

COMMON CORE

State Standards

DECONSTRUCTED for
CLASSROOM IMPACT

FIFTH GRADE

ENGLISH LANGUAGE ARTS

LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE & TECHNICAL SUBJECTS



The
COMMON CORE
Institute

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Introduction

The Common Core Institute is pleased to offer this grade-level tool for educators who are teaching with the Common Core State Standards.

The Common Core Standards Deconstructed for Classroom Impact is designed for educators by educators as a two-pronged resource and tool 1) to help educators increase their depth of understanding of the Common Core Standards and 2) to enable teachers to plan College & Career Ready curriculum and classroom instruction that promotes inquiry and higher levels of cognitive demand.

What we have done is not new. This work is a purposeful and thoughtful compilation of preexisting materials in the public domain, state department of education websites, and original work by the Center for College & Career Readiness. Among the works that have been compiled and/or referenced are the following: Common Core State Standards for ELA/Literacy and the Appendix from the Common Core State Standards Initiative; Learning Progressions from The University of Arizona's Institute for Mathematics and Education, chaired by Dr. William McCallum; the Arizona Academic Content Standards; the North Carolina Instructional Support Tools; and numerous math practitioners currently in the classroom.

We hope you will find the concentrated and consolidated resource of value in your own planning. We also hope you will use this resource to facilitate discussion with your colleagues and, perhaps, as a lever to help assess targeted professional learning opportunities.

Understanding the Organization

The Overview includes Anchor Standards for Reading which are mirrored in the ELA Common Core Standards themselves. This ensures you have the Anchor Standards easily accessible at all times. One of the key features of the Anchor Standards for Reading is the structure of four organizing areas: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.

The overall composition of the sections that follow is guided by the strand—Reading Literature (RL), Reading Foundation (RF), etc.—which you might consider the domain or area of literacy, and the organizing area (Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity) of the Anchor Standards for Reading.

Each section begins with the **Domain**. Again, the strand represents the area or domain of literacy: reading literature (RL), reading foundation (RF), etc. Think of the strand as a sort of header as the content will reflect standards-focused information within that strand. When each organizing area of the Anchor Standards has been referenced, as appropriate, the same format will be followed for the each subsequent strand.

What follows the **Domain** are the core anchor standards for an organizing area (i.e., Key Ideas and Details). Next is the Critical Focus or some of the specific learner outcomes related to this strand and the organizing area.

The **Big Idea** captures the essence of this organizing area (i.e., Key Ideas and Details) for this particular strand (i.e., Reading Literature). Think of this an overarching guiding concept.

Academic Vocabulary supports the **Big Idea** and **Critical Focus** and is meant to help you distinguish some of the specific academic vocabulary your students will encounter.

Moving deeper and more explicitly into the **Anchor Reading Standard** is then the grade-specific standard and deconstruction with the **Standard Number** and the **Standard Statement**.

For each **Standard Number** and **Standard Statement** are **Essential Question(s)**, **Learning Progressions**, **DOK Range for Instruction & Assessment** with the accompanying **Learning Expectations** (or Instructional Targets) of **Know: Concepts/Skills, Think**, and **Do**, and **Key Strategies**.

The Essential Question(s) enable you to focus your instructional strategies and learning objectives as you plan. **The Learning Progressions** are contextual in that the current standard is bracketed by the grade-level standard for the preceding and the following grades. This helps remind you of the proficiency level with which your students enter your grade and the proficiency expectations for the next grade. The **DOK Range for Instruction & Assessment** with the accompanying **Learning Expectations** of **Know: Concepts/Skills, Think**, and **Do** offer you further detail to support planning for instructional practice and student learning. The last feature is the **Key Strategies**. As your refine your planning in conjunction with student learning objectives that align to the instructional targets, you can refer to the **Key Strategies** for ideas to ensure you have sufficient differentiation and variety in your classroom to help students achieve the instructional targets and move towards mastery of the standard.

Key Design Considerations

CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year’s grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.¹ To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011

NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.²

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). Writing framework for the 2007 National Assessment of Educational Progress. pre-publication edition. Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by

a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language).

When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

¹The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

²As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and world views, students can vicariously inhabit worlds and have experiences much different than their own.

LITERACY DOMAIN: READING

**READING ANCHOR
STANDARDS FOR
LITERATURE
(RL)**

FIFTH GRADE

ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

Key Ideas and Details

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

Craft and Structure

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

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

**Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

ANCHOR READING STANDARDS

Key Ideas and Details

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

CRITICAL FOCUS

LEARNER OUTCOMES

Fifth grade students are required to quote accurately from the text to support their answers. "Quote accurately" may include using their own words.

Determining a theme continues to be a focus and students should be giving more thought to characters' actions in a text. They are required to refer to specific details in the text when finding the similarities and differences between two or more characters, settings, or events.

Use questions and prompts such as:

- Can you tell me the reasons why you think...? Show where you linked your thinking to the text.
- What are the most important events that happened in the story? How do you know?
- What is the theme of this text? Summarize the story from beginning to end in a few sentences.
- Can you tell me how the character solved the problem in this story? Describe how these two characters are the same. How are they different?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

ANCHOR READING STANDARD RL.1

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		
ESSENTIAL QUESTION(S)	Why do readers quote from what they read?		
LEARNING PROGRESSIONS	4th Grade	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
	5th Grade	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
	6th Grade	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Explain explicitness of text by quoting accurately.	Draw inferences using textual information.	

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

ENGLISH LANGUAGE ARTS

**ANCHOR
READING
STANDARD
RL.2**

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RL.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**ESSENTIAL
QUESTION(S)**

- In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose?
- How can I briefly and accurately express the key elements/ideas of the story?
- How does the narrator or characters' behaviors contribute to the theme?

**LEARNING
PROGRESSIONS**

4th Grade

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

5th Grade

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

6th Grade

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Determine the theme of a story, drama, or poem using details in the text.
Summarize text.

Explain how characters respond to challenges.
Explain how the speaker reflects upon a topic.
Summarize key ideas and details of a story, drama, or poem.
Summarize how characters respond to challenges.
Summarize how the speaker reflects upon a topic.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

ENGLISH LANGUAGE ARTS

**ANCHOR
READING
STANDARD
RL.3**

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).		
ESSENTIAL QUESTION(S)	How does the interactions of any of the story elements affect the text?		
LEARNING PROGRESSIONS	4th Grade	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	
	5th Grade	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
	6th Grade	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Define terms: compare and contrast. Identify the character, setting, and or event. Identify similarities of characters, settings, or events. Identify differences between characters.	Compare characters, setting, and events. Contrast characters, setting, and events.	

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

ANCHOR READING STANDARDS

Craft and Structure

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

CRITICAL FOCUS

LEARNER OUTCOMES

Fifth grade students continue to find the meaning of general vocabulary words specific to fifth grade topics or subjects.

Students must explain how the events, ideas, or concepts fit into the overall structure of a text by finding the similarities and differences in two or more texts. Students are required to discuss the similarities and differences unique to the various perspectives presented in the text.

They will give descriptions about how the information is presented for each perspective. Use questions and prompts such as:

- What do you do when you come to words or phrases you do not know? (glossary, use context)
- What features in the text help you find important information about what you are reading?
- How is the information presented/organized in this text?
- What does the author want the reader to understand about this text?
- What is similar and different about how the information is presented in these texts?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RL.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none">How does the author’s choice and use of words affect the meaning of the text?How does the author’s use of specific types of figurative language affect the meaning of the text?		
LEARNING PROGRESSIONS	4th Grade	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)	
	5th Grade	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
	6th Grade	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize examples of figurative language. Recognize similes and metaphors.	Determine the meaning of words in texts. Determine the figurative meaning of words and phrases.	

KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

ANCHOR READING STANDARD RL.5

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RL.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

ESSENTIAL QUESTION(S)

How do the components of the text contribute to the overall structure?

LEARNING PROGRESSIONS

4th Grade

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions,

5th Grade

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

6th Grade

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

DOK Range Target
for Instruction &
Assessment

☒ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should
be able to:

Explain how a series of chapters, scenes, and stanzas fit together.

Explain how chapters, scenes, and stanzas provide overall structure of a story, drama, or poem.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Readers' Theatre
- Use of multi-media
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

*Research based strategies developed by Kylee Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RL.6

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.		
ESSENTIAL QUESTION(S)	How does the point of view influence how the story is told?		
LEARNING PROGRESSIONS	4th Grade	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	
	5th Grade	Describe how a narrator's or speaker's point of view influences how events are described.	
	6th Grade	Explain how an author develops the point of view of the narrator or speaker in a text.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Define influences. Identify narrator's or speaker's point of view. Describe narrator's or speakers point of view. Identify relevant events.	Infer the characteristics of the narrator or speaker. Describe how the narrator's point of view influences descriptions. Describe how the speaker's point of view influences descriptions.	

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

ANCHOR READING STANDARDS

Integration of Knowledge and Ideas

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

** Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

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

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CRITICAL FOCUS

LEARNER OUTCOMES

Fifth grade students must examine what is heard and/or viewed to gain an appreciation and understanding of the text

Students will find similarities and differences in themes and topics when reading stories of the same genre.

Use questions and prompts such as:

- Can you tell how the illustrations affect the mood of the text?
- Does this hypertext or embedded video help you better understand the text? What does it tell you about what you read?
- In reading books of this genre, what happened to the characters that are the same? What happened that is different? In reading books of this genre, how did characters solve problems in different ways across texts?
- In reading books of this genre, how are the plots the same or different across texts?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

ENGLISH LANGUAGE ARTS

**ANCHOR
READING
STANDARD
RL.7**

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RL.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		
ESSENTIAL QUESTION(S)	How does the meaning of a text change based on visual and multimedia elements?		
LEARNING PROGRESSIONS	4th Grade	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	
	5th Grade	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).	
	6th Grade	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Define analyze. Identify multimedia and visual elements. Recognize meaning, tone, and beauty.	Analyze how visual elements contribute to meaning, tone, and beauty. Analyze how multimedia contributes to meaning, tone, and beauty.	

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

ANCHOR READING STANDARD RL.8

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RL.8	Not applicable to literature)		
ESSENTIAL QUESTION(S)	(Not Available.		
LEARNING PROGRESSIONS	4th Grade	Not applicable to literature.	
	5th Grade	Not applicable to literature.	
	6th Grade	Not applicable to literature.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:			

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

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ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RL.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RL.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		
ESSENTIAL QUESTION(S)	How do different stories of the same genre approach similar themes and topics?		
LEARNING PROGRESSIONS	4th Grade	Compare and contrast 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.	
	5th Grade	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
	6th Grade	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) on their approaches to similar themes and topics.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify characteristics of a theme, topic, or genre.	Compare/contrast how stories of the same genre approach a similar theme or topic.	

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

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ANCHOR READING STANDARDS

Range of Reading and Level of Text Complexity

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

CRITICAL FOCUS

LEARNER OUTCOMES

Fifth grade students are capable of reading and understanding a variety of literature at the higher end of grades 4-5 independently.

"The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade „staircase“ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts."

"Students also acquire the habits of reading independently and closely, which are essential to their future success."

"Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life."

Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RL.10

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LITERATURE

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RL.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

ESSENTIAL QUESTION(S)

What strategies am I using to become an independent and proficient reader of literary texts?

LEARNING PROGRESSIONS

4th Grade

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

5th Grade

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

6th Grade

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify/understand key ideas and details.
Identify/understand craft and structure.
Identify integration of knowledge and ideas.

Comprehend key ideas and details.
Comprehend craft and structure.
Comprehend integration of knowledge and ideas.

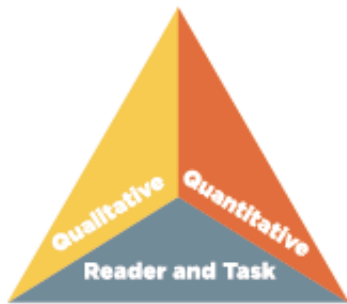
KEY STRATEGIES

- * Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

Standard 10: Range, Quality, and Complexity of Student Reading K-5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

LITERACY DOMAIN: READING

**READING ANCHOR
STANDARD FOR
INFORMATIONAL TEXT
(RI)**

FIFTH GRADE

ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

Key Ideas and Details

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

Craft and Structure

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

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

**Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

ANCHOR READING STANDARDS

Key Ideas and Details

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

CRITICAL FOCUS

LEARNER OUTCOMES

Students at this level should be able to quote correctly from the text to explain what the text is about and when drawing conclusions.

Students must identify two or more main ideas and find the most important details that strengthen these main ideas. They should also be able to summarize the text in their own words. At this level, students describe the connections between two or more people, events, ideas, or concepts in a historical, scientific, or “how to” texts by using the text to support their findings.

Use questions and prompts such as:

- Can you tell me the reasons why you think...? Show where you linked your thinking to the text.
- Can you find at least two of the main ideas of this text and key details that support them?
- Summarize the main points of the text. Can you tell me how these ideas, people, and events are the same? Can you tell me how they are different? Show me in the text.
- Think about these historical events. Tell how they are connected.

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

ANCHOR READING STANDARD RI.1

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		
ESSENTIAL QUESTION(S)	Why do readers quote from what they read?		
LEARNING PROGRESSIONS	4th Grade	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
	5th Grade	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
	6th Grade	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Explain explicitness of text by quoting accurately.	Draw inferences using textual information.	

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kyleene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RI.2

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RI.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ESSENTIAL QUESTION(S)

How can I briefly and accurately express the main ideas and supporting details of the text?

LEARNING PROGRESSIONS

4th Grade

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

5th Grade

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

6th Grade

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

DOK Range Target for Instruction & Assessment

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Summarize text.
Explain how supporting details determine the main idea.

Determine two or more ideas.
Explain how multiple ideas are supported by key ideas.
Summarize the multiple ideas using key details.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

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FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

ANCHOR READING STANDARD RI.3

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RI.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

ESSENTIAL QUESTION(S)

How do interactions and relationships in informational texts help me understand how, what, and/or why something happened?

LEARNING PROGRESSIONS

4th Grade

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

5th Grade

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.

6th Grade

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Define relationships and interactions.

Explain the relationships or interactions between individuals, events, ideas, and concepts.

Use specific information to support the relationship between individuals, ideas, and concepts.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

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ANCHOR READING STANDARDS

Craft and Structure

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

CRITICAL FOCUS

LEARNER OUTCOMES

Fifth grade students continue to find the meaning of general vocabulary words specific to fifth grade topics or subjects.

Students must explain how the events, ideas, or concepts fit into the overall structure of a text by finding the similarities and differences in two or more texts. Students are required to discuss the similarities and differences unique to the various perspectives presented in the text. They will give descriptions about how the information is presented for each perspective.

Use questions and prompts such as:

- What do you do when you come to words or phrases you do not know? (glossary, use context)
- What features in the text help you find important information about what you are reading?
- How is the information presented/organized in this text? What does the author want the reader to understand about this text?
- What is similar and different about how the information is presented in these texts?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

ANCHOR READING STANDARD RI.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none">How can I learn and use academic vocabulary appropriately?How can I learn and use domain-specific vocabulary appropriately?		
LEARNING PROGRESSIONS	4th Grade	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
	5th Grade	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
	6th Grade	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify general academic words and phrases. Identify domain-specific words and phrases.	Determine the meaning of general academic phrases. Determine the meaning of domain-specific phrases.	

KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

* Research based strategies developed by Kyleene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RI.5

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none">How does the text structure help me understand the text?Why does the structure of the text matter?What are the differences between text structures in different types of text?		
LEARNING PROGRESSIONS	4th Grade	Describe 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.	
	5th Grade	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	
	6th Grade	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Determine the overall text structure. Describe the overall text structure.	Compare/contrast the overall structure of events, ideas, concepts, or information.	

INFORMATIONAL TEXT

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Readers' Theatre
- Use of multi-media
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

*Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

ANCHOR READING STANDARD RI.6

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RI.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

ESSENTIAL QUESTION(S)

How does the point of view influence how the event is told?

LEARNING PROGRESSIONS

4th Grade

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

5th Grade

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

6th Grade

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

DOK Range Target
for Instruction &
Assessment

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should
be able to:

Define influences.
Identify narrator's or speaker's point of view.
Describe narrator's or speaker's point of view.
Identify relevant events.

Describe how a narrator's point of view influences the descriptions.
Describe how the speaker's point of view influences how the events are described.
Compare and contrast multiple accounts of the same event or topic.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Readers'Theatre
- Use of multi-media
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

ANCHOR READING STANDARDS

Integration of Knowledge and Ideas

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

** Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

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

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CRITICAL FOCUS

LEARNER OUTCOMES

Students at this level can use media efficiently to answer questions and to solve problems.

Students continue to give explanations about how an author uses proof to support a point in the text. In addition they must prove each point with evidence from the text. Students will combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Use questions and prompts such as:

- Can you find the information in this text that supports your thinking?
- What does this diagram/image tell you about this topic?
- Can you find the part the author uses as evidence to support his/her claims? Can you find the reasons the author gives for his/her thinking?
- What is the same about the points presented in these texts? What is different?
- How can you group together (gather) facts and pieces of evidence from these texts to support your thinking about this topic?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

ANCHOR READING STANDARD RI.7

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RI.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

ESSENTIAL QUESTION(S)

How can I use multiple resources to quickly and efficiently solve a problem?

LEARNING PROGRESSIONS

4th Grade

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

5th Grade

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.

6th Grade

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Obtain information from sources.
Recognize digital sources.
Identify problem solving steps.

Collect information/data.
Locate an answer or solve problem
efficiently from various print and
digital sources.
Organize information to answer
efficiently.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Use of multi-media
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Using critical and divergent thinking and assimilating prior knowledge to draw conclusions

*Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RI.8

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RI.8

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

ESSENTIAL QUESTION(S)

How does the author use reason and evidence to support the text?

LEARNING PROGRESSIONS

4th Grade

Explain how an author uses reasons and evidence to support particular points in a text.

5th Grade

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

6th Grade

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Identify an author's particular points.

Identify which evidence and reasons support each point .

Explain how to use reasons to support points.

Explain how to use evidence to support points.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

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INFORMATIONAL TEXT

**ANCHOR
READING
STANDARD
RI.9**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		
ESSENTIAL QUESTION(S)	Not Available.		
LEARNING PROGRESSIONS	4th Grade	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
	5th Grade	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
	6th Grade	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify information within texts on the same topic.	Integrate information from texts on the same topic.	

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

Research based strategies developed by Kyleene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

ANCHOR READING STANDARDS

Range of Reading and Level of Text Complexity

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

CRITICAL FOCUS

LEARNER OUTCOMES

Students are required to read and understand a wide range of informational texts within the higher end of the fourth to fifth grade text level efficiently by the end of the year.

“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade „staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”

“Students also acquire the habits of reading independently and closely, which are essential to their future success.” Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.

Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author’s main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

ANCHOR READING STANDARD RI.10

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RI.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

ESSENTIAL QUESTION(S)

What strategies am I using to become an independent and proficient reader of informational texts?

LEARNING PROGRESSIONS

4th Grade

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

5th Grade

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

6th Grade

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Recall/understand key ideas and details.
Identify/understand craft and structure.
Recognize/understand integration of knowledge.

Comprehend key ideas and details.
Comprehend craft and structure.
Comprehend integration of knowledge.

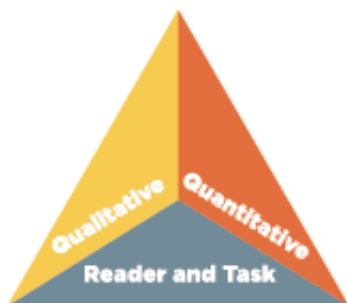
KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—close reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

* Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

Standard 10: Range, Quality, and Complexity of Student Reading K-5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

LITERACY DOMAIN: READING

READING FOUNDATIONAL SKILLS (RF)

FIFTH GRADE

ENGLISH LANGUAGE ARTS



Reading Standards: Foundational Skills (K-5)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Print Concepts (K-1)

Phonological Awareness (K-1)

Phonics and Word Recognition (K-5)

Fluency (K-5)

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARDS

Reading Foundational Skills

Phonics and Word Recognition

CRITICAL FOCUS

LEARNER OUTCOMES

Students continue learning specific strategies for decoding words in texts. They are required to apply the specific strategies for decoding and spelling multi-syllabic words.

Use questions and prompts such as:

- Does that sound right?
- Does that look right?
- Does that make sense?
- Look at the word, does it look like ...?

BIG IDEA

Readers with automaticity have adaptive reading skills that enable them to understand a variety of words and texts.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

READING FOUNDATIONAL SKILL RF.3

Know and apply grade-level phonics and word analysis skills in decoding words.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RF.3

Know and apply grade-level phonics and word analysis skills in decoding words.

ESSENTIAL QUESTION(S)

How can I break words into parts to determine the meaning of the word?

LEARNING PROGRESSIONS

4th Grade

Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

5th Grade

Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☐ 2 ☐ 3 ☐ 4

SUBSTANDARD DECONSTRUCTION

5.RF.3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Know grade-level phonics and word analysis skills in decoding words.

Identify syllabication patterns.

Identify root words.

Explain meanings of prefixes and suffixes.

Read words with Latin roots.

Apply grade-level phonics and word analysis in decoding words.

Synthesize phonics and word analysis skills to decode words.

Read multisyllabic words in context
Read multisyllabic words out of context.

KEY STRATEGIES

- Re-reading
- Direct instruction of strategies
- Modeling, (i.e., read along with recordings, read alouds)
- Echo reading
- Paired Reading
- Reader's Theatre
- Leveled reading sets
- Sight words
- Running records

ENGLISH LANGUAGE ARTS

READING FOUNDATIONAL SKILLS

Reading Foundational Skills

Fluency

CRITICAL FOCUS

LEARNER OUTCOMES

Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage reread texts as needed to support understanding.

Use questions and prompts such as:

- Make your reading sound like the characters are talking.
- Go back and reread when it doesn't sound or look like you think it should.

BIG IDEA

Readers with automaticity have adaptive reading skills that enable them to understand a variety of words and texts.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

**READING
FOUNDATIONAL
SKILLS
RF.4**

Read with sufficient accuracy and fluency to support comprehension.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RF.4

Read with sufficient accuracy and fluency to support comprehension.

**ESSENTIAL
QUESTION(S)**

- How does my fluency and accuracy affect my understanding of any text I read?
- How does my reading need to change when I read different kinds of texts?

**LEARNING
PROGRESSIONS**

4th Grade

Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

5th Grade

Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☐ 3 ☐ 4

ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTION			
5.RF.4a. Read on-level text with purpose and understanding.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify and understand foundational skills for Reading. Identify textual purpose and understanding.	Apply foundational skills for reading. Determine the purpose for reading on-level text .	Read on-level text fluently and accurately to support comprehension.

SUBSTANDARD DECONSTRUCTION			
5.RF.4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify oral reading with accuracy, appropriate rate, and expression.	Apply reading strategies for accuracy, rate, and expression.	Reread with fluency as necessary to support comprehension. Read with accuracy and expression at the appropriate rate on successive readings.

SUBSTANDARD DECONSTRUCTION			
5.RF.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify rereading as a strategy when confirming or self-correcting words. Understand how context can help to confirm or self correct word recognition.	Confirm or self-correct word recognition and understanding. Confirm or self-correct word using context.	

KEY STRATEGIES

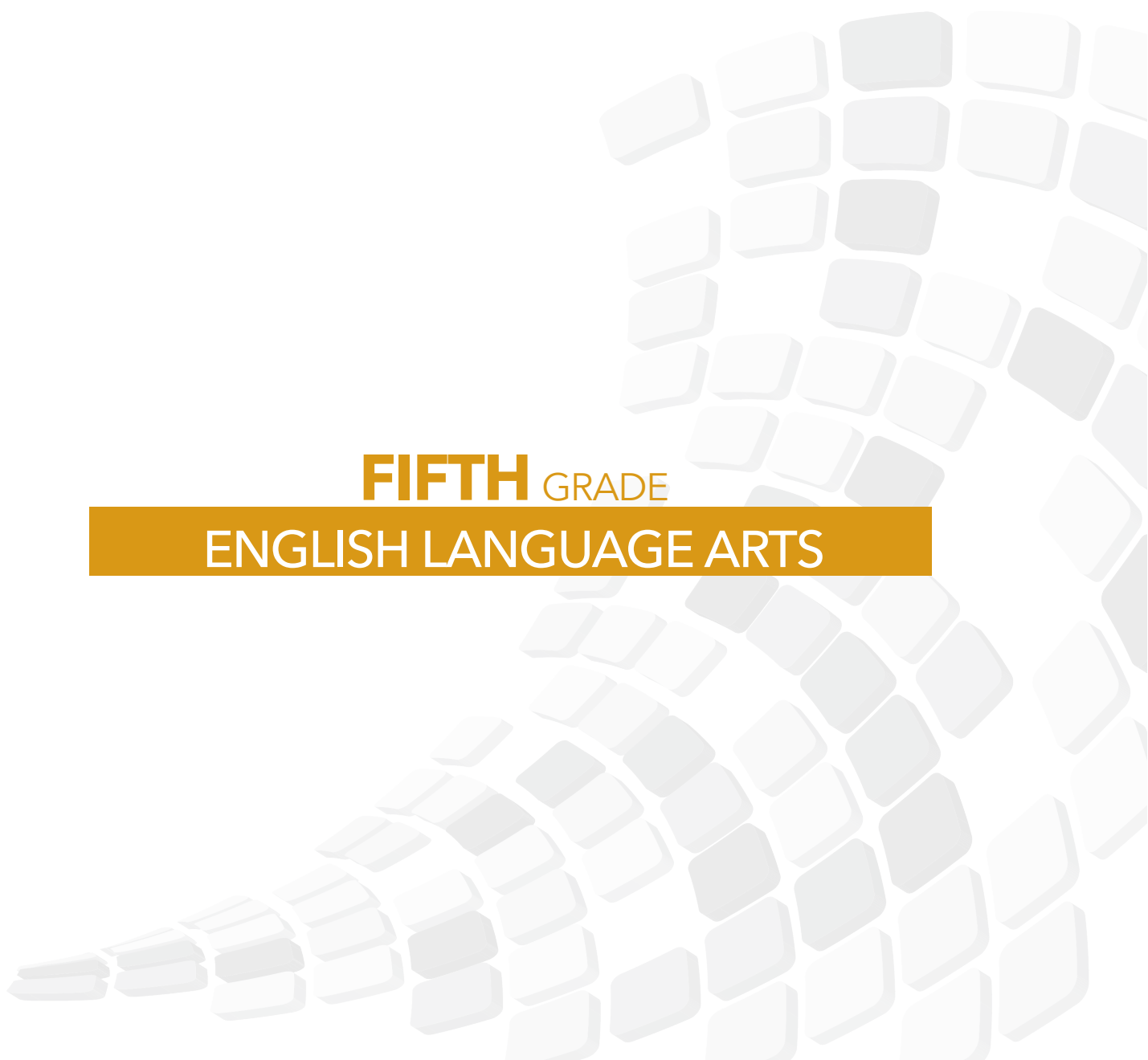
- Re-reading
- Direct instruction of strategies
- Modeling, (i.e., read along with recordings, read alouds)
- Echo reading
- Paired Reading
- Reader's Theatre
- Leveled reading sets
- Sight words
- Running records

LITERACY DOMAIN: WRITING

WRITING ANCHOR STANDARDS (W)

FIFTH GRADE

ENGLISH LANGUAGE ARTS



College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

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

Research to Build and Present Knowledge

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

Range of Writing

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

**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.*

ANCHOR WRITING STANDARDS

Text Types and Purposes*

- 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
- 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
- 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.*

CRITICAL FOCUS

LEARNER OUTCOMES

Fifth grade students should write opinion pieces that clearly state their preferences and supply the reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion, search and find facts to support their viewpoint, and share this thinking. Students build their argument by linking ideas together in a logical manner.

At this level, students use a variety of sentence structures and more complex sentences. They are developing the use of more complex sentences with clauses (consequently, specifically).

Students need to engage in behaviors (turn and talk, small group discussion, and numerous writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, fifth grade students need to be able to choose precise vocabulary to explain their thinking about a topic.

Fifth grade students are required to include both an introduction and a concluding statement or section in their writing. Students continue using strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding their thoughts (using summary statements) when writing. They are learning to further organize their writing by developing the use of text features (headings, sections, illustrations, and multimedia). Students also write with complex sentences to link the parts of their writing together.

Fifth grade students write informative/explanatory pieces as well. They must be able to find and group information together in a logical way. In order to do so, students need strategies for researching a topic (gathering data), selecting relevant information (note taking), grouping like ideas, and developing a way to present the ideas from beginning to end (format and organization of written presentation).

Fifth grade students write real and imaginative stories. Students are expected to use description to show characters' thoughts and feelings as well as the details of characters' interaction through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.

BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARD W.1

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.W.1

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

ESSENTIAL QUESTION(S)

- How can I use reasons to support my opinion?
- How can I use information to support my opinion?

LEARNING PROGRESSIONS

4th Grade

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

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.

5th Grade

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

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.

6th Grade

Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

DOK Range Target for Instruction & Assessment

☐ 1 ☐ 2 ☒ 3 ☒ 4

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

SUBSTANDARD DECONSTRUCTION			
5.W.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize organizational structures that provide logical grouping. Explain writer's purpose.	Determine how to clearly introduce topic or text.	Write an opinion piece that includes clear introduction. Write an opinion piece that includes statement of opinion. Write an opinion piece that includes strong organizational structure.

SUBSTANDARD DECONSTRUCTION			
5.W.1b. Provide logically ordered reasons that are supported by facts and details.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Group related ideas logically to support purpose. Determine reasons supported by facts and details.	Write an opinion piece supported with reasons and information. Write an opinion piece that includes reasons supported by facts and details.

SUBSTANDARD DECONSTRUCTION			
5.W.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Explain and identify words, phrases, and clauses linking opinion and reasons.	Formulate an opinion. Establish links between opinions and reasons using words, phrases, and clauses.	Write an opinion piece that includes links between opinion and reasons.

SUBSTANDARD DECONSTRUCTION			
5.W.1d. Provide a concluding statement or section related to the opinion presented.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Plan a concluding statement or section related to the opinion.	Write an opinion piece that includes a concluding statement or section.	

KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

**ANCHOR
WRITING
STANDARD
W.2**

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.W.2

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

**ESSENTIAL
QUESTION(S)**

- How can I use information to express an idea?
- How can I use domain-specific vocabulary to express ideas accurately?

**LEARNING
PROGRESSIONS**

4th Grade

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

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation.

5th Grade

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

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

6th Grade

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☐ 2 ☒ 3 ☒ 4

ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTION			
5.W.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify a topic. Identify related information grouped logically. Identify related information containing formatting, illustrations, and multimedia. Identify related information when aiding comprehension.	Develop related information grouped logically. Develop related information containing formatting, illustrations, and multimedia.	Write an informative/explanatory texts that include clear topic. Write an informative/explanatory texts that include a general observation and focus. Write an informative/explanatory texts that include related information grouped logically. Write an informative/explanatory texts that include related information containing formatting. Write an informative/explanatory texts that include related information containing illustrations and multimedia.

SUBSTANDARD DECONSTRUCTION			
5.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify topics developed with facts, definitions, concrete details, quotations, and examples.	Develop a clearly written topic Develop topics with facts, definitions, concrete details, quotations, and examples.	Write an informative/explanatory texts that include a topic developed with facts, definitions, concrete details, quotations, and examples.

SUBSTANDARD DECONSTRUCTION			
5.W.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify linked ideas within categories of information.	Develop linked ideas within categories. Determine appropriate words and phrases that link ideas within and across categories.	Write an informative/explanatory texts that include ideas linked in and across categories.

SUBSTANDARD DECONSTRUCTION			
5.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify precise language and domain-specific vocabulary. Identify concluding statement or section.		Write an informative/explanatory texts that include precise language and domain-specific vocabulary.

SUBSTANDARD DECONSTRUCTION	5.W.2e. Provide a concluding statement or section related to the information or explanation presented.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Determine a concluding statement or section.	Write an informative/explanatory texts that include a concluding statement.	Write an informative/explanatory.

KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme , stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARD W.3

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.W.3

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

ESSENTIAL QUESTION(S)

- How can I use appropriate details and organization to express a real or imagined event?
- How can I use appropriate techniques to express the event more effectively?

LEARNING PROGRESSIONS

4th Grade

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

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

5th Grade

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

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

6th Grade

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

- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☐ 2 ☒ 3 ☒ 4

SUBSTANDARD DECONSTRUCTION

5.W.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Describe the use of story elements in narratives.

Establish a situation, narrator, and/or characters.

Write a narrative that establishes a situation.

SUBSTANDARD DECONSTRUCTION

5.W.3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Describe the use of story elements in narratives .
Describe the characteristics of narratives.
Describe narrative techniques (dialogue, description, and pacing).

Use dialogue and description to develop experiences and events.
Develop characters through dialogue, description, actions, and reactions.

Write a narrative that uses dialogue, descriptions, and proper pacing.

SUBSTANDARD DECONSTRUCTION

5.W.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Explain how the sequence of events affects the story's conclusion.
Recognize the transitional words.
Explain how transitional words, phrases, and clauses advance the sequence of events.

Sequence events logically resulting in a conclusion.
Use a variety of transitions.

Write a narrative that uses transitional words or phrases .

SUBSTANDARD DECONSTRUCTION

5.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Use concrete and/or sensory details to develop experiences or events.

Write a narrative that uses concrete, and/or sensory details.

SUBSTANDARD DECONSTRUCTION

5.W.3e. Provide a conclusion that follows from the narrated experiences or events.

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Write a narrative that provides a conclusion.

KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ANCHOR WRITING STANDARDS

Production and Distribution of Writing

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

CRITICAL FOCUS

LEARNER OUTCOMES

- Fifth grade students are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment) and purpose (the writer's designated reason for writing) should be reflected in the student's organization and development of a topic.
- With assistance from adults and peers, students should develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).
- Students in fifth grade are developing strategies with peers and adults to use digital tools. At this level, they should not only use technology for producing and publishing writing, but also to collaborate with others. Fifth grade students are required to be proficient in keyboarding skills (typing at least two pages in a single setting).

BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARD W.4

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.W.4

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

ESSENTIAL QUESTION(S)

Why do I write?

LEARNING PROGRESSIONS

4th Grade

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.)

5th Grade

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.)

6th Grade

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

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☐ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Analyze the reason for writing to decide the task, purpose, and audience.

Determine suitable idea development strategies appropriate to task, purpose, and audience.

Determine suitable organization appropriate to task, purpose, and audience.

Produce a writing piece with clear, cohesive idea development and organization.

KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

ANCHOR WRITING STANDARD W.5

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.W.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

ESSENTIAL QUESTION(S)

How does the writing process make me a better writer?

LEARNING PROGRESSIONS

4th Grade

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3, up to and including grade 4.)

5th Grade

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

6th Grade

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3, up to and including grade 7.)

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

With guidance and support from peers and adults, recognize how to plan, revise, edit, rewrite, and try a new approach to writing.

With guidance and support from peers and adults, know how to edit for conventions.

With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARD W.6

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.W.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

ESSENTIAL QUESTION(S)

How can technology be used as a tool to write, publish, and/or collaborate?

LEARNING PROGRESSIONS

4th Grade

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.

5th Grade

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.

6th Grade

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 three pages in a single sitting.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

With some guidance and support from adults, use keyboarding skills.
With some guidance and support from adults, use word processing to produce and publish writing.
With some guidance and support from adults, use the Internet to communicate with others.

With some guidance and support from adults, evaluate the technology tools for producing and publishing writing.
With some guidance and support from adults, evaluate the technology for collaborating with others.

With some guidance and support from adults, use technology to develop, revise, edit, and publish writing.
With some guidance and support from adults, use technology to communicate and collaborate.
With some guidance and support from adults, use keyboarding skills to type one page.

KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ANCHOR WRITING STANDARDS

Research to Build and Present Knowledge

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

CRITICAL FOCUS

LEARNER OUTCOMES

Fifth grade students are required to research a topic through investigation of the topic. Investigation includes exploring a topic in greater detail by developing a research question that helps bring focus to the topic.

Students learn how to locate information from print and digital sources as well as integrate information from their own experiences. A list of sources they used should be included. At this level, students take notes, organize their information into categories, and list their sources.

Fifth grade students use strategies for reading literary and information text as they investigate topics:

When reading literary text: fifth grade students are required to refer to specific details in the text when finding the similarities and differences between two or more characters, settings or events.

When reading informational text: students at this level give explanations about how an author uses proof to support a point in the text. In addition they must prove each point with evidence from the text. Students will combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

ANCHOR WRITING STANDARD W.7

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.W.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ESSENTIAL QUESTION(S)

How can I learn more about a topic by completing a research project?

LEARNING PROGRESSIONS

4th Grade

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

5th Grade

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

6th Grade

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☐ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Identify various research sources.
Identify the different aspects of a topic.

Discriminate between various research sources.
Compare/contrast information from various research sources.
Interpret information derived from various sources.
Conduct short research projects investigating different aspects.
Participate in short research and writing projects.
Conduct investigations on different topical aspects.
Question information to build topical knowledge.

KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

ANCHOR WRITING STANDARD W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.W.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

ESSENTIAL QUESTION(S)

- How can I recall and organize information accurately?
- How can I collect and organize information accurately?
- Why is it important for me to know how to summarize and paraphrase others' work?

LEARNING PROGRESSIONS

4th Grade

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

5th Grade

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.

6th Grade

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Define summarize.
Define paraphrase.
Recall and gather relevant information from print and digital sources.
Identify source list.

ummarize information in notes and finished work.
Paraphrase information in notes and finished work.

KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARD W.9

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.W.9

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

ESSENTIAL QUESTION(S)

How can I use evidence to support my purpose?

LEARNING PROGRESSIONS

4th Grade

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

- a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").
- b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

5th Grade

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

- a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

6th Grade

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

- a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels; and fantasy stories] in terms of their approaches to similar themes and topics").
- b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☒ 2 ☒ 3 ☐ 4

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

SUBSTANDARD DECONSTRUCTION			
5.W.9a. 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]”).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify key ideas and details to support conclusions. Cite textual evidence to analyze explicit text.	Draw evidence as support for research. Analyze key ideas and details as evidence of understanding text. Reflect on key ideas and details as evidence of understanding text.	

SUBSTANDARD DECONSTRUCTION			
5.W.9b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify key ideas and details to support conclusions. Cite textual evidence to analyze explicit text.	Draw evidence as support for research. Analyze key ideas and details as evidence of understanding text. Reflect on key ideas and details as evidence of understanding text.	

KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARDS

Range of Writing

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

CRITICAL FOCUS

LEARNER OUTCOMES

Students are required to produce numerous pieces of writing over various time frames in order to develop skills in research and allow time for reflection and revision. Task (type of writing assignment), audience (the intended reader), and purpose (the writer's designated reason for writing) should be reflected in the student's development of a topic related to the content area for which they are writing about.

BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

ANCHOR WRITING STANDARD W.10

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.RL.10

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

ESSENTIAL QUESTION(S)

- Why is it important to write regularly?
- Why is it important to adopt the routine of research, reflection, and revision?
- Why is it important to write for different reasons and different audiences?

LEARNING PROGRESSIONS

4th Grade

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

5th Grade

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

6th Grade

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

DOK Range Target for Instruction & Assessment

☐ 1 ☒ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify the various purposes for writing.
Identify and understand the various organizational structures.
Identify and understand different genres or purposes for writing.

Determine when to write for short or extended time frames.
Determine the appropriate organizational structure for specific audiences and purposes.

Write for various purposes and to various audiences for short or extended time frames.
Write for a range of discipline-specific tasks, purposes, and audiences.

KEY STRATEGIES

- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

**LITERACY DOMAIN:
SPEAKING AND LISTENING**

**SPEAKING AND
LISTENING ANCHOR
STANDARDS
(SL)**

FIFTH GRADE

ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

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

ANCHOR SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

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

CRITICAL FOCUS

LEARNER OUTCOMES

Students in grade five will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations.

Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc).

Fifth grade students will also summarize a written text read aloud or information presented in multiple formats. At this level, students are now expected to be able to identify the reasons and evidence a speaker provides to support claims. This can be done through listening, questioning, and gathering information for deeper understanding of a topic.

BIG IDEA

A good communicator is able to express ideas effectively and listen actively.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

**ANCHOR
SPEAKING AND
LISTENING
STANDARD
SL.1**

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.SL.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**ESSENTIAL
QUESTION(S)**

- How are my conversation skills dependent on the makeup of the group?
- What contributions can I make to the conversation when I'm prepared and engaged?

**LEARNING
PROGRESSIONS**

4th Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 4 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

5th Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 5 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

6th Grade

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studies required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ides under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

ENGLISH LANGUAGE ARTS

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☒ 2 ☒ 3 ☒ 4

**SUBSTANDARD
DECONSTRUCTION**

5.SL.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Identify key ideas from reading material.

Relate information read to discussion topics.

Engage in discussions by sharing knowledge.

**SUBSTANDARD
DECONSTRUCTION**

5.SL.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Identify ways to listen effectively.
Describe discussion rules and roles.
Identify key ideas presented during discussion.

Evaluate implementation of discussion rules and roles.

Listen actively to discussions and presentations.
Follow agreed-upon rules during discussion.
Carry out assigned roles during discussions.

**SUBSTANDARD
DECONSTRUCTION**

5.SL.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Know how to pose questions and provide feedback.

Formulate questions and responses based on discussion.
Justify responses with evidence to support reasoning.

Pose and respond to specific questions to clarify understanding.
Connect comments to others' remarks.

**SUBSTANDARD
DECONSTRUCTION**

5.SL.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Explain topics using personal ideas, opinions, and reasoning.

Express ideas clearly.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

ANCHOR SPEAKING AND LISTENING STANDARDS SL.2

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

SPEAKING & LISTENING

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.SL.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ESSENTIAL QUESTION(S)

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LEARNING PROGRESSIONS

4th Grade

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5th Grade

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

6th Grade

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Define summarize.
Summarize a written text read aloud.
Summarize information presented in diverse media visually, quantitatively, and orally.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

ANCHOR SPEAKING AND LISTENING STANDARDS SL.3

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

SPEAKING & LISTENING

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.SL.3

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

ESSENTIAL QUESTION(S)

How do I determine the key message of the speaker's presentation?

LEARNING PROGRESSIONS

4th Grade

Identify the reasons and evidence a speaker provides to support particular points.

5th Grade

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

6th Grade

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

DOK Range Target for Instruction & Assessment

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify speaker's points, claims, reasons, or evidence.
Define summarize.

Summarize speaker's points.
Explain how a speaker's claim is supported.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ANCHOR SPEAKING AND LISTENING STANDARDS

Presentation of Knowledge and Ideas

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

CRITICAL FOCUS

LEARNER OUTCOMES

While adept at reporting on a topic or text, telling a story, or recounting an event, fifth graders will focus on doing so in an organized, logical manner. The aforementioned items should be done orally and in coherent, spoken sentences. Fifth graders will do so at an appropriate pace. Having the opportunity to present a personal opinion is important in the fifth grade.

Students in the fifth grade will combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes. At this level, they may identify these components as multimedia components.

Students in the fifth grade should be exposed to a numerous variety of speaking tasks so they may be able to distinguish between formal and informal discourse. Small-group discussions and formal presentations would be one example of each type of discourse. Fifth graders should be comfortable adapting their speech to a variety of contexts and tasks.

BIG IDEA

A good communicator is able to express ideas effectively and listen actively.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

**ANCHOR
SPEAKING AND
LISTENING
STANDARDS
SL.4**

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.SL.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**ESSENTIAL
QUESTION(S)**

How does the way I organize my presentation affect how my audience hears and understands the message?

**LEARNING
PROGRESSIONS**

4th Grade

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5th Grade

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.

6th Grade

Present claims and finding, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Identify topic text.
Identify an opinion and facts.
Identify descriptive details.
Clearly pronounce and enunciate words at an understandable pace.

Sequence ideas logically.
Determine appropriate facts and details to support ideas or themes.

Speak clearly at an understandable pace while reporting on a topic or text.
Speak clearly at an understandable pace while presenting an opinion.
Use logical sequencing and appropriate facts and relevant, descriptive details that support the main idea while speaking.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme , stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

ANCHOR SPEAKING AND LISTENING STANDARDS SL.5

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

SPEAKING & LISTENING

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.SL.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ESSENTIAL QUESTION(S)

How do I decide the best place(s) in a presentation to use audio recording or visual displays?

LEARNING PROGRESSIONS

4th Grade

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

5th Grade

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

6th Grade

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentation to clarify information.

DOK Range Target for Instruction & Assessment

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Define multimedia components.

Determine when it is appropriate to add graphics, sound, or visual displays.

Add graphics, sound, and visual displays to enhance the main idea or theme.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

ANCHOR SPEAKING AND LISTENING STANDARDS SL.6

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.SL.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

ESSENTIAL QUESTION(S)

- Why do I need to think about the audience and purpose each time I speak?
- How do I decide when to use formal or informal English when speaking?

LEARNING PROGRESSIONS

4th Grade

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

5th Grade

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

6th Grade

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify audience, task, and situation.
Identify characteristics of formal and informal speaking.

Distinguish between formal and informal speech.
Analyze situation to determine appropriate speech use.

Use formal and informal speech appropriately.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

**LITERACY DOMAIN:
LANGUAGE**

**LANGUAGE ANCHOR
STANDARDS
(L)**

FIFTH GRADE

ENGLISH LANGUAGE ARTS

College and Career Ready Language Anchor Standards

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

ANCHOR LANGUAGE STANDARDS

Conventions of Standard English

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

CRITICAL FOCUS

LEARNER OUTCOMES

An understanding of language is essential for effective communication. "The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts."

Fifth grade student must have a strong command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.

In this grade, emphasis is on the function of conjunctions, prepositions, interjections, and verb tenses. With conventions, students must become more adept in the use of commas.

BIG IDEA

The way we use language influences how others perceive us.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

**ANCHOR
LANGUAGE
STANDARD
L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ESSENTIAL
QUESTION(S)**

Why is it important for me to know and follow the rules of standard English grammar when I write or speak?

**LEARNING
PROGRESSIONS**

4th Grade

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. *
- g. Correctly use frequently confused words (e.g., to, too, two; there, their). *

5th Grade

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense. *
- e. Use correlative conjunctions (e.g., either/or, neither/nor).

6th Grade

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person. *
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). *
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. *

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☐ 3 ☐ 4

ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTION			
5.L.1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify relative conjunctions, correlative conjunctions, and interjections (a).	Explain the function of conjunctions, prepositions, and interjections (a).	

SUBSTANDARD DECONSTRUCTION			
5.L.1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize perfect verb tenses (b).	Determine when/how to form perfect verb tense (b).	Use perfect verb tenses (b).

SUBSTANDARD DECONSTRUCTION			
5.L.1c. Use verb tense to convey various times, sequences, states, and conditions.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize inappropriate changes in verb tense [c].	Use verb tense to convey various times, sequences, states, or conditions [c].	Use verb tenses to convey times, sequences, states, and conditions [c].

SUBSTANDARD DECONSTRUCTION			
5.L.1d. Recognize and correct inappropriate shifts in verb tense.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:			Correct inappropriate changes in verb tense (d)

SUBSTANDARD DECONSTRUCTION			
5.L.1e. Use correlative conjunctions (e.g., either/or, neither/nor).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:			Use correlative conjunctions (e)

KEY STRATEGIES

- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

ENGLISH LANGUAGE ARTS

ANCHOR LANGUAGE STANDARD L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ESSENTIAL QUESTION(S)

Why is it important for me to know and follow the rules of standard English mechanics for writing?

LEARNING PROGRESSIONS

4th Grade

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

5th Grade

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

6th Grade

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. *
- b. Spell correctly.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☐ 2 ☐ 3 ☐ 4

LANGUAGE

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

SUBSTANDARD DECONSTRUCTION			
5.L.2a. Use a punctuation to separate items in a series.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Apply correct capitalization in writing. Use commas to separate items in a series.		
SUBSTANDARD DECONSTRUCTION			
5.L.2b. Use a comma to separate an introductory element from the rest of the sentence.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Apply correct punctuation in writing. Use a comma to separate introductory element from the sentence.		
SUBSTANDARD DECONSTRUCTION			
5.L.2c. 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?).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Apply correct spelling in writing. Use a comma to set off the words yes and no. Use a comma to set off a tag question from the sentence.		
SUBSTANDARD DECONSTRUCTION			
5.L.2d. Use underlining, quotation marks, or italics to indicate titles of works.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Know use of underlining and italics. Use underlining, quotation marks, or italics to indicate titles.		
SUBSTANDARD DECONSTRUCTION			
5.L.2e. Spell grade-appropriate words correctly, consulting references as needed.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recall and apply spelling rules. Identify and correct misspelled words. Consult references as needed.		

KEY STRATEGIES

- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

ANCHOR LANGUAGE STANDARDS

Knowledge of Language

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

CRITICAL FOCUS

LEARNER OUTCOMES

Students in grade 5 will use what they know about HOW language works when they write, speak, read, and listen. Students at this level will develop and use sentence fluency that interests the reader/listener. They will be able to compare and contrast varieties of English used throughout the genres they read. In order to do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.

BIG IDEA

The way we use language influences how others perceive us.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

**ANCHOR
LANGUAGE
STANDARD
L.3**

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**ESSENTIAL
QUESTION(S)**

- How can I convey my ideas effectively through word choice and punctuation?
- How does my language change based on the situation and audience?

**LEARNING
PROGRESSIONS**

4th Grade

Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose words and phrases to convey ideas precisely. *
b. Choose punctuation for effect. *
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

5th Grade

Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

6th Grade

Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Vary sentence patterns for meaning, reader/listener interest, and style. *
b. Maintain consistency in style and tone. *

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☒ 2 ☒ 3 ☒ 4

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

SUBSTANDARD DECONSTRUCTION			
5.L.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	<p>Recognize language conventions for reading, writing, listening, and speaking.</p> <p>Recognize various sentence structures.</p>	<p>Apply knowledge of language conventions when reading, writing, and listening.</p>	<p>Use knowledge of language conventions when speaking.</p> <p>Expand, combine, and reduce sentences for meaning, interest, or style.</p>

SUBSTANDARD DECONSTRUCTION			
5.L.3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	<p>Recognize language conventions for reading, writing, listening, and speaking.</p> <p>Recognize varieties of English used in stories, dramas, or poems.</p>	<p>Apply knowledge of language conventions when reading, writing, and listening.</p> <p>Compare/contrast the varieties of English used in stories, dramas, or poems.</p>	<p>Use knowledge of language conventions when speaking.</p>

KEY STRATEGIES

- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

ANCHOR LANGUAGE STANDARDS

Vocabulary Acquisition and Use

4. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
5. **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
6. **Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

CRITICAL FOCUS

LEARNER OUTCOMES

The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts.

Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.

Learning words at this stage includes understanding and interpreting the meaning of similes, metaphors, idioms, adages, and proverbs; demonstrating understanding of relationships between words (synonyms and antonyms); growing vocabulary by using known word parts (Greek and Latin affix and root) to acquire unknown words; and developing print and digital reference use (glossary, dictionary, and thesaurus).

“Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children.”

“General academic vocabulary (Tier 2) words appear in all sorts of texts; informational, technical texts, and literary texts.”

“Domain-specific vocabulary (Tier 3) words are specific to a domain or field of study and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature.”

BIG IDEA

The way we use language influences how others perceive us.

ACADEMIC VOCABULARY

adventure, affix, almanac, alphabetize, analogy, analyze, antonym, atlas, author's main purpose, bandwagon, base word, bold print, caption, cause and effect, CD rom, character traits, characterization, chronological order, cinquain, clarify, clarifying question, classify, climax, communicate, compare, concluding sentences, conclusion, conduct, conflict, consecutive, construct, context, contrast, create, define, demonstrate, describe, design, details, diagram, dialogue, dictionary, different, discuss, drawing conclusion, eliminate, encyclopedia, entertain, euphemism, evaluate, evidence, exaggeration, examine, example, explain, exponent, expository text, expression, fable, fact, falling action, fantasy, fiction, figurative language, fluency, form, formulate, free verse, functional text, generalization, genre, glossary, graphic organizer, haiku, headings, historical fiction, homonym, iambic pentameter, identify, idiom, illustrate, illustrations, indices, infer, inferences, inform, informational text, interpret, intonation, investigate, italics, key words, limerick, list, literal language, loaded/emotional words, locate, lyric, main event, main idea, major character, making inference, match, minor character, mystery, myth, narrative point of view, nonfiction, observe, opinion, organize, pacing, pamphlet, participate, peer pressure, perform, periodical, personification, persuade, persuasive vocabulary, plan, plot, poem, prose, predict, quantity, recipe, recognize, record, relate, repetition, resolution, rhythm, rising action, root word, schedule, science fiction, sequence, sequencing, setting, similar, simile, solve, soft summarize, summary, support, supporting detail, symbolism, synonym, table of contents, tall tale, textbook, theme, thesaurus, topic sentences, trait, variable, verify, website

ENGLISH LANGUAGE ARTS

ANCHOR LANGUAGE STANDARD L.4

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.L.4

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

ESSENTIAL QUESTION(S)

How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?

LEARNING PROGRESSIONS

4th Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

5th Grade

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

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

6th Grade

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☒ 3 ☐ 4

LANGUAGE

FIFTH GRADE

LEXILE GRADE LEVEL BAND: 830L TO 1010L

SUBSTANDARD DECONSTRUCTION			
5.L.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify common context clues.	Determine the meaning of words by examining a text.	

SUBSTANDARD DECONSTRUCTION			
5.L.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of word (e.g., photograph, photosynthesis).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify and define Greek and Latin affixes and roots .	Determine the meaning of words using Greek and Latin affixes and roots. Choose from a range of vocabulary strategies to determine a word's meaning.	

SUBSTANDARD DECONSTRUCTION			
5.L.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Use common reference materials (print and digital). Use reference materials to find pronunciation. Use reference materials to find pronunciation.		

KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

**ANCHOR
LANGUAGE
STANDARD
L.5**

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.L.5

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

**ESSENTIAL
QUESTION(S)**

How do I show I know how to use words accurately and effectively?

**LEARNING
PROGRESSIONS**

4th Grade

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

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

5th Grade

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

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

6th Grade

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

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☒ 3 ☐ 4

ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTION			
5.L.5a. Interpret figurative language, including similes and metaphors, in context.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify similes and metaphors.	Interpret figurative language using similes and metaphors.	

SUBSTANDARD DECONSTRUCTION			
5.L.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize idioms, adages, and proverbs.	Explain the meanings of idioms, adages, and proverbs.	

SUBSTANDARD DECONSTRUCTION			
5.L.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Define homograph. Identify synonyms, antonyms, and homographs.	Utilize synonyms, antonyms, and homographs.	

KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

ENGLISH LANGUAGE ARTS

ANCHOR LANGUAGE STANDARD L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

5.L.6

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

ESSENTIAL QUESTION(S)

What strategies will I use to learn and use words that are specific to the things I study?

LEARNING PROGRESSIONS

4th Grade

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

5th Grade

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

6th Grade

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Acquire grade appropriate general and domain-specific academic words.

Know words that signal contrast, addition, and logical relationships.

Use grade appropriate general and domain-specific academic words.

Use vocabulary that signals contrast, addition, and other logical relationships.

Use general and domain-specific academic words and phrases.

Use words that signal contrast, addition, and other logical relationships.

KEY STRATEGIES

- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Design activities with purpose
- Use task-based activities
- Encourage collaboration
- Use an integrated approach
- Address grammar consciously
- Adjust feedback/error correction to the situation
- Include awareness of cultural aspects of language use
- Seeking meaning of unknown vocabulary
- Making connections and responding to text

ENGLISH LANGUAGE ARTS

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)								
	3	4	5	6	7	8	9-10	11-12	
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.									
L.3.3a. Choose words and phrases for effect.									
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.									
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).									
L.4.3a. Choose words and phrases to convey ideas precisely. ²									
L.4.3b. Choose punctuation for effect.									
L.5.1d. Recognize and correct inappropriate shifts in verb tense.									
L.5.2a. Use punctuation to separate items in a series. ³									
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.									
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).									
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.									
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.									
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. ⁴									
L.6.3b. Maintain consistency in style and tone.									
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.									
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.									
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.									
L.9-10.1a. Use parallel structure.									

*Subsumed by L.7.3a

*Subsumed by L.9–10.1a

*Subsumed by L.11–12.3a

APPENDIX

FIFTH GRADE

ENGLISH LANGUAGE ARTS

Appendix

Writing

Definitions of the standards' three text types.

The following is an excerpt from the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Appendix B. For further definition of writing standards, reading, reading fundamentals, writing and language standards, use the Appendix B document for reference.

Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Texts that Blend Types

Skilled writers many times use a blend of these three text types to accomplish their purposes. Effective student writing can also cross the boundaries of type, as does the grade 12 student sample "Fact vs. Fiction and All the Grey Space In Between" found in Appendix C of the Common Core State Standards documents.



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