equipment Needed | newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org | learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org |
| <i>Teachers may use the following: -Various informational written text -Sticky Notes -Highlighters -Chrome Books</i> | | |
| Desired Results | | |
| <p><i>Read these sentences from the article.</i></p> <p><i>Comedies were especially popular. People loved to laugh at the movies.</i> <i>Which word in the sentences helps the reader understand what comedies are?</i></p> <p><i>F. especially</i> <i>G. laugh</i> <i>H. loved</i> <i>I. popular</i></p> | | |

[RI.5.6](#) 2018

| | | |
|--|---|--|
| Domain: Reading Standards for Informational Text | | |
| Cluster: Craft and Structure | | |
| Standards: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| <i>Why is it important to consider different points of</i> | <i>Students will understand that: -Understanding the point of</i> | <i>To assist in meeting this standard, students may: -Work in small groups to read common stories and list important details</i> |

| | | |
|---|--|--|
| <i>view about an event or topic?</i> | <i>view the topic/event is written to gain a deeper understanding of the text.</i> | <i>to collaboratively determine the author's purpose</i> -Read text and identify the author's point of view and then rewrite the text from their own point of view -Participate in a classroom debate with one group defending the author's point of view, and the other group defending the student's point of view. -Identify and discuss cultural and historical perspectives that are in conflict with and in support of the text |
| Content Statements | | |
| Students will be able to: -Compare and contrast ways in which to view an event or topic to have meaning and understanding of the text. | | |
| Assessments | | Teacher Resources |
| To show evidence meeting this standard, students may: -Answer higher order thinking open-ended questions -Complete a Venn Diagram to compare two different texts written from two different points of view | | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org |
| Equipment Needed | | kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org |
| Teachers may use the following: - Informational Passage - Venn Diagrams | | |
| Desired Results | | |
| Sample question to consider for this standard: Why was the passage most likely created? A. to raise money to study whales B. to educate visitors about whales C. to warn about the need to save whales D. to attract more visitors to see whales | | |

[RI 5.7](#) 2018

| |
|--|
| Domain: Reading Standards for Informational Text |
| Cluster: Integration of Knowledge and Ideas |
| Standards: 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. |

| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <p><i>How do we integrate, analyze, and apply print styles and headings, table of content, glossary and index?</i></p> <p><i>What strategies do effective readers use to understand informational text?</i></p> <p><i>How do informational/non-fiction text features and structures aid comprehension?</i></p> | <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Reading a wide range of print and non-print texts builds an understanding of texts, of themselves and of different cultures -Print and digital sources each have unique characteristics and structure, which affect how information is presented to analyze and evaluate informational texts in different media and formats <p><i>support a students ability to solve problems efficiently</i></p> <ul style="list-style-type: none"> -Making reader- text connections involves thinking beyond the text and transferring that information to other situations | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Complete a Venn Diagram -Generate a Reader's Response entry -Reader's Response Journal (e.g., reflect on how a topic such as evolution is presented in different mediums such as a textbook, blog, and magazine) -Generate a non-fiction pyramid -Participate in a citing text evidence lesson -Participate in a debate using evidence from text to support position | | | | | | | | | | | |
| Content Statements | | | | | | | | | | | | | |
| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a questions quickly or to solve a problem efficiently | | | | | | | | | | | | | |
| Assessments | | Teacher Resources | | | | | | | | | | | |
| <p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Use print and digital sources, to study the components and structure of non-fiction text -Complete a KWL Chart -Create an informational pamphlet displaying the structure and components of a non-fiction text | | <table border="0"> <tr> <td>achievethecore.org</td> <td>kbumreading.com</td> </tr> <tr> <td>scholastic.com</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>frontrowed.com</td> <td>simplek12.com</td> </tr> <tr> <td>newsworks.org</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>opened.com</td> <td>amybenjamin.com</td> </tr> </table> | | achievethecore.org | kbumreading.com | scholastic.com | readingandwritingproject.org | frontrowed.com | simplek12.com | newsworks.org | janrichardsonguidedreading.com | opened.com | amybenjamin.com |
| achievethecore.org | kbumreading.com | | | | | | | | | | | | |
| scholastic.com | readingandwritingproject.org | | | | | | | | | | | | |
| frontrowed.com | simplek12.com | | | | | | | | | | | | |
| newsworks.org | janrichardsonguidedreading.com | | | | | | | | | | | | |
| opened.com | amybenjamin.com | | | | | | | | | | | | |
| Equipment Needed | | <table border="0"> <tr> <td>newsela.com</td> <td>learningally.org</td> </tr> <tr> <td>readworks.org</td> <td>biguniverse.com</td> </tr> <tr> <td>pbslearningmedia.org</td> <td>readingrocket.org</td> </tr> <tr> <td>poetryfoundation.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>kellygallagher.org</td> <td>commonlit.org</td> </tr> </table> | | newsela.com | learningally.org | readworks.org | biguniverse.com | pbslearningmedia.org | readingrocket.org | poetryfoundation.org | sharemylesson.com | kellygallagher.org | commonlit.org |
| newsela.com | learningally.org | | | | | | | | | | | | |
| readworks.org | biguniverse.com | | | | | | | | | | | | |
| pbslearningmedia.org | readingrocket.org | | | | | | | | | | | | |
| poetryfoundation.org | sharemylesson.com | | | | | | | | | | | | |
| kellygallagher.org | commonlit.org | | | | | | | | | | | | |
| <p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> -Nonfiction text -Sticky Notes -Chart Paper -Writing Journals | | | | | | | | | | | | | |
| Desired Results | | | | | | | | | | | | | |
| <p><i>Sample question to consider for this standard:</i></p> | | | | | | | | | | | | | |

Read the sentences from the passage.

Do not use metal tools to twist or hammer unless you protect the brass part with a cloth. Otherwise, they may become dented or scratched.

Why are these sentences underlined in the passage?

- A. to point out which steps must be done first
- B. to stress the importance of the information stated
- C. to call attention to safety instructions
- D. to recall information that was stated earlier

RI.5.8 | 2018

Domain: Reading Standards for Informational Text

Cluster: Integration of Knowledge and Ideas

Standards: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
|---|--|--|
| Why is it important to use reason/evidence to support a point of view? | Students will understand that: -Reasons and evidence are essential to support an author's particular points in a text | To assist in meeting this standard, students may: -Be provided with key points in a text. Students are asked to explain why the author chose to include those key points to connect sentences or paragraphs in a text -Engage in a close reading of a select paragraph -Analyze and generate advertisements -Select and complete an appropriate graphic organizer -Engage in small group discussions -Generate a Reader's Response Entry -Complete a Non-Fiction Pyramid |
| Content Statements Students will be able to: -Understand how reasons and evidence lend credence to an author's ideas. | | |
| Assessments | | Teacher Resources |
| To show evidence of meeting this standard, students may: -Design and present a political action plan on a local public issue of choice -Engage in a debate about a given topic -Construct an Opinion letter regarding a specific topic | | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com |

| | | |
|--|--|--|
| Equipment Needed | newsela.com | learningally.org |
| Teachers may use the following: -Informational Text -Graphic Organizers -Highlighters -Chart paper -Chrome books | readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org | biguniverse.com readingrocket.org sharemylesson.com commonlit.org |
| Desired Results | | |
| Sample question to consider for this standard: What text evidence supports the author's point that the south pole was dangerous? A. average temperatures about minus fifty-six degrees B. mountains rising above sea level C. few animals living there D. sleds pulled by 86 dogs | | |

[RI 5.9](#) 2018

| | | |
|--|---|--|
| Domain: Reading Standards for Informational Text | | |
| Cluster: Integration of Knowledge and Ideas | | |
| Standards: Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| How does integrating information from two texts support students in the way of writing and speaking to respond knowledgeably about a topic? | Students will understand that: -In order to be knowledgeable about a topic, students need to be able to integrate information from more than once source | To assist in meeting this standard, students may: -Read texts on the same topics and work with partners to complete Venn Diagrams showing similarities and differences of the text. -Generate a Reader's Response Entry -Create a Non-Fiction Pyramid and Venn Diagram -Journaling -Write a summar on the topic after researching several sources |
| Content Statements | | |
| Students will be able to: -Acquire and generate information from numerous sources on the same topic to provide students with the skill | | |

| | | |
|---|--|--|
| <i>provide students with the skill set necessary to speak and write on a subject with effectively.</i> | | |
| Assessments | Teacher Resources | |
| <i>To show evidence of meeting this standard, students may: -Conduct research on a topic students may have touched upon in their reading, drawing on several sources, and be graded on a specialized rubric to determine the level of student's insight</i> | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org | kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org |
| Equipment Needed | | |
| <i>Teachers may use the following: -Two informational texts on the same topic -Venn Diagram -Highlighters -Sticky Notes -Chart Paper</i> | | |
| Desired Results | | |
| <i>Sample question to consider for this standard:</i> | | |
| <i>According to both articles, how can our actions effect our environment and the people in our communities? Support your answers with clear text evidence from the articles.</i> | | |

[RI 5.10](#) | 2018

| | | |
|--|---|---|
| Domain: Reading Standards for Informational Text | | |
| Cluster: Range of Reading and Level of Text Complexity | | |
| Standards: By the end of the year, read and comprehend literary nonfiction at grade level text complexity or above, with scaffolding as needed. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| <i>How does what you know help you understand informational text? How does thinking about the author's purpose and</i> | <i>Students will understand that: -Informational and Explanatory text is written differently than imaginative and literary text and makes</i> | <i>To assist in meeting this standard, students may: -Complete a Venn Diagram -Generate a Reader's Response Entry -Create a Non-Fiction Pyramid using non-fiction text -Create a Summary using the RAP Strategy</i> |

| | | | |
|---|---|---|---|
| <p>author's purpose and message deepen understanding? -How do text features and characteristics of informational text influence reading comprehension and interpretation?</p> | <p>and literary text and makes different demands on the reader</p> | <p>-Create a summary using the RAP Strategy</p> | |
| <p>Content Statements</p> | | | |
| <p>Students will be able to: -Read and comprehend more complex informational text independently and proficiently.</p> | | | |
| <p>Assessments</p> | | <p>Teacher Resources</p> | |
| <p>To show evidence of meeting this standard, students may: -Utilize nonfiction leveled readers to monitor fluency and comprehension -Show an increase of reading level on an individualized reading assessment -Provide an informational passage and complete higher level thinking questions to assess comprehension.</p> | <p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com</p> | | <p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com</p> |
| <p>Equipment Needed</p> | <p>newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org</p> | | <p>learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org</p> |
| <p>Desired Results</p> | | | |
| <p>Sample question to consider for this standard: Read and comprehend complex informational texts independently and proficiently.</p> | | | |

| | | |
|--|---|--|
| Domain: Reading Foundational Skills | | |
| Cluster: Phonics and Word Recognition | | |
| Standards: Know and apply grade-level phonics and word analysis skills in decoding and encoding 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. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| <i>Why is it important to use phonics and word analysis skills to decode words when reading?</i> | <i>Students will understand that:</i> <i>-Using phonics and word analysis skills is important when reading to deepen comprehension of a given text</i> | <i>To assist in meeting this standard, students may:</i> <i>-Categorize words with different vowels into correct syllable types</i> <i>-Identify roots in multisyllabic words</i> <i>-Identify affixes, roots, base words and syllables</i> <i>-Participate in a fluency activity where one student read a text aloud while another student follows along marking errors of unknown words. Reverse the activity. Students look up the meaning of the unknown words.</i> |
| Content Statements | | |
| <i>Students will be able to:</i> <i>-Identify root words and affixes when reading an unfamiliar word</i> <i>-Identify syllable patterns to help decode words</i> | | |
| Assessments | | Teacher Resources |
| <i>To show evidence of meeting this standard, students may:</i> <i>-Participate in a fluency assessment</i> <i>-Complete a morphology chart for unknown words to include definition, picture, and base words</i> | | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org |
| Equipment Needed | | kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org |
| <i>Teachers may use the following:</i> <i>-Fluency worksheets</i> <i>-Appropriate leveled texts</i> <i>-Chart paper</i> | | |
| Desired Results | | |
| <i>Sample question to consider for this standard:</i> | | |

What is the correct way to divide the word scientific into syllables?

- A sci-ent-if-ic
- B sci-ent-i-fic
- C sci-en-ti-fic
- D sci-en-tif-ic

RF 5.4 | 2018

| Domain: Reading Foundational Skills | | |
|--|--|--|
| Cluster: Fluency | | |
| Standards: Read with sufficient accuracy and fluency to support comprehension. <i>RF 5.4.A Read grade-level text with purpose and understanding.</i> <i>RF 5.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</i> <i>RF 5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i> | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| <p>Why is it important to read grade level text with sufficient accuracy and fluency to support comprehension?</p> | <p>Students will understand that:</p> <ul style="list-style-type: none"> -Reading with sufficient accuracy and fluency will deepen understanding of the text -Using context clues will help understand unknown words to increase accuracy, appropriate rate and understanding of the text | <p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Participate in Literature Circles -Participate in scooping lessons -Participate in a book talk |
| Content Statements | | |
| <p>Students will be able to:</p> <ul style="list-style-type: none"> -Reading grade level text with appropriate accuracy, rate, and expression -Reading with purpose and understanding of text | | |
| Assessments | Teacher Resources | |
| <p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Show demonstration of this standard in a Reading Record assessment -Show demonstration of this standard by orally reading and be scored on a fluency and retell rubric | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org | kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org |
| Equipment Needed | | |
| <p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Reading Record assessment | | |

-Various leveled sample text

poetryfoundation.org

sharemylesson.com

kellygallagher.org

commonlit.org

Desired Results

Sample question to consider for this standard:

Read grade level literary and informational text with sufficient accuracy and fluency to support comprehension.

| Domain: Writing | | |
|--|--|--|
| Cluster: Text Types and Purposes | | |
| <p>Standards: Writing opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W 5.1.A Introduce the topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>W 5.1.B Provide logically ordered reasons that are supported by facts and details, from text(s), quote directly from text when appropriate.</p> <p>W 5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W 5.1.D Provide a conclusion related to the opinion presented.</p> | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| <p><i>Why is it necessary to support a plausible argument with strong reasons and provide supported facts and details in an organized structure?</i></p> | <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Strong judgments and supportive evidence communicate effectively one's point of view as to persuade your audience | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Engage in a classroom debate to support an argument -Develop an outline -Compare and contrast introduction and conclusion paragraphs -Create an advertisement -Create a script for a commercial using persuasive techniques -Read a few advertisements and locate/highlight persuasive techniques |
| Content Statements | | |
| <p><i>Students will learn how to:</i></p> <ul style="list-style-type: none"> -Write an opinion piece on a specific topic -Use details to illustrate their position on a topic -Use transition phrases to organize writing -Convey a direction action to the reader | | |
| Assessments | | Teacher Resources |
| <p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Write a collaborative essay that supports/opposes a topic of civic nature -Play the role of a reporter and write a news article highlighting the pros and cons of the classroom debate | | <ul style="list-style-type: none"> achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org |
| Equipment Needed | | |

| | | |
|--|--|--|
| Teacher may use the following: -Chrome Book -Overhead projector -Internet -Journals/Notebooks -Holistic Scoring Rubrics | readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org | biguniverse.com readingrocket.org sharemylesson.com commonlit.org |
|--|--|--|

Desired Results

Sample question to consider for this standard:

Your class is creating a magazine about human survival and creativity. For your part of the magazine, you will write a narrative story that is several paragraphs long about what happens when a child from the city experiences the wilderness for the first time. Your story will be read by parents, teachers, and other students in your school. You should use information from multiple sources to write your narrative.

In your story, describe what happens when the city child leaves the city for the first time. When writing your narrative story, find ways to use information and details from the sources to improve your story. Make sure you develop your character(s), the setting, and the plot using details, dialogue, and description.

[W 5.2](#) 2018

Domain: Writing

Cluster: Text Types and Purposes

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

W 5.2.A Introduce a topic clearly, to provide a focus and group related information, logically; include text features such as 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).

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.

| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
|--|--|---|
| Why is it important to have relevant information when creating informational/explanatory texts? Why is precise language | Students will understand that: -Differentiating between relevant and irrelevant information enables writers to fully develop/examine a topic -Examine formal and | To assist in meeting this standard, students may: -Create an organizer, identify topics, key points, and supporting facts for each point -Compare/contrast an issue (environmental or health) distinguishing relevant information from speculative information -Create a "how to" project using transitional words in sequential |

| | | |
|---|---|--|
| <p>Why is precise language necessary in helping to establish and maintain a formal style?</p> | <p>Examining formal and informal styles allows a writer to target a specific audience effectively</p> | <p>Create a flow to project using transitional words in sequential progression</p> |
| <p>Content Statements</p> | <p>-Words have connective and denotative meanings</p> | |
| <p>Students will be able to: -Make distinctions between relevant and irrelevant information, formal and informal styles, connotative and denotative language allows the writer to examine a topic and convey ideas and information clearly</p> | | |
| <p>Assessments</p> | <p>Teacher Resources</p> | |
| <p>To show evidence of meeting this standard, students may: -Write an informative or explanatory essay using language that examines/explains a topic -Create an electronic presentation using relevant evidence to explore a topic utilizing 21st Century skills</p> | <p>achievethecore.org kbumreading.com scholastic.com readingandwritingproject.org frontrowed.com simplek12.com newsworks.org janrichardsonguidedreading.com opened.com amybenjamin.com newsela.com learningally.org readworks.org biguniverse.com pbslearningmedia.org readingrocket.org poetryfoundation.org sharemylesson.com kellygallagher.org commonlit.org</p> | |
| <p>Equipment Needed</p> | | |
| <p>Teacher may use the following: -Writing journals/notebooks -Holistic Scoring Rubrics -Audio Stories -Internet videos -Chart Paper/Graphic Organizers -Chrome Books</p> | | |
| <p>Desired Results</p> | | |
| <p>Sample question to consider for this standard: Your class is writing papers about how monuments inspire emotion. For your part, you will compare or contrast the Gateway Arch, the Martin Luther King, Jr., Memorial, and the National World War II Memorial. Your article will be read by other students, and by your teacher. Using information from the three sources, develop a main idea comparing or contrasting how these monuments inspire emotions. Choose the most important information from more than one source to support your main idea. Then write an informational article several paragraphs long. Clearly organize your article and support your main idea with details from the sources.</p> | | |

Use your own words except when quoting directly from the sources. Be sure to give the source title when using details from the source.

W 5.3 | 2018

| | | |
|---|---|---|
| Domain: Writing | | |
| Cluster: Text Types and Purposes | | |
| <p>Standards: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>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.</p> <p>W 5.3.B Use narrative techniques, such as dialogue, descriptions, and pacing to develop experiences and events or show the responses of characters to situations.</p> <p>W 5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W 5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W 5.3.E Provide a conclusion that follows from the narrated experiences or events.</p> | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| <p>Why is it important to use imagination when creating a narrative text?</p> <p>Why is precise and vivid language necessary to create narrative texts?</p> | <p>Students will understand:</p> <ul style="list-style-type: none"> -Imagination is important to help the writer create visual images from written text -Precise and vivid language allows narratives to "come to life" through sensory details | <p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create a narrative using graphic organizers to list sequence of events during brainstorming stage of the writing process -Dissect a current reading piece to identify story elements, thus leading to writing -Create an activity to emphasize mechanical and usage elements such as quotation marks, adjectives, and adverbs -Collaborate a narrative story through interactive writing |
| Content Statements | | |
| <p>Students will be able to:</p> <ul style="list-style-type: none"> -Use precise and vivid language which helps one to create visual images from written text | | |
| Assessments | | Teacher Resources |
| <p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write a narrative story using sensory language in response to a prompt or text utilizing 21st Century skills. | | <p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>newsela.com</p> <p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p> <p>learningally.org</p> |
| Equipment Needed | | |

| | | |
|--|--|--|
| Teacher may use the following: -Overhead projector -Internet -Writing journals/notebooks -Chrome Books | readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org | biguniverse.com readingrocket.org sharemylesson.com commonlit.org |
|--|--|--|

Desired Results

Sample question to consider for this standard:

Your class is writing opinion articles about fighting malaria for the school newspaper. For your article, you will write an argument that is several paragraphs long about whether it is better to donate money for ITN's or malaria vaccine research. Your opinion article will be read by parents, teachers, and other students in your school. You should use information from multiple sources to write your article. In your article, describe how ITN's and vaccines would help people at risk of getting malaria. When writing your opinion article, find ways to use information and details from the sources to strengthen your argument.

[W 5.4](#) 2018

Domain: Writing

Cluster: Production and Distribution of Writing

Standards: 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).

| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
|---|--|---|
| Why is producing a composition appropriate to task, purpose, and audience relevant? Content Statements Students will be able to: -Develop writing with a purpose that is geared towards a specific audience and appropriate to the task | Students will understand: -Producing a composition appropriate to task, purpose, and audience lends itself to forming a clear and coherent finished product | To assist in meeting this standard, students may: -Apply rubric analysis of a written draft to determine if expectations were met and where support is needed. -Conduct conferences in individual or cooperative groups so that students can take on specific roles (content and organization, mechanics, sentence construction, and usage) to edit their work. -Peer edit for increasingly complex sentence structure and syntax to express ideas |
| Assessments | | Teacher Resources |
| To show evidence of meeting this standard, students may: -Produce a writing piece that demonstrates clarity of | | achievethecore.org scholastic.com kbumreading.com readingandwritingproject.org |

| | | |
|---|--|--|
| organization and development utilizing 21st Century skills. | frontrowed.com | simplek12.com |
| | newsworks.org | janrichardsonguidedreading.com |
| | opened.com | amybenjamin.com |
| Equipment Needed | newsela.com | learningally.org |
| Teacher may use the following: | readworks.org | biguniverse.com |
| -Holistic Scoring Rubrics | pbslearningmedia.org | readingrocket.org |
| -Internet | poetryfoundation.org | sharemylesson.com |
| -Writing journals/notebooks | kellygallagher.org | commonlit.org |
| -Chrome Books | | |

Desired Results

Sample question to consider for this standard:

What is the purpose of the report?

A. to persuade people to travel more

B. to tell about an educational trip

C. to give information about historical sites

D. to entertain with a story about a tail

[W 5.5](#) | 2018

| | | |
|---|--|---|
| Domain: Writing | | |
| Cluster: Production and Distribution of Writing | | |
| Standards: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, or trying a new approach. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| How do peer and teacher guided revisions strengthen a student's ability to engage in the writing process? | Students will understand that: -Writing, as a process, includes gathering information, drafting, revision, and editing, to strengthen written communication | To assist in meeting this standard, students may: -Participate in teacher/student writing conferences and use feedback to revise, edit and improve individual writing pieces -Use rubrics and checklist to evaluate writing -Develop peer editing groups to provide constructive feedback to strengthen original writing samples |
| Content Statements | | |
| Students will be able to: -Use peer feedback to help coherently develop and organize their written pieces for task purpose and | | |

| | | |
|--|--|--|
| <i>for task, purpose, and targeted audiences</i> | | |
| Assessments | Teacher Resources | |
| <i>To show evidence of meeting this standard, students may: -Write narrative, persuasive, and informational/explanatory pieces using clear and coherent language and literary elements when applicable, utilizing 21st Century Skills.</i> | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org | kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org |
| Equipment Needed | | |
| <i>Teacher may use the following: -Chrome Books -Holistic Scoring Rubric -Internet -Writing journals/notebooks</i> | | |
| Desired Results | | |
| <i>Sample question to consider for this standard:</i> <i>Which best explains why the student created the web chart?</i> <i>A. to name the sites viewed while following the trail</i> <i>B. to compare and contrast the sties seen while on the trail</i> <i>C. to brainstorm historical sites found in Boston</i> <i>D. to label the different sections of Boston</i> | | |

[W 5.6](#) | 2018

| | | |
|---|--|---|
| Domain: Writing | | |
| Cluster: Production and Distribution of Writing | | |
| Standards: 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. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| <i>How does technology assist in the writing process? How can teachers guide students to use technology in assisting with the writing</i> | <i>Students will understand that: -Using technology assists the writer in exploring digital tools to produce a writing piece</i> | <i>To assist in meeting this standard, students may: -Use digital tools to publish revised writing pieces demonstrating technological expectations -Create story elements graphics using documentation applications -Practice keyboarding skills online</i> |

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|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <p>assisting with the writing process? In what ways can interactive tools help to enhance the final product?</p> | <p>piece -Technology allows for a neat, well-organized, professional final product in an efficient manner</p> | <p>-Practice keyboarding skills online -Engage in creating logs, wikis, etc., for the purpose of collaboration</p> | | | | | | | | | | | | | | | | | | |
| Content Statements | | | | | | | | | | | | | | | | | | | | |
| <p>Students will be able to: - Demonstrate sufficient command of keyboarding and internet skills to produce and publish writing using technology to interact and collaborate with others.</p> | | | | | | | | | | | | | | | | | | | | |
| Assessments | | Teacher Resources | | | | | | | | | | | | | | | | | | |
| <p>To show evidence of meeting this standard, students may: -Complete an original writing sample to publish and share using technology utilizing 21st Century skills -Electronic portfolios</p> | <table border="0"> <tr> <td>achievethecore.org</td> <td>kbumreading.com</td> </tr> <tr> <td>scholastic.com</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>frontrowed.com</td> <td>simplek12.com</td> </tr> <tr> <td>newsworks.org</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>opened.com</td> <td>amybenjamin.com</td> </tr> <tr> <td>readworks.org</td> <td>biguniverse.com</td> </tr> <tr> <td>pbslearningmedia.org</td> <td>readingrocket.org</td> </tr> <tr> <td>poetryfoundation.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>kellygallagher.org</td> <td>commonlit.org</td> </tr> </table> | | achievethecore.org | kbumreading.com | scholastic.com | readingandwritingproject.org | frontrowed.com | simplek12.com | newsworks.org | janrichardsonguidedreading.com | opened.com | amybenjamin.com | readworks.org | biguniverse.com | pbslearningmedia.org | readingrocket.org | poetryfoundation.org | sharemylesson.com | kellygallagher.org | commonlit.org |
| achievethecore.org | kbumreading.com | | | | | | | | | | | | | | | | | | | |
| scholastic.com | readingandwritingproject.org | | | | | | | | | | | | | | | | | | | |
| frontrowed.com | simplek12.com | | | | | | | | | | | | | | | | | | | |
| newsworks.org | janrichardsonguidedreading.com | | | | | | | | | | | | | | | | | | | |
| opened.com | amybenjamin.com | | | | | | | | | | | | | | | | | | | |
| readworks.org | biguniverse.com | | | | | | | | | | | | | | | | | | | |
| pbslearningmedia.org | readingrocket.org | | | | | | | | | | | | | | | | | | | |
| poetryfoundation.org | sharemylesson.com | | | | | | | | | | | | | | | | | | | |
| kellygallagher.org | commonlit.org | | | | | | | | | | | | | | | | | | | |
| <p>Teacher may use the following: -Chrome Books -Holistic Scoring Rubric -Internet -Writing journals/notebooks</p> | | | | | | | | | | | | | | | | | | | | |
| Desired Results | | | | | | | | | | | | | | | | | | | | |
| <p>Sample question to consider for this standard:</p> <p>Which key words would help in an Internet search to find out more information about Australia's first settlers?</p> <p>A. Australia and 1901 B. Australia and lizards C. Australia and Aborigines D. Australia and The Land Down Under</p> | | | | | | | | | | | | | | | | | | | | |

[W.5.7](#) 2018

Domain: Writing

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|---|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Cluster: Research to Build and Present Knowledge | | | | | | | | | | | | | | | | | | | | | | |
| Standards: Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. | | | | | | | | | | | | | | | | | | | | | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences | | | | | | | | | | | | | | | | | | | | |
| <p><i>Why is it important to draw information from several sources when conducting a short research project?</i></p> <p><i>How does research guide students to focus their ideas on a specific topic?</i></p> | <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -It is important to draw information from several sources to add validity to your final product | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Create a list of focused questions to be answered throughout the research paper -Determine credibility from a list of provided sources -Perform peer conferences to ensure focus is on task | | | | | | | | | | | | | | | | | | | | |
| Content Statements | | | | | | | | | | | | | | | | | | | | | | |
| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Draw information from several sources to add validity to the final product | | | | | | | | | | | | | | | | | | | | | | |
| Assessments | | Teacher Resources | | | | | | | | | | | | | | | | | | | | |
| <p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Write a short research project using several sources (e.g., library, internet) -Include proper citation format for credible sources used -Include research to support personal responses -Utilize 21st Century Skills. | | <table border="0"> <tr> <td>achievethecore.org</td> <td>kbumreading.com</td> </tr> <tr> <td>scholastic.com</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>frontrowed.com</td> <td>simplek12.com</td> </tr> <tr> <td>newsworks.org</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>opened.com</td> <td>amybenjamin.com</td> </tr> <tr> <td>newsela.com</td> <td>learningally.org</td> </tr> <tr> <td>readworks.org</td> <td>biguniverse.com</td> </tr> <tr> <td>pbslearningmedia.org</td> <td>readingrocket.org</td> </tr> <tr> <td>poetryfoundation.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>kellygallagher.org</td> <td>commonlit.org</td> </tr> </table> | achievethecore.org | kbumreading.com | scholastic.com | readingandwritingproject.org | frontrowed.com | simplek12.com | newsworks.org | janrichardsonguidedreading.com | opened.com | amybenjamin.com | newsela.com | learningally.org | readworks.org | biguniverse.com | pbslearningmedia.org | readingrocket.org | poetryfoundation.org | sharemylesson.com | kellygallagher.org | commonlit.org |
| achievethecore.org | kbumreading.com | | | | | | | | | | | | | | | | | | | | | |
| scholastic.com | readingandwritingproject.org | | | | | | | | | | | | | | | | | | | | | |
| frontrowed.com | simplek12.com | | | | | | | | | | | | | | | | | | | | | |
| newsworks.org | janrichardsonguidedreading.com | | | | | | | | | | | | | | | | | | | | | |
| opened.com | amybenjamin.com | | | | | | | | | | | | | | | | | | | | | |
| newsela.com | learningally.org | | | | | | | | | | | | | | | | | | | | | |
| readworks.org | biguniverse.com | | | | | | | | | | | | | | | | | | | | | |
| pbslearningmedia.org | readingrocket.org | | | | | | | | | | | | | | | | | | | | | |
| poetryfoundation.org | sharemylesson.com | | | | | | | | | | | | | | | | | | | | | |
| kellygallagher.org | commonlit.org | | | | | | | | | | | | | | | | | | | | | |
| Equipment Needed | | | | | | | | | | | | | | | | | | | | | | |
| <p><i>Teacher may use the following:</i></p> <ul style="list-style-type: none"> -Chrome Book -Holistic Scoring Rubric -Internet -Writing journals/notebooks | | | | | | | | | | | | | | | | | | | | | | |
| Desired Results | | | | | | | | | | | | | | | | | | | | | | |
| <p><i>Sample question to consider for this standard:</i></p> <p><i>Yuri is writing a report on stained glass art. Which question would best help him begin his research?</i></p> <p><i>A. When did artists begin creating stained glass art?</i></p> | | | | | | | | | | | | | | | | | | | | | | |

- A. When did artists begin creating stained glass art?
- B. Who makes the stained glass used in works of art today?
- C. Where can I learn to create artwork using stained glass?
- D. Who buys the works created by stained glass artists?

W 5.8 | 2018

| Domain: Writing | | |
|---|---|---|
| Cluster: Research to Build and Present Knowledge | | |
| Standards: 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. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| <p>Why is paraphrasing an essential component to writing?</p> <p>When is it more effective to quote or paraphrase?</p> | <p>Students will understand that:</p> <ul style="list-style-type: none"> -Paraphrasing enables the writer to synthesize and avoid plagiarism -Quoting is essential when depicting one idea, whereas paraphrasing allows students to demonstrate their comprehension of multiple ideas | <p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create a list of focused questions centered on a thesis statement to be answered throughout the research paper -Engage in identifying and citing credible sources -Engage in teacher led conferences to ensure focus is on task -Create a bibliography -Paraphrase an article to identify a main idea -Read an article and place quotes around one essential idea -Using the same article, extrapolate a quote and paraphrase |
| Content Statements | | |
| <p>Students will be able to:</p> <ul style="list-style-type: none"> -Draw information from several sources to add validity to a final product | | |
| Assessments | Teacher Resources | |
| <p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write a short research project using several sources (e.g., library, internet) -Include proper citation format for credible sources used -Include research to support personal responses | <p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>newsela.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p> <p>poetryfoundation.org</p> <p>kellygallagher.org</p> | <p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>readingrocket.org</p> <p>sharemylesson.com</p> <p>commonlit.org</p> |
| Equipment Needed | | |
| <p>Teacher may use the following:</p> <ul style="list-style-type: none"> -Chrome Books -Holistic Scoring Rubric -Internet -Writing journals/notebooks | | |
| Desired Results | | |

Sample question to consider for this standard:

What would be the best source for learning more about the sound of Bessie Smith's music?

- A. a voice recording of Bessie Smith
- B. a website about Bessie Smith
- C. a television program about swing music
- D. a radio interview with a swing musician

W 5.9 | 2018

Domain: Writing

Cluster: Research to Build and Present Knowledge

Standards: Draw evidence from literary or informational text 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 points[s])."

| Essential Question | Enduring Understandings | Activities, Investigations, and Student Experiences |
|---|--|---|
| <p>How do analysis, reflection and research incorporate a response to the text?</p> <p>Why is evidence important in generating responses to different reading genres?</p> | <p>Students will understand that:</p> <ul style="list-style-type: none"> -Extrapolating evidence from literary or informational text produces a response to support evidence -Text-to-text, text-to-real world and text-to-self connections demonstrate a reader's ability to draw conclusions beyond what is read | <p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create a list of focused questions centered around a thesis statement to be answered throughout the research paper -Engage in identifying and citing credible sources -Engage in teacher-led conferences to ensure focus is on task |
| <p>Content Statements</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Support evidence for open-ended questions or inference statements via information gathering from the text | | |
| Assessments | | Teacher Resources |
| <p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write a short research project using several sources (e.g., library, internet) Include proper citation format for credible sources used | | <p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> |

| | | |
|--|--|--|
| -Include proper citation format for credible sources used -Include research to support personal responses -Respond to teacher generated open-ended questions using PARCC rubric of thematic genres | newsworks.org opened.com | janrichardsonguidedreading.com amybenjamin.com |
| Equipment Needed | newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org | learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org |
| Teacher may use the following: -Chrome Book -Holistic Scoring Rubric -Internet -Writing journals/notebooks | | |
| Desired Results | | |
| Sample question to consider for this standard: Draw evidence from literary or informational texts to support analysis, reflection, and research. | | |

[W 5.10](#) | 2018

| | | |
|--|---|--|
| Domain: Writing | | |
| Cluster: Range of Writing | | |
| Standards: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| How does an author improve their craft? | Students will understand that: -An author improves their craft by writing routinely over extended time frames as well as writing a range of discipline-specific tasks, purposes, and audiences | To assist in meeting this standard, students may: -Create a list of focused questions centered around a thesis statement to be answered throughout the research paper -Engage in identifying and citing credible sources -Engage in teacher-led conferences to ensure focus is on task |
| Content Statements | | |
| Students will be able to: -Utilize writing as a process or skill-based activity that improves written communication skills | | |
| Assessments | | Teacher Resources |
| To show evidence of meeting this standard, students may: -Develop a writing piece based on an appropriate timeframe utilizing 21 Century skills when appropriate Write a short research project using several sources (e.g. | | achievethecore.org scholastic.com frontrowed.com kbumreading.com readingandwritingproject.org simplek12.com |

-Write a short research project using several sources (e.g., library, internet)
 -Include proper citation format for credible sources used
 -Include research to support personal responses

- | | |
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| newsworks.org | janrichardsonguidedreading.com |
| opened.com | amybenjamin.com |
| newsela.com | learningally.org |
| readworks.org | biguniverse.com |
| pbslearningmedia.org | readingrocket.org |
| poetryfoundation.org | sharemylesson.com |
| kellygallagher.org | commonlit.org |

Equipment Needed

Teacher may use the following:
 -Chrome Books
 -Holistic Scoring Rubric
 -Internet
 -Writing journals/notebooks

Desired Results

Sample question to consider for this standard:

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

| | | |
|--|---|--|
| Domain: Speaking & Listening | | |
| Cluster: Comprehension and Collaboration | | |
| <p>Standards: 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.</p> <p>SL 5.1.A Explicitly draw on previously read text or materials and other information known about the topic to explore ideas under discussion.</p> <p>SL 5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL 5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate to the remarks of others.</p> <p>SL 5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</p> | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| Why is it necessary to work and discuss in collaborative groups? | Students will understand that: -After discussing, and working in collaborative groups, the importance of sharing ideas, learning from others, and reflecting on discussions. | To assist in meeting this standard, students may: -Move from pairs, to groups of four, to whole class discussions -Use self-assessment checklist -Participate in student-led discussions -Reflect upon key ideas from previous discussions and write conclusions |
| Content Statements | | |
| Students will be able to: -Understand it is necessary to work and discuss in collaborative groups | | |
| Assessments | | Teacher Resources |
| To show evidence of meeting this standard, students may: -Collaboratively work in small group guided reading lessons where answers are scored on a rubric -Create a rubric that will assess strengths and weaknesses within the group | | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org |
| Equipment Needed | | kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org |
| Teachers may use the following: -Leveled reading books and discussion groups -Technology for listening and discussion -Class Participation Rubric | | |

| Desired Results |
|---|
| <p><i>Sample question to consider for this standard:</i></p> <p><i>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on the others' ideas and expressing their own clearly and persuasively.</i></p> |

[SL 5.2](#) | 2018

| Domain: Speaking & Listening | | | | |
|--|--|--|--|--|
| Cluster: Comprehension and Collaboration | | | | |
| Standards: Summarize a written text, read aloud, or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). | | | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences | | |
| <p><i>Why is summarization of various sources important to comprehend the given text?</i></p> | <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Identifying the important information found in various media, such as slideshows, video clips, photos, and graphs by: Outlining ideas, taking notes, making charts will enhance comprehension | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Work with partners to interpret and identify the main idea of a text provided visually and verbally -Create and share multi-media presentations to paraphrase read aloud texts | | |
| Content Statements | | | | |
| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Comprehend the importance of summarizing various texts. | | | | |
| Assessments | Teacher Resources | | | |
| <p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Collaboratively work in small group guided reading lessons where answers are scored on a rubric -Participate in teacher conferencing | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org </td> <td style="width: 50%; vertical-align: top;"> kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org </td> </tr> </table> | | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org | kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org |
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| Equipment Needed | | | | |
| <p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> -Leveled reading books and discussion groups -Technology for listening and discussion | | | | |
| Desired Results | | | | |
| <p><i>Sample question to consider for this standard:</i></p> | | | | |

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 5.3 2018

Domain: Speaking & Listening

Cluster: Comprehension and Collaboration

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

| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
|--|---|--|
| Why is it important to interpret speaker's oral presentation? | Students will understand that: -Understand and extract viable facts and information from a speaker's oral presentation aids in understanding | To assist in meeting this standard, students may: -Write supporting evidence from text -Critique outlines -Work with partners to summarize key points, citing evidence from presentations to justify main points -Read, Answer, and Paraphrase (RAP) |
| Content Statements | | |
| Students will be able to: -Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence | | |
| Assessments | | Teacher Resources |
| To show evidence of meeting this standard, students may: -Collaboratively work in small group guided reading lessons where answers are scored on a rubric -Participate in teacher conferencing | | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org |
| Equipment Needed | | kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org |
| Teachers may use the following: -Leveled reading books and discussion groups -Technology for listening and discussion -Writing Journal | | |
| Desired Results | | |
| Sample question to consider for this standard: | | |

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL 5.4 2018

| | | |
|--|---|--|
| Domain: Speaking & Listening | | |
| Cluster: Presentation of Knowledge and Ideas | | |
| Standards: 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. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| Why is it important to be able to clearly present a report on a given topic? | Students will understand that: -A speaker's presentation must be clearly organized and logical to insure transfer of knowledge | To assist in meeting this standard, students may: -Gather information and formulate opinions -State reasons supporting opinions during discussions/debates -Research topics and record key points on note cards -Use note cards to organize and present oral report |
| Content Statements | | |
| Students will be able to: -Follow the line of reasoning and organization, development, and style that is appropriate to purpose and audience | | |
| Assessments | | Teacher Resources |
| To show evidence of meeting this standard, students may: -Orally present information to an audience and be graded on a holistic scoring rubric. -Participate in a teacher conference to retell a story and graded on a retelling rubric. | | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org |
| Equipment Needed | | kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org |
| Teachers may use the following: -Graphic Organizers, Chart -Technology for listening and discussion -Art & Crafts materials -Newspapers -Graphic organizers and rubric | | |
| Desired Results | | |
| Sample question to consider for this standard: | | |

Present information, findings, and supportive evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL 5.5 | 2018

| Domain: Speaking & Listening | | |
|---|---|---|
| Cluster: Presentation of Knowledge and Ideas | | |
| Standards: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| <p><i>Why is it important to include multi-media components in oral presentations?</i></p> | <p><i>Students will understand that:</i> -A speaker's presentation must utilize proper multimedia components to enhance development of the main idea</p> | <p><i>To assist in meeting this standard, students may:</i> -Use graphic organizers to display information -Use technology to record own voices (e.g., dictation application) -Design book jackets containing author's name, title, setting, characters, conflicts, and themes -Create and record digital advertisements, emphasizing themes and demonstrate supporting elements found in literacy selections</p> |
| Content Statements | | |
| <p><i>Students will be able to:</i> -Present an oral report that incorporates multimedia components, follow the line of reasoning and organization, development, and style that are appropriate to task, purpose, and audience</p> | | |
| Assessments | | Teacher Resources |
| <p><i>To show evidence of meeting this standard, students may:</i> -Use teacher conferencing to inquire about specific details of the assignment -Students will provide feedback to other student's work</p> | | <p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org</p> |
| Equipment Needed | | <p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com</p> |
| <p><i>Teachers may use the following:</i> -Technology for listening and discussion -Graphic organizers and rubric</p> | | |

Desired Results

Sample question to consider for this standard:

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

[SL 5.6](#) 2018

Domain: Speaking & Listening

Cluster: Presentation of Knowledge and Ideas

Standards: Adapt to a variety of context and tasks; use formal English when appropriate to task and situation.

| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
|--|---|---|
| <p><i>Why is it important to be able to identify the differences between formal and informal English?</i></p> | <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Distinguishing between informal and formal English usage through a variety of contexts will provide students with a better form of expression | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Read story excerpts that model formal and informal English usage -Use Venn Diagrams to record likenesses and differences within word choices, tasks, and situations -Read two passages with common topics, one passage using formal language and the other using informal language. Use two column charts to record required information about each passage and compare the differences -Use two column charts to record required information about each passage -Discuss in small groups, necessary changes to transition from formal to informal or informal to formal English |
| <p>Content Statements</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Use standard English conventions in writing (sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting). | | |
| Assessments | | Teacher Resources |
| <p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Conference to inquire about specific details of the assignment. -Students will provide feedback to other student's work | | <p>achievethecore.org</p> <p>scholastic.com</p> <p>frontrowed.com</p> <p>newsworks.org</p> <p>opened.com</p> <p>newsela.com</p> <p>readworks.org</p> <p>pbslearningmedia.org</p> <p>kbumreading.com</p> <p>readingandwritingproject.org</p> <p>simplek12.com</p> <p>janrichardsonguidedreading.com</p> <p>amybenjamin.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>readingrocket.org</p> |
| Equipment Needed | | |
| <p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> -Technology for listening and discussion | | |

-Graphic organizers and rubrics

poetryfoundation.org
kellygallagher.org

sharemylesson.com
commonlit.org

Desired Results

Sample question to consider for this standard:

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

| | | |
|---|---|--|
| Domain: Language | | |
| Cluster: Conventions of Standard English | | |
| Standards: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>L 5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</i> <i>L 5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</i> <i>L 5.1.C Use verb tense to convey various times, sequences, states, and conditions.</i> <i>L 5.1.D Recognize and correct inappropriate shifts in verb tense.</i> <i>L 5.1.E Use correlative conjunctions (e.g., either/or, neither/nor).</i> | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| <p>To what extent does knowledge of grammar help me to become a better reader, writer, and speaker?</p> <p>To what extent does knowledge of verb tenses impact written and spoken communication?</p> | <p>Students will understand that:</p> <ul style="list-style-type: none"> -The conventions of English grammar help readers understand what is being communicated. -Knowledge of verb tense facilitates writing and speaking for different purposes | <p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -In pairs, construct sentences describing a photograph using verb and the different verb tenses -Engage in identifying verbs in a reading passage and categorize those verbs as present, past, or future |
| Content Statements | | |
| <p>Students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate command of Standard English grammar during oral and written communication. | | |
| Assessments | | Teacher Resources |
| <p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Proof-read and edit given writing pieces and grade with rubric -Participate in teacher conference to inquire about specific details of the assignment -Students will provide feedback to other student's work | | <ul style="list-style-type: none"> achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com |
| Equipment Needed | | |
| Teachers may use the following: | | |

| | | |
|---|--|--|
| -Writing Journals/Notebooks -Writing rubrics | pbslearningmedia.org poetryfoundation.org kellygallagher.org | readingrocket.org sharemylesson.com commonlit.org |
|---|--|--|

Desired Results

Sample question to consider for this standard:

Which sentence does not have correct verb tense agreement?

A. I brought the puppy home and gave him a bath.
 B. I sat with my family and watched the parade.
 C. I collected seashells and glued them to a box.
 D. I climbed up the tree and fall out of it.

[L.5.2](#) 2018

Domain: Language

Cluster: Conventions of Standard English

Standards: 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.

| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
|--|---|--|
| To what extent does knowledge of grammar and mechanics help me to become a better reader, writer, and speaker? | Students will understand that: -The conventions of English grammar and mechanics help readers understand what is being communicated. | To assist in meeting this standard, students may: -Demonstrate spelling proficiency in daily writing tasks, using references as needed; for example, digital or print sources, word walls, individual word banks -Arrange prepared note cards to build complete sentences beginning with introductory clauses -Place objects representing commas in sentences -Reference material awareness (dictionary, glossary, etc) -Respond orally to teacher's questions using signal for comma placements; for example, "Would you like an apple for a snack:" "Yes, (clap hands) apples are my favorite snack." |
| Content Statements | | |
| Students will be able to: -Demonstrate command of Standard English grammar and mechanics during oral and written communication. | | |

| Assessments | Teacher Resources | |
|--|--|--|
| <p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Complete word building activities using a specific spelling skill -Participate in a teacher conference to discuss friendly letters -Provide feedback to other student's work (editing for correct capitalization and punctuation) | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com | kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com |
| Equipment Needed | newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org | learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org |
| <p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Appropriate word building games -Chrome Books -Grammar websites -Writing Rubrics | | |

Desired Results

Sample question to consider for this standard:

Which sentence uses commas correctly?

A. My brother and I enjoyed swimming boating and, fishing at the lake last summer.
 B. My brother and I enjoyed swimming, boating, and fishing at the lake last summer.
 C. My brother, and I enjoyed swimming, boating, and fishing at the lake last summer.
 D. My brother and I enjoyed swimming, boating, and fishing, at the lake last summer.

[L.5.3](#) 2018

| Domain: Language | | |
|---|---|--|
| Cluster: Knowledge of Language | | |
| <p>Standards: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.3.A Expand, combine, and reduce sentences of meaning, reader/listener interest, and style.</p> <p>L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| <p>To what extent does knowledge of communication techniques help me to become a better reader</p> | <p>Students will understand that:</p> <ul style="list-style-type: none"> -Appropriate use of conventions aids the reader's understanding and utilizing | <p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Have a group discussion to brainstorm ideas on specific topics -Create a graphic organizer (e.g., Venn Diagram) to compare and contrast |

| | | |
|---|--|--|
| <i>become a better reader, writer, speaker, and listener?</i> | <i>understanding and utilizing standard conventions to communicate will produce an effective message.</i> | <i>contrast</i> -Peer conference where focus is on punctuation and its proper usage -Following read aloud, students record one dependent and one independent clause on separate sentence strips that reference texts. Students seek classmates whose clauses, when combined, form compound and complex sentences about the read aloud. After clauses are combined, students collaborate to expand and reduce newly formed sentences |
| Content Statements | | |
| Students will be able to: -Demonstrate command of Standard English communication techniques within oral and written communication. | | |
| Assessments | Teacher Resources | |
| To show evidence of meeting this standard, students may: -Create a Venn Diagram comparing formal and informal phrases -Conferences to discuss diagrams -Provide feedback to other student's work (editing as necessary) | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org | kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org |
| Equipment Needed | | |
| Teachers may use the following: -Writing Journals/Notebooks -Chrome Books | | |
| Desired Results | | |
| Sample question to consider for this standard: Read the sentence: <i>The students ran to the park. They played ball.</i> Which shows the best way to write the sentence as one sentence? A. <i>The children ran to the park, nor the played ball.</i> B. <i>The children rant to the park, and they played ball.</i> C. <i>The children ran to the park, instead they played ball.</i> D. <i>The children ran to the park, because they played ball.</i> | | |

[L 5.4](#) 2018

| |
|--|
| Domain: Language |
| Cluster: Vocabulary Acquisition and Use |

Standards: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array 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.

| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
|--|--|--|
| <p>To what extent does knowledge of vocabulary help clarify multiple-meaning words, roots, prefixes, suffixes, and affixes? How does using reference materials assist in understanding the meaning of words and phrases?</p> | <p>Students will understand that: -Through knowledge of vocabulary and use of reference materials, they will achieve optimum understanding of origin of words.</p> | <p>To assist in meeting this standard, students may: -After shared read aloud containing figurative language, identify examples in texts and discuss meanings during teacher led discussions -Record roots, prefixes, and suffixes on individual note cards. With partners, students join note cards to build words, read words, and determine meanings -In pairs, students will use dictionaries/glossaries to identify meanings of words; students will create their own personal dictionaries with curriculum-based words</p> |
| Content Statements | | |
| <p>Students will understand that: -Vocabulary is essential to achieve meaning of words/phrases.</p> | | |
| Assessments | Teacher Resources | |
| <p>To show evidence of meeting this standard, students may: -Create Vocabulary flip charts -Create personal word walls</p> | <p>achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com newsela.com readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org</p> | <p>kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com learningally.org biguniverse.com readingrocket.org sharemylesson.com commonlit.org</p> |
| Equipment Needed | | |
| <p>Teachers may use the following: -Writing Journals/Notebooks -Chrome Books</p> | | |

Desired Results

Sample question to consider for this standard:

Read the sentence from paragraph 3.

Yes, whales have hair, but they usually shed their hair while they are very young.

In which sentence does the word shed have the same meaning as in this sentence?

A. The farmer keeps both of his horses in a shed.

B. Lanterns shed light over the quiet campsite.

C. Snake shed their skin several times each year.

D. They shed tears of joy after the game.

L.5.5 2018

Domain: Language

Cluster: Vocabulary Acquisition and Use

Standards: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L 5.5.A Interpret figurative language, including similes and metaphors, in context.

L 5.5.B 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.

| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
|--|---|--|
| Why is it important to understand and utilize figurative language? | Students will understand that: -Using figurative language in written text makes writing more powerful and enhances the meaning of the text | To assist in meeting this standard, students may: -Given a list of vocabulary words, students complete graphic organizers for words to deepen understanding of word meanings. Students write targeted words in center circles of organizer and list antonyms, synonyms, and analogies for those words in 3 surrounding circles -After shared read aloud containing figurative language, students identify examples in texts and discuss meanings during teacher led discussions -Pair-share connections to real-life experiences |
| Content Statements | | |
| Students will be able to: understand that figurative language helps achieve meaning of words/phrases. | | |
| Assessments | | Teacher Resources |
| To show evidence of meeting this standard, students may: -Participate in shared writing in small group to write a paragraph rich in descriptive words within a given topic -Use internet games -Highlight figurative language used in everyday text/supplied reading selections | | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com |

| | | |
|---|--|--|
| Equipment Needed | newsela.com | learningally.org |
| Teachers may use the following: -Writing Journals/Notebooks -Technology | readworks.org pbslearningmedia.org poetryfoundation.org kellygallagher.org | biguniverse.com readingrocket.org sharemylesson.com commonlit.org |
| Desired Results | | |
| <p>Sample question to consider for this standard:</p> <p>Read the sentences.</p> <p style="padding-left: 40px;">Matt and Sarah played outside for most of the day. They enjoyed the bright and sunny weather. By the end of the day, they noticed that <u>the sun was like a sinking ship</u>. They knew then that it was time to go home.</p> <p>Which sentence best captures the meaning of the underlined words?</p> <p>A. The sun was setting quickly. B. It started raining hard. C. The sun looked like it was turning upside-down. D. Cooler weather was coming.</p> | | |

[L.5.6](#) 2018

| | | |
|---|--|---|
| Domain: Language | | |
| Cluster: Vocabulary Acquisition and Use | | |
| Standards: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition) | | |
| Essential Questions | Enduring Understandings | Activities, Investigations, and Student Experiences |
| Why is it important to understand and utilize words and phrases that pertain to a particular topic? | Students will understand that: -Identifying and utilizing specific words/phrases helps enhance oral and written text. | To assist in meeting this standard, students may: -When given domain-specific words, phrases, or clue words, students use spoken and written language to form completed sentences with logical relationships -Demonstrate use of academic vocabulary when recording information in cross-curricular journals paying attention to spatial and temporal relationships |
| Content Statements | | |
| Students will be able to: -Use specific words and phrases for a particular topic | | |

| | | |
|--|--|--|
| <i>provides clarity in communication.</i> | | |
| Assessments | Teacher Resources | |
| <i>To show evidence of meeting this standard, students may: -Participate in shared writing in small group to write a paragraph rich in adjectives and adverbs. -Journal Writing -Teacher Conferencing</i> | achievethecore.org scholastic.com frontrowed.com newsworks.org opened.com | kbumreading.com readingandwritingproject.org simplek12.com janrichardsonguidedreading.com amybenjamin.com |
| Equipment Needed | newsela.com readworks.org pbslearningmedia.org poetryfoundation.org | learningally.org biguniverse.com readingrocket.org sharemylesson.com |
| <i>Teachers may use the following: -Writing Journals/Notebooks -Chrome Books</i> | | |
| Desired Results | | |
| <p><i>Sample question to consider for this standard:</i></p> <p><i>Read the sentence.</i> <i>Erin usually moves slowly; <u>thus</u> her friends like to call her "the turtle."</i> <i>What does the word <u>thus</u> mean in the sentence above?</i></p> <p><i>A. but</i> <i>B. instead</i> <i>C. after some time</i> <i>D. as a result</i></p> | | |