

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Reading Literature	
Key Ideas and Details	
CC.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Be able to quote from the text to support their opinion or comprehension. <p><i>How?</i></p> <ul style="list-style-type: none"> • Teachers use questions and prompts such as: <ul style="list-style-type: none"> • Can you tell me the reasons why you think ...? Show where you linked your thinking to the text. • Students may create lists of clues stated in the text to support their inference. • Students may use graphic organizers to arrange clues, ideas and quotes with page numbers of the text. <div style="text-align: center;"> <pre> graph TD A["OPINION Or QUOTE"] --- B["SUPPORTING DETAILS"] A --- C["SUPPORTING DETAILS"] A --- D["SUPPORTING DETAILS"] </pre> </div>

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Reading Literature	
Key Ideas and Details	
CC.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Determine a theme. • Give more thought to characters' actions in a text. <p><i>How?</i></p> <ul style="list-style-type: none"> • Teachers model the process of determining a theme by thinking aloud using a well-known story (e.g., <i>Three Little Pigs</i>: collaboration or working together brings success; <i>The Boy Who Cried Wolf</i>: honesty is the best policy). • Teachers model summarizing from the text to support the theme of a story. The teacher may combine the key points in order to demonstrate generalized meaning or theme (a broader view). • Students summarize text, incorporating explanation of the theme from their notes. • Pre-Reading Cards As a pre-reading activity, provide students with index cards that have story element clues on them (i.e., a card might be labeled <i>Setting – A small town</i>). Have students read or hear read the first chapter of a selection. Students record any inferences, predictions or conclusions they develop based on what they heard. Once students have completed the reading, they review the cards to see how well they were able to infer, predict or draw conclusions about the story element listed on their cards. Later, this can be turned into a short research paper that includes details from the text that support students' original thoughts. • Teachers use questions and prompts such as: <ul style="list-style-type: none"> ○ What are the most important events that happened in the story? How do you know? ○ What is the theme of this text?

	<ul style="list-style-type: none">○ Summarize the story from beginning to end in a few sentences.
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Reading Literature	
Key Ideas and Details	
CC.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<p>Students will:</p> <ul style="list-style-type: none"> Refer to specific details in the text when find the similarities and differences between two or more characters, settings, or events. <p>How?</p> <ul style="list-style-type: none"> Teachers use questions and prompts such as: <ul style="list-style-type: none"> 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? Teachers provide graphic organizers, (e.g., T-chart, Venn diagram or 2-3 columns) to assist in identifying and organizing story elements. Teachers provide various examples of comparisons between characters, setting or events to serve as a guide for students. Literature Response In your journal, create a character map of the main character in the historical novel you are reading. Show how the character changes (or develops) over the course of the text. Compare your character with one chosen by a classmate. How are the characters similar? How are they different? Story Map Using the story map strategy helps students focus on the major aspects or elements of a story such as setting, character, conflict, rising action and resolution. Initially, these organizers can be created for whole groups to contribute; as they become more familiar, students can create story maps for texts they read independently. There are a number of graphic variations on a story map available online. ReadWriteThink (sponsored by the

	<p>International Reading Association and National Council of Teachers of English) has an interactive version that students can complete, located at</p> <p>http://www.readwritethink.org/files/resources/interactives/storymap/</p>
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Reading Literature	
Craft and Structure	
CC.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<p>Students will:</p> <ul style="list-style-type: none"> Tell the meaning of words and phrases in a text and focus on figurative language. <p>How?</p> <ul style="list-style-type: none"> Students will develop their understanding of words, phrases, and figurative language through read-aloud stories, teacher modeling, and student-centered activities that are presented in the classroom. Students will interpret words in many contexts. Students highlight and discuss figurative language as it is encountered in text. Students illustrate the literal and figurative meanings of figurative language (e.g., He lost his head; running on empty, frog in my throat). Students research the origins of selected idioms to reinforce their meanings. Teachers encourage students to look for similes as they read independent novels and books (e.g., In <i>Sadako and the Thousand Paper Cranes</i>, Eleanor Coerr, Sadako says "I am a turtle." But is she really a turtle? She is behaving like a turtle when she is not running fast.). Poetic Devices Not only do poets use a variety of formats, rhyme schemes, and meters, but they use specific devices to make their poems unique. Find examples of similes, metaphors, alliteration, and onomatopoeia in poems from this unit, and mark them with coded sticky notes. Create a T-chart in your journal that includes the technique and examples of each. Try to write your own poem that uses at least two of the techniques found. Anchor Charts Anchor charts are tools to aid students in remembering procedures and expectations related to topics in any content area. They should be made

	<p>with the students and added to throughout the year. Post anchor charts in the classroom where they are easily accessible to students. Anchor chart topics in reading could include class-generated information around general questions like “what do good readers do?” or specific topics like <i>figurative language</i>. In each case, the charts would include information that explains and supports the students’ abilities to comprehend and evaluate text.</p> <ul style="list-style-type: none">• Picture Book Language Give small groups of students several picture books and have them look for words and phrases from those texts that reflect figurative language. Have the scribe for the group record these words and phrases. Group members should determine the specific type of figurative language the author used for each word or phrase found (i.e., simile, metaphor). Each group can share their examples with the class and provide rationales for how each word or phrase was labeled.
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Reading Literature	
Craft and Structure	
CC.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Tell how chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem. <p><i>How?</i></p> <ul style="list-style-type: none"> • Students benefit from understanding the components of the story and plot such as the exposition, rising action, climax, falling action, and resolution. The combination of structural elements come together to create a final piece. • Students create maps of the plot structure to outline the key events of the text. • Students rearrange the events and put them back in order. • Students diagram the plot of different selections using a graphic organizer to diagram the structures (e.g., Use the plot diagram to show exposition, rising action, climax, denouement, conclusion; flowchart to show event divisions in chapters). • Teachers use questions and prompts such as: <ul style="list-style-type: none"> • Can you tell me how this text is presented/organized?

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Craft and Structure	
CC.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Identify the narrator's point of view and also explain how it impacts the events in the text. <p><i>How?</i></p> <ul style="list-style-type: none"> Teachers create a focus or word wall to emphasize signal words and phrases used by first person, or narrator. Teachers provide two sample passages: one written in first person point of view, one written in third person point of view for students to compare. Teachers ask students to discuss why one point of view would be more effective than the other. Students complete a graphic organizer (e.g., two-column, T-chart or Venn diagram) for comparing and contrasting the strengths and weaknesses of the two passages. Teachers use questions and prompts such as: <ul style="list-style-type: none"> Think about what you read. <ul style="list-style-type: none"> Who is telling the story? Can you tell how the person telling the story is thinking? How does this affect the events of the story? It's All a Matter of Perspective Provide opportunities for students to read trade books with small main characters to explain perspective or point of view. Visual elements of the texts help readers understand the idea that two people may see the same thing in different ways, or that one event can be interpreted in ways that are impacted by point of view. Possible books to use for this activity are <i>Seven Blind Mice</i> (Ed Young), <i>Two</i>

	<i>Bad Ants</i> (Chris VanAllsburg and <i>Mouse Views: What the Class Pet Saw</i> (Bruce McMillan).
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CCSS STANDARD	UNPACKING
Reading Literature	
Integration of Knowledge and Ideas	
CC.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<p>Students will:</p> <ul style="list-style-type: none"> Examine what is heard and/or viewed to gain an appreciation and understanding of the text. <p>How?</p> <ul style="list-style-type: none"> Students ask: How do the pictures/visuals enhance their understanding and appreciation of a work? Teachers assign related passages and visual/multi-media representations for students to compare and analyze how different mediums contribute or establish meaning and/or tone. Teachers use questions and prompts such as: <ul style="list-style-type: none"> 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? Literature Response To see Alice and its illustrations in a different light, your teacher will introduce you to (1) <i>The Nursery "Alice,"</i> a version of the story that Carroll prepared for very young children, (2) <i>Down the Rabbit Hole: An Echo Falls Mystery</i> by Peter Abrahams), and/or (3) the graphic novel version, <i>Alice in Wonderland</i> (Campfire Graphic Novels). Discuss similarities and differences between these versions.

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CCSS STANDARD	UNPACKING
Reading Literature	
Integration of Knowledge and Ideas	
CC.RL.5.8 (Not applicable to literature)	

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CCSS STANDARD	UNPACKING
Reading Literature	
Integration of Knowledge and Ideas	
CC.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Find similarities and differences in themes and topics when reading stories of the same genre. <p><i>How?</i></p> <ul style="list-style-type: none"> Students consider the effect of the authors' different approaches. They use charts and graphic organizers to assist them with examining the differences and similarities between stories. Teachers have students work with partners or groups to compare and contrast two stories regarding similar topics Teachers use questions and prompts such as: <ul style="list-style-type: none"> 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? Tall Tales – Genre Study Students read and discuss folk tales focusing on character actions and traits. In collaborative groups, students work to summarize plot points and character traits. As a group, post story information onto a multi-story character-study matrix, which includes appearance, ability, setting, relationships with others, problems, accomplishments and resolutions. The process can be repeated for multiple characters across books so that characters can be compared and contrasted. An example of a character-study matrix can be found at ReadWriteThink at http://www.readwritethink.org/files/resources/lesson-

	docs/SampleCharacterMatrix.pdf
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CCSS STANDARD	UNPACKING
Reading Literature	
Range of Reading and Level of Text Complexity	
CC.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Read and understand a variety of literature at the higher end of grades 4-5 independently. <p><i>How?</i></p> <ul style="list-style-type: none"> • 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. • To effectively establish the text complexity level, all three dimensions must be used together: <ul style="list-style-type: none"> ○ Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity and knowledge demands) ○ Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software) ○ Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)

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CCSS STANDARD	UNPACKING
Reading Informational Text	
Key Ideas and Details	
CC.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Quote correctly from the text to explain what the text is about and when drawing conclusions. <p><i>How?</i></p> <ul style="list-style-type: none"> • Teachers will model think-alouds as they read to show students how to gather information from different parts of a text that will support an inference. • If students read facts about sea turtles laying numerous eggs plus the number of predators and dangers young turtles face, they would infer that a percentage of the offspring possibly will not survive to adulthood. Students will quote or paraphrase the portions of text that led them to the inference. • Students use graphic organizers (main topic and supporting facts) to assist them as they take notes. • Teachers use questions and prompts such as: <ul style="list-style-type: none"> • Can you tell me the reasons why you think...? Show where you linked your thinking to the text. • Create an Inference Chart <ul style="list-style-type: none"> • Create a chart to help students understand the strategy of making inferences based on what is read. The chart should have three columns. The headers on the columns should read: <ul style="list-style-type: none"> ○ What happened? ○ What does it mean? ○ Why do you think that?

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Reading Informational Text	
Key Ideas and Details	
CC.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Identify two or more main ideas and find the most important details that strengthen these main ideas. Summarize the text in their own words. Recognize that there can be multiple important ideas in the text. <p><i>How?</i></p> <ul style="list-style-type: none"> Students use graphic organizers (e.g., web, flowcharts, timelines) to assist in arranging details supporting main ideas. Students highlight ideas in one color and supporting facts in another color. Students retell the topic using information from their notes/graphic organizer. Teachers use questions and prompts such as: <ul style="list-style-type: none"> 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. K W H L Chart This activity is commonly done in the primary grades. However, the addition of the H makes it appropriate for intermediate students. Activate students' prior knowledge by asking them what they already Know about a topic. Next, students (collaborating as a whole class or within small groups) set goals specifying what they Want to learn. Students then identify How they can find the information that will answer their questions (i.e., newspapers, Web searches, trade books). After reading and researching, students discuss what they have Learned. Students apply higher-order thinking strategies which help to construct meaning from what they read and help them monitor their progress toward their goals.

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Reading Informational Text	
Key Ideas and Details	
CC.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Be able explain and summarize, as well as draw conclusions based on the reading. • Describe the connections between two or more people, events, ideas, or concepts in a historical, scientific, or “how to” text by using the text to support their findings. <p><i>How?</i></p> <ul style="list-style-type: none"> • In American History, students read about the Tea Act and the Stamp Act when learning about the events leading to the American Revolution. The students describe the significance of the events and how they are related based on their reading. • Students use graphic organizers (two-column notes, outlining, T-chart, web) to visually explain the relationship or interactions. • Teachers use questions and prompts such as: <ul style="list-style-type: none"> • 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.

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CCSS STANDARD	UNPACKING
Reading Informational Text	
Craft and Structure	
CC.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Find the meaning of general vocabulary words specific to fifth grade topics or subjects. <p><i>How?</i></p> <ul style="list-style-type: none"> Students complete vocabulary graphic organizers that include non-linguistic representations (drawings). Model the use of context clues to determine the meaning of a word or phrase by: <ul style="list-style-type: none"> Looking at the illustration or graph. Using background knowledge regarding the subject. Looking at the sentence before and after to help build meaning. Using morphology, affixes, Greek & Latin roots to derive meaning. Teachers use questions and prompts such as: <ul style="list-style-type: none"> What do you do when you come to words or phrases you do not know? (glossary, use context)

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CCSS STANDARD	UNPACKING
Reading Informational Text	
Craft and Structure	
CC.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> 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. <p><i>How?</i></p> <ul style="list-style-type: none"> When different formats are used, students will make comparisons about how the information is organized and its purpose. They can draw conclusions about how the structure impacts what is learned. Students compare the structure of history (chronological order) and science texts (organized by concepts). Students may use different graphic organizers depending on the type of informational text (e.g., Descriptive: web; Comparison: T-chart; Sequential: flowchart). Students create a journal of different structures and purpose as a resource. Students write summaries from their notes including key ideas, concepts and conclusion. Teachers use questions and prompts such as: <ul style="list-style-type: none"> What features in the text help you find important information about what you are reading? How is the information presented/organized in this text? Using a Graphic Organizer <ul style="list-style-type: none"> Have students create a graphic organizer to compare/contrast ideas, concepts, cause/effect or information in two or more texts. (Based on information under Literacy Reading Strategies K-5 at http://www.ohiorc.org/literacy_k5.)

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CCSS STANDARD	UNPACKING
Reading Informational Text	
Craft and Structure	
CC.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Discuss the similarities and differences unique to the various perspectives presented in the text. • Give descriptions about how the information is presented for each perspective. • Analyze historical information provided by primary and secondary sources. This may include the diaries of two generals (primary sources) and a textbook account (secondary source) of a battle. This would represent similarities as well as, differences in point of view. <p><i>How?</i></p> <ul style="list-style-type: none"> • Students will need experiences with texts with the same topic told from different points of view. Use of graphic organizers such as Venn diagrams may support comparing and contrasting. • Teachers use questions and prompts such as: <ul style="list-style-type: none"> • 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? • Who Said What? It is important for readers to become critical consumers of print and nonprint media. Bring in news articles and video from multiple news shows that are all focused on the same news event or person. Have students read and summarize specific reports in small groups. Have groups form jigsaws (one member from each group in a new group) and share their summaries. The job of the new group is to compare the ways that perspectives have impacted the reporting of the stories.

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CCSS STANDARD	UNPACKING
Reading Informational Text	
Integration of Knowledge and Ideas	
CC.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Use media efficiently to answer questions and to solve problems. • Know how to utilize structures that organize information such as indexes, table of contents, and Internet search engines in order to locate information. <p><i>How?</i></p> <ul style="list-style-type: none"> • Students are asked to look for a topic online using their knowledge of Internet search engines and the type of question or search required. They must narrow the results to select sources that are reputable, and within the source, the students evaluate which information is most essential for the question being asked. • Teachers use questions and prompts such as: <ul style="list-style-type: none"> • Can you find the information in this text that supports your thinking? • What does this diagram/image tell you about this topic?

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CCSS STANDARD	UNPACKING
Reading Informational Text	
Integration of Knowledge and Ideas	
CC.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Give explanations about how an author uses proof to support a point in the text. • Prove each point with evidence from the text. • List reasons and evidence from the text and explain how the evidence supports the author's point. • Complete graphic organizers (e.g., webs, cause & effect, T-chart) to visually organize concepts and show relationships. <p><i>How?</i></p> <ul style="list-style-type: none"> • Teachers use questions and prompts such as: <ul style="list-style-type: none"> • 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? • Picture Book Practice Use two informational pictures books on the same topic to compare the evidence the authors use to support their ideas. Students can work in small groups to chart the similarities and differences. Repeat this activity before moving students on to more complex text.

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Reading Informational Text	
Integration of Knowledge and Ideas	
CC.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<p>Students will:</p> <ul style="list-style-type: none"> Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject. <p>How?</p> <ul style="list-style-type: none"> Prior to reading information from several sources on the same topic, students should anticipate categories of information through which to organize their thinking while reading the texts. Students combine the information to demonstrate deeper knowledge of the topic. This information could be used in the creation of research reports. Teachers provide students the topic(s) to choose from and a variety of resources from which they may develop into research (e.g., conservation, recycling, “What Difference Can One Family Make?”). Students integrate the information into a single report. Students use Social Studies Standards or Science to select appropriate topics. Out of Order Take a paragraph or section of text from a novel, reading story, curriculum textbook, etc. Divide it into individual sentences, placing them on sentence strips. Hand the strips out to individual students and have them work together to place them back into sequence, giving a rationale for why each was placed where it was. Having students provide this justification encourages higher-order thinking skills. Teachers use questions and prompts such as: <ul style="list-style-type: none"> 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?

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CCSS STANDARD	UNPACKING
Reading Informational Text	
Range of Reading and Level of Text Complexity	
CC.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • 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. <p><i>How?</i></p> <ul style="list-style-type: none"> • 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. • To effectively establish the text complexity level, all three dimensions must be used together: <ul style="list-style-type: none"> ○ Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity and knowledge demands) ○ Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software) ○ Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)

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CCSS STANDARD	UNPACKING
Reading Foundational Skills	
Phonics and Word Recognition	
<p>CC.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Learn specific strategies for decoding words in texts. • Apply the specific strategies for decoding and spelling multi-syllabic words. <p><i>How?</i></p> <ul style="list-style-type: none"> • Students sort prefixes and suffixes with common base and root words. • Students create words based on meaning (e.g., It was not opened, it was unopened. It was not zipped, it was unzipped). • Students segment multi-syllabic words into syllable types. • Students highlight prefixes, inflectional and derivational suffixes in a passage. • Teachers use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like ...? • You said ...does it look like ...? • Structural Analysis Charts <ul style="list-style-type: none"> • Create a chart that organizes words according to structural features. For example, in a lesson focusing on affixes, give students post-it notes with words having common affixes. The chart could have three divisions: <ul style="list-style-type: none"> • Words with prefixes • Words with suffixes • Words with both. • Foldables

	<p>Have students make a three-dimensional interactive graphic organizer to help them organize and retain information related to meanings of prefixes and suffixes as well as their connections to base words. Examples of how to fold foldables can be found at</p> <p>http://www.realclassroomideas.com/resources/Foldables-+How+to+Fold.pdf</p>
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CCSS STANDARD	UNPACKING
Reading Foundational Skills	
Fluency	
<p>CC.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Focus attention on the meaning of the text. Reread texts as needed to support understanding. <p><i>How?</i></p> <ul style="list-style-type: none"> Teachers use questions and prompts such as: <ul style="list-style-type: none"> 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. Paired Reading Two readers at different reading levels sit side by side and read a text chosen by the less-abled reader. They read for 10 to 20 minutes, taking turns assisting each other with unknown words. (Adapted from <i>Paired Reading</i> by Keith Topping.) Say It Like A Character Students read a selected segment of dialogue from a popular book/movie in the style of the character. For example, two students could select a dialogue from <i>Charlotte's Web</i> (E.B. White), with one being Wilber the Pig and the other being Charlotte.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Writing	
Text Types and Purpose	
<p>CC.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> 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., <i>consequently</i>, <i>specifically</i>). Provide a concluding statement or section related to the opinion presented. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Write opinion pieces that clearly state their preferences and supply the reasoning for their thinking. Understand how their reasoning supports their opinion, search and find facts to support their viewpoint, and share this thinking. State multiple reasons that are supported by facts. Facts and reasons should be organized in a logical manner and show awareness of the audience through word choice and style. <p><i>How?</i></p> <ul style="list-style-type: none"> A fifth grade level appropriate opinion piece would have a clearly stated topic sentence, supporting statements held together by transition words and a strong concluding statement. Students build their argument by linking ideas together in a logical manner. Students use a variety of sentence structures and more complex sentences. Students are developing the use of more complex sentences with clauses (consequently, specifically).

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Writing	
Text Types and Purpose	
<p>CC.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> 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., <i>in contrast</i>, <i>especially</i>). 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. 	<p>Students will:</p> <ul style="list-style-type: none"> Write informative/explanatory pieces. Choose precise vocabulary to explain their thinking about a topic. Include both an introduction and a concluding statement or section in their writing. Develop the use of text features (headings, sections, illustrations, and multimedia). <p>How?</p> <ul style="list-style-type: none"> 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 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. Students write with complex sentences to link the parts of their writing together. 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). Something Happened And Then Use Rick Wormeli's strategy to help a writer narrow focus or to help a reader summarize what has been read before they begin writing about it. Provide the following set of prompts to students before learning occurs.

	<ul style="list-style-type: none">• <i>Something</i> (independent variable)• <i>Happened</i> (change in that independent variable)• <i>And</i> (effect on the dependent variable)• <i>Then</i> (conclusion)
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Writing	
Text Types and Purpose	
<p>CC.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 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. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Write real and imaginative stories. Use description to show characters' thoughts and feelings as well as the details of characters' interaction through dialogue. <p><i>How?</i></p> <ul style="list-style-type: none"> 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. Historical Narrative Write your own historical narrative that is set during the Civil War, includes a fictional character with a conflict to grow from, and incorporates authentic facts, photos, or artwork. Talk through your ideas with a partner before starting your first draft. You will have the opportunity to edit and revise your narrative with a partner so your final product is of the highest quality. Publish your narrative on a class webpage to encourage "virtual" conversation after the unit is over.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Writing	
Production and Distribution of Writing	
CC.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Produce writing that is clear and understandable to the reader. <p><i>How?</i></p> <ul style="list-style-type: none"> 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. In this standard students are using the writing processes of prewriting and planning. This includes using strategies to organize ideas for specific tasks and purposes. Students should be supported to generate ideas through a variety of activities (e.g., brainstorming, graphic organizing, drawing, discussing). Organizational strategies for planning may include the use of graphic organizers to visually represent comparisons, sequence, time-line and cause and effect can help with planning. Students determine the purpose of the assignment (to entertain, to inform, to communicate, to persuade).

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Writing	
Production and Distribution of Writing	
CC.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • With assistance from adults and peers, develop revising and editing skills. • Develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing). <p><i>How?</i></p> <ul style="list-style-type: none"> • Students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. • Students need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). • Teachers create a focus wall or word wall as a resource for student access for writing. • Teachers create tools or use strategies such as peer-review, checklists, and rubrics to refine the draft. • Students create vocabulary concept or thesaurus journals as a resource to assist in modifying word choice.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Writing	
Production and Distribution of Writing	
CC.W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Develop strategies with peers and adults to use digital tools. • Use technology for producing and publishing writing and collaborating with others. • Be proficient in keyboarding skills (typing at least two pages in a single setting.) <p><i>How?</i></p> <ul style="list-style-type: none"> • Teachers create tools or use strategies such as peer-review, checklists, and rubrics to prepare for publication / presentation. • Students work in small groups to assist in developing the presentation. • Students select possible topics from the Social Studies and Science Standards.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Writing	
Research to Build and Present Knowledge	
CC.W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Research a topic through investigation of the topic. <p><i>How?</i></p> <ul style="list-style-type: none"> Explore a topic in greater detail by developing a research question that helps bring focus to the topic. Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes and synthesizes the information into a finished product. Students will paraphrase information from multiple sources. The material will be organized into a meaningful sequence. The main ideas and relevant details demonstrate investigation of aspects of the topic. Electronic Sources Developing search strategies is important to the research process. Encourage students to brainstorm ideas on how to look for good electronic resources to support their research.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Writing	
Research to Build and Present Knowledge	
CC.W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<p>Students will:</p> <ul style="list-style-type: none"> 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. <p>How?</p> <ul style="list-style-type: none"> The emphasis of this standard is on gathering knowledge to prepare for writing a research paper. Students will paraphrase the information they have gathered from a variety of sources. The students will sort information, organize notes in a meaningful sequence, and list resources such as books, reference materials, and Internet. Teachers model expectations (e.g., complete a graphic organizer, think a-loud) with classroom participation. Teachers use Social Studies Standards or Science to select appropriate topics. Determining Importance Stephanie Harvey writes, “Determining importance means picking out the most important information when you read, to highlight essential ideas, to isolate supporting details, and to read for specific information” (<i>Strategies that Work</i> by Stephanie Harvey and Anne Goudvis [Stenhouse, 2007]). Use the SQ4R strategy to help students find the important information in a text before they begin writing. Survey: Read the table of contents, chapter headings and subheadings; examine graphics and illustrations Question: Generate questions based on what is found in those features

	<ul style="list-style-type: none">• <i>Read:</i> Read a part of the selection/book and look for answers to the generated questions• <i>Record:</i> Reread and make notes about text• <i>Recite/Write:</i> Summarize what you have read using the answers to the generated questions and notes• <i>Review:</i> Go over the material once more to confirm summary.
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Writing	
Research to Build and Present Knowledge	
<p>CC.W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> 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]”).</p> <p>b. Apply <i>grade 5 Reading standards</i> 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]”).</p>	<p>Students will:</p> <ul style="list-style-type: none"> • When reading literary text: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Give explanations about how an author uses proof to support a point in text and prove each point with evidence from the text. • Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject. <p>How?</p> <ul style="list-style-type: none"> • The writer’s response is the reaction to a literary or informational selection supported by evidence. The text could be fiction or non-fiction and the response includes the writer’s interpretation, analysis, opinion, and/ or feelings about the piece of literature and selected elements within it. The response should demonstrate an understanding of the selection and includes evidence and details from the text. • Analysis: Students compare & contrast, show cause & effect, categorize or sequence a selected text. Students will demonstrate an understanding of the selection and includes evidence and details from the text. • Reflection: Student use a journal entry or book review to provide their personal emotional reaction to a selected text. • Research: Students restate, explain or define the facts from the text.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Writing	
Research to Build and Present Knowledge	
CC.W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p>Students will:</p> <ul style="list-style-type: none"> Produce numerous pieces of writing over various time frames in order to develop skills in research and allow time for reflection and revision. <p>How?</p> <ul style="list-style-type: none"> Understanding the purpose for the writing (e.g., an essay assignment, a ‘quick write/notes, a test), and understanding the need to organize the writing in order to complete the assigned task in a specific time frame. Set time allotments, when appropriate, for students to produce a writing product. Discipline-specific (content area) may be found in narratives, opinion pieces, informative/ explanatory, journals, friendly and formal letters, logs, diaries, functional text, instructions, recipes, procedures, posters, etc. Teachers provide a frame-work to assist students in using time-management skills. Teachers provide a ‘3-minute’ warning to end specified writing activity. Teachers use music as a signal in pacing a writing assignment. Teachers routinely pose a question to the class. The students respond with a ‘quick-write’ answer before answering orally. Students use a timer set to specific time allotment to help manage their time. Quick Write Quick Write is a three-to-five minute literacy strategy designed to give students the opportunity to think about and record their learning. It can be used at the beginning, middle or end of a lesson. Short, open-ended statements are usually given as prompts.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Language	
Conventions of Standard English	
<p>CC. L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). 	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate a strong command of the grammar and usage of spoken and written Standard English. <p>How?</p> <ul style="list-style-type: none"> Teachers can demonstrate the use of the parts of speech through modeling, identifying use in literature, and providing opportunities for correcting samples. Teachers and students will be aware that grammatical errors such as shifts in verb tense may frequently occur in student writing. Teachers provide sentences, phrases or passages for students to identify and correct errors. Teachers provide sentence-stems for students to practice correct Standard English grammar orally and in writing. Teacher creates word walls/resource walls of common conventions for easy resource. Students can practice editing pieces to ensure consistent usage. Students need regular exposure to grammar and usage through direct instruction. The students should have a variety of opportunities to participate in grammar and usage activities which increase in complexity through the year. Students create grammar journals for easy resource. Travel Guides Assign students to groups. Have each group work make a travel brochure for the land of grammar. Individual towns could be named <i>Verb</i>, <i>Noun</i> and <i>Pronoun</i>. The brochures should describe what makes each town unique or special. Student groups, acting as tour guides, can teach the grammatical structure by taking classmates on a virtual tour of their town.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Language	
Conventions of Standard English	
<p>CC. L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>) Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Emphasis is on the function of conjunctions, prepositions, interjections, and verb tenses. Become more adept in the use of commas. <p><i>How?</i></p> <ul style="list-style-type: none"> Teachers can demonstrate the use of the conventions through modeling, identifying use in literature, and providing opportunities for correcting samples. Teachers provide sentences, phrases or passages for students to identify and correct errors. Teachers provide sentence-stems for students to practice correct Standard English grammar orally and in writing. Teacher creates word walls/resource walls of common conventions for easy resource. Students need regular exposure to appropriate conventions through direct instruction. The students will have a variety of opportunities to participate in capitalization, punctuation, and spelling activities which increase in complexity through the year. Punctuation PowerPoint Discuss and share the teacher-created Capitalization and Punctuation PowerPoint http://classroom.jc-schools.net/la/activities/capital-punct_files/frame.htm. Have students work in small groups to create a PowerPoint about a specific grammatical or mechanical structure.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Language	
Knowledge of Language	
<p>CC. L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems. 	<p>Students will:</p> <ul style="list-style-type: none"> Develop and use sentence fluency that interests the reader/listener. Compare and contrast varieties of English used throughout the genres they read. <p>How?</p> <ul style="list-style-type: none"> Students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage. The emphasis of this standard is student awareness of the power of written and spoken language and how to use it effectively to enhance the message. Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose. Students highlight punctuation that creates special effect or voice to the passage. Students create a special effect in a passage by changing the punctuation. Focus Correction Areas This strategy is based on the <i>Collins Writing Program</i>. Focus Correction Areas encourage students to improve their writing by focusing in on a key aspect of their writing (a targeted writing skill). By using the Focus Correction Area approach, students concentrate on improving only a few skills at a time. For example, a focus area might be: <ul style="list-style-type: none"> Using content-specific vocabulary accurately Using audience catchers – first lines that grab the attention of the reader/listener. Including graphics/illustrations I Can See A Rainbow Give students multiple colors of highlighters. Have them color-code

	<p>sentence types in a piece of their own writing (i.e., sentences that start with a noun, declarative sentences, questions, complex sentences) using a different color for each sentence type. If students can't <i>see a rainbow</i>, they know they are not varying their sentence types.</p>
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Language	
Vocabulary Acquisition and Use	
<p>CC. L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). 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. 	<p>Students will:</p> <ul style="list-style-type: none"> Make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Understand the diversity in Standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. <p>How?</p> <ul style="list-style-type: none"> Students will need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes. Four Corners This focuses on vocabulary development. Have students divide their papers into four sections. Title the sections as follows: <ul style="list-style-type: none"> Synonyms/Word Families Word/Definition Sentence Illustration Students complete with new vocabulary and share with others. Linear Arrays This is a strategy for extending vocabulary by asking students to extend their understanding of words through using opposites on each end of a line and add words that vary in shades of meaning between the two opposites. <div style="text-align: center;"> <div style="display: inline-block; border: 1px solid black; padding: 2px 10px;">HOT</div> <div style="display: inline-block; border: 1px solid black; border-radius: 50%; padding: 2px 10px;">WARM</div> <div style="display: inline-block; border: 1px solid black; border-radius: 50%; padding: 2px 10px;">MILD</div> <div style="display: inline-block; border: 1px solid black; border-radius: 50%; padding: 2px 10px;">COOL</div> <div style="display: inline-block; border: 1px solid black; padding: 2px 10px;">COLD</div> </div>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Language	
Vocabulary Acquisition and Use	
<p>CC. L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	<p>Students will:</p> <ul style="list-style-type: none"> Understand and interpret the meaning of similes, metaphors, idioms, adages, and proverbs. Demonstrate understanding of relationships between words. Grow vocabulary by using known word parts (Greek and Latin affix and root) to acquire unknown words. Develop print and digital reference use. <p>How?</p> <ul style="list-style-type: none"> This standard emphasizes the non-literal interpretations of language which are applied to derive meaning from text. Through read-aloud stories, teacher modeling, and active engagement, students will further develop their understanding of figurative language. Students will interpret words in many contexts. Students highlight and discuss figurative language as it is encountered in text. Students illustrate the literal and figurative meanings of figurative language (e.g., He lost his head, running on empty, frog in my throat). Students research the origins of selected idioms to reinforce their meanings. <ul style="list-style-type: none"> <i>In a Pickle and Other Funny Idioms</i>, Marvin Terban <i>More Parts</i>, Tedd Arnold <i>Mad as a Wet Hen! And Other Funny Idioms</i>, Marvin Terban <i>Eight Ate: A Feast of Homonym Riddles</i>, Marvin Terban <i>Pitch and Throw, Grasp and Know: What is a Synonym?</i>, Brian Cleary <i>Antonyms, Synonyms & Homonyms</i>, Kim Rayevsky <i>Stroll and Walk, Babble and Talk: More About Synonyms (Words Are Categorical)</i>, Brian P. Cleary

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| | <ul style="list-style-type: none">○ <i>Stop and Go, Yes and No: What Is an Antonym? (Words Are Categorical)</i> , Brian P. Cleary |
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Language	
Vocabulary Acquisition and Use	
CC. L.5.6. Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	<p>Students will:</p> <ul style="list-style-type: none"> 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>). <p>How?</p> <ul style="list-style-type: none"> Students highlight specific academic or content words and phrases in selected text. Teachers explicitly teach signal words, (e.g., in conclusion, however, in addition) academic words (e.g., identify, illustrate, retrieve) and content-specific words (e.g., hypothesis, photosynthesis, volcano). Teachers create focus walls to emphasize different categories of words (signal, academic, content-specific). “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.”

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Speaking and Listening	
Comprehension and Collaboration	
<p>CC.SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. 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. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Engage in conversations about grade-appropriate topics and texts. 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). <p><i>How?</i></p> <ul style="list-style-type: none"> 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. Partner Discussion <ul style="list-style-type: none"> At the end of a novel study, pair up with a partner who read a book that you did not. Share: <ul style="list-style-type: none"> What the character learned about himself/herself by exploring their unique world. How the illustrations are part of the story, showing specific pages. How music and songs remind you of the story you read (if applicable). Think Pair Share <p>Think Pair Share is a strategy designed to provide students with food for thought on a given topic enabling them to formulate individual ideas and share these ideas with another student. Students pair off and share ideas with one another related to a question or topic under discussion. Once each partner has discussed the idea or topic, students share with the whole group.</p>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Speaking and Listening	
Comprehension and Collaboration	
CC.SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Summarize a written text read aloud or information presented in multiple formats. <p><i>How?</i></p> <ul style="list-style-type: none"> Famous Speeches The Internet is a good resource for finding speeches of famous people. Share Caldecott or Newbery acceptance speeches with students. Have them analyze the speeches for the authors' major points and arguments and determine what evidence these authors used to support their points. If students have had the opportunity to read work by one of the authors, have them discuss the ways the message of the speech is reflected in their work.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Speaking and Listening	
Comprehension and Collaboration	
CC.SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Identify the reasons and evidence a speaker provides to support claims. <p><i>How?</i></p> <ul style="list-style-type: none"> This can be done through listening, questioning, and gathering information for deeper understanding of a topic. Famous Speeches <ul style="list-style-type: none"> The Internet is a good resource for finding speeches of famous people. Share Caldecott or Newbery acceptance speeches with students. Have them analyze the speeches for the authors' major points and arguments and determine what evidence these authors used to support their points. If students have had the opportunity to read work by one of the authors, have them discuss the ways the message of the speech is reflected in their work.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 5

CCSS STANDARD	UNPACKING
Speaking and Listening	
Presentation of Knowledge and Ideas	
CC.SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Focus on reporting on a topic or text, telling a story, or recounting an event, in an organized, logical manner, orally and in coherent, spoken sentences at an appropriate pace. <p><i>How?</i></p> <ul style="list-style-type: none"> • Provide the opportunity to present a personal opinion . • Powerful Words <ul style="list-style-type: none"> • This strategy helps students understand that words used in persuasive speaking are critical to the effectiveness of the outcome. Present students with a series of paired statements and have them select the sentence that is the most persuasive. An example of sentence pairs is: <ul style="list-style-type: none"> ▪ Fifth-grade students should be allowed to chew gum in school. ▪ Because mint increases brainpower, chewing gum should be required in the fifth grade. • Have students listen to or read excerpts of famous speeches paying attention to the power words and phrases. As they craft their own speeches, encourage students to include power words and phrases to increase the persuasive effectiveness.

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CCSS STANDARD	UNPACKING
Speaking and Listening	
Presentation of Knowledge and Ideas	
CC.SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes. They may identify these components as <i>multimedia components</i>. <p><i>How?</i></p> <ul style="list-style-type: none"> Presenting with Multimedia In small groups, students view and analyze sample multimedia presentations and create a list of characteristics of the genre and of what makes a good presentation. Students then list programs and tools they could use to make their own multimedia presentations. Teachers can review copyright and plagiarism with the students at this point. Small groups plan and make a storyboard for their own multimedia presentations. (Adapted from a lesson at www.readwritethink.org.)

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CCSS STANDARD	UNPACKING
Speaking and Listening	
Presentation of Knowledge and Ideas	
CC.SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Distinguish between formal and informal discourse. • Adapt their speech to a variety of contexts and tasks. <p><i>How?</i></p> <ul style="list-style-type: none"> • Expose students to a variety of speaking tasks. Small-group discussions and formal presentations would be one example of each type of discourse. • Collaboratively generate interview questions, and then participate in "mock" interviews where you pretend to be the main character in the book you read. • Write about what you learned from your interview, and then have your partner check it for accuracy. (Alternately, write interview questions for the author of your book, and conduct research online to see if you can find answers to your questions for the author.)