



READING: Literature

☐	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Key Ideas and Details							
☐	5RL 1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				Why did the author write this passage? What inferences can you make? What information would you need to support the inference? What can you conclude from this passage? Why do you think that? Can you give specific examples from the text that support your thinking? Can you show me where in the text the author says that? Academic Vocabulary: explicit, inference, textual evidence, conclude, author's purpose, quote	
☐	5RL 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.				What is the theme of the story? Which statement is the theme of this story? Which of the following statements best reflects the theme of the story? What conflicts did you see and how were they resolved? How did the characters solve the conflict? Summarize the text in your own words? What was the main conflict? What details did the author give to help solve the conflict? In the poem, can you find examples times when the speaker was reflecting about the topic? Academic Vocabulary: theme, drama, poem, details, characters, reflects, topic, summarize, conflict, resolution, solution	
☐	5RL 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).				What can you tell me about these characters? In what ways do the characters think alike/differently? How does this contrast affect the outcome? In what way do different settings in the story affect the outcome? Which details does the author provide to show us how the characters act with each other? What attitude did the characters display? What do ___ and ___ have in common? How does the dialogue help you understand the characters and their actions? Academic Vocabulary: theme, trait (characteristic), compare, contrast, describe, character/character traits, dialogue, analyze	
Craft and Structure							
☐	5RL 4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.)				What does the word ___ mean in this sentence? Are there any clues around the word that can help you determine its meaning? Locate a simile/metaphor – what does the author compare? What strategies can you use to help you find the meaning of the word? Look at this group of words. What is the meaning of the phrase? What do the characters symbolize? In the story, what is a symbol of ____? Academic Vocabulary: context clue, symbolize, imagery, figurative meaning, literal, example, impression, detail, digital, footnote	
☐	5RL 5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.				How is this text organized? This selection can best be described as a _____. Can you explain the difference between a chapter in a book and a scene in a play? How many stanzas or verses does this poem have? How would this change if we took out the _____ stanza/chapter/scene? What is the key event/idea in this chapter/stanza? Why do you think the author wrote this as a _____, instead of as a _____? Academic Vocabulary: drama, dialogue, scenes, casts, act, stage directions, dramatic literature, poem, stanza	



READING: Literature - continued

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Craft and Structure continued							
<input type="checkbox"/>	5RL 6	Describe how a narrator's or speaker's point of view influences how events are described.				Who is telling these events? Is the narrator part of the story? Is this story being told in first-person? What is the narrator's perspective? Are they in the story, or is the story being told by an outside observer? How does the narrator's point of view influence how the events are described? Why do you think the narrator described the events the way he/she did? How would the story be different if another character was telling the story? Academic Vocabulary: influence, author, narrator, speaker in text, point of view, develop	
Integration of Knowledge and Ideas							
<input type="checkbox"/>	5RL 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).				How do the images, sounds, and movements contribute to a video or live presentation of a story that you have already read? How does adding photo images or video help increase your understanding of the text? What audio elements can you add to your presentation of that story, folktale, myth, or poem? When reading this graphic novel, be sure to notice how the creator uses words and images to convey the story. Think about how visual images influence your perspective. Academic Vocabulary: graphic novel, multimedia elements, tone, folktale, fiction, myth, visual	
<input type="checkbox"/>	5RL 8.	(Not applicable to literature)					
<input type="checkbox"/>	5RL 9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.				How are ___ and ___ alike? How are ___ and ___ different? How do the ideas in ___ compare to the ideas in ___? What characteristics does the character, ___, have that contrast the character of ___? How does ___ from the ___ culture, compare to ___ from the ___ culture? Why do you think the author of ___ used the same pattern of events that was used in ___? What kind of writing does the author use to tell the story? How did the author organize the story? What are some of the characteristics found in a fable? mystery? poem? Academic Vocabulary: compare, contrast, similar, patterns of events, literature, mystery, poem, fable, genre	
Range of Reading and Level of Text Complexity							
<input type="checkbox"/>	5RL 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.				What have you read independently lately? What genres have you read? What genre did you enjoy the most? Have you read multiple books by the same author? Who is your favorite author? Have you read any of his/her books lately? While offering a choice of books ask, "Have you tried this reading this type of book?" If you read that book by this author, you might enjoy his/her latest book. Do you think you are ready to move to the next level? Academic Vocabulary: literature, independently, fluently, author, genres	

Additional Notes from the Student Reading Standards K5

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 of the California Common Core Standards.

Range of Text Types and Purposes

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Text
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



READING: Informational Text

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Key Ideas and Details							
<input type="checkbox"/>	5RI 1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				Have you decided what quote from the text you will use to support your conclusion? Don't forget when you are quoting an author; you need to use the same words the author used. Why do you think that? Support your inference with a quote from the text. Show me where in the text the author said that. When you are talking with you partner, please use the frame, "On page ____ the author says..." Academic Vocabulary: quote, explicitly, drawing, inferences, accurately, conclude, support, evidence, inference, generalization	
<input type="checkbox"/>	5RI 2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.				What is this text about? What are the main ideas developed in the text? After reading the text, which details support the main ideas? How did you decide that these details are important? What kind of details does the author use to support the main ideas? Write a short summary about what you have learned? Can you summarize the main ideas of the text in a sentence? Academic Vocabulary: determine, main ideas, support, summarize, key details, explain	
<input type="checkbox"/>	5RI 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.				Explain the relationship between ____ and _____. What information from the text did you use to determine the relationship between these two scientific concepts? What information from the text did you use to determine the relationship between these two historical events? What was the result of _____'s idea? How has the interaction between these two people affected us today? Where, in the text, does the author indicate what the result of these events has been? Academic Vocabulary: events, concepts, ideas, interactions, relationship, historical, scientific, technical, information	
Craft and Structure							
<input type="checkbox"/>	5RI 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. (See grade 5 Language standards 4-6 for additional expectations.)				Can you read the sentences around the word/phrase to help you determine its meaning? What does the word, _____, mean in this sentence? What does the phrase, _____, mean in this selection? What tools can you use to help you find the meaning of this word? Are there any parts of the word you know? Can you use that to help you figure out the meaning of the word? What does the prefix _____ mean in the word _____? Where else in the book might you look at to help you figure out what the word means? What word would be the best choice in searching for ____ on the Internet? Academic Vocabulary: multiple meaning words, figurative language, idiom, synonym, antonym, prefix, suffix, Greek and Latin root words, reference materials, digital	
<input type="checkbox"/>	5RI 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.				How is this chapter/text organized? If you compared these two books about _____, how are the ideas or concepts the same? How are they different? Is this chapter (part of the book) organized chronologically, by cause/effect or problem/solution? Do the authors of both of these texts agree as to the cause and effect of ...? The author organized this chapter by chronological order; what organizational structure did the author of the other book use? Academic Vocabulary: chronological order, cause and effect, comparison, problem/solution, structure, events, concepts, describe	



Informational Text



READING: Informational Text - continued

☐	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Craft and Structure - continued							
☐	5RI 6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.				<p>What are the sources for the different accounts of the event or topic? Are these first- or secondhand accounts of the events? Describe the similarities between the accounts. Using the books, can you find some important differences in their accounts of the events or topics? Describe the differences between ____ and _____. What details did the author provide to convey the difference between ____ and _____. Why do you think the authors describe or tell about the events or topics differently? Why would the point of view be different in these versions?</p> <p>Academic Vocabulary: accounts, topic, similarities, differences, point of view</p>	
Integration of Knowledge and Ideas							
☐	5RI 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>Use Internet sources to find the answer to _____. Use the information from ____ and ____ to find the answers to _____. How would you solve the problem of ____? Where would you find this answer? Summarize information from different formats. Can you use the information from several different sources to come up with a solution to that problem? Which search engine would be the best to use in order to locate the answer to the question?</p> <p>Academic Vocabulary: print sources, digital sources, efficiently, locate, synthesize, summarize, topic, solution</p>	
☐	5RI 8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying wch reasons and evidence support which point(s).				<p>What is the author's message? Did the author use any evidence to support his thinking? Where in the text does the author show evidence to support the claim? Why did the author write that? Does the author give any reasons for writing that? Could you tell me why the author might have included that? What evidence could the author have added to make the points stronger?</p> <p>Academic Vocabulary: evidence, reason, support, author, points, identify</p>	
☐	5RI 9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.				<p>What did you learn from this piece of text about __topic__? Were there important details in this text that were not in the other? How are you deciding what details are important enough that you need to include them when you are writing? Did the author of this text write something that you need to include that the other didn't? How are you keeping track of the information so that you can put it together when you are writing or speaking? Does that sound like you know what you are talking about?</p> <p>Academic Vocabulary: compare, contrast, differ, knowledgeably, integrate</p>	



Informational Text



READING: Informational Text - continued

Range of Reading and Level of Text Complexity						
<input type="checkbox"/>	5RI 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>Question Stems and Prompts: Have you tried reading a book about_____? After reading your science book, you might want to look up more information in a trade book, or on the computer. Another book about this topic is... The school library has a book about ... Before reading, did you look at the headings on the page? Did you read the bold print to help you understand what you are reading? Were you able to read the information fluently?</p> <p>Academic Vocabulary: independently, proficiently, fluently, bold print, headings, level, range, complexity</p>

Foundational Skills



READING: Foundational Skills

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Phonics and Word Recognition							
<input type="checkbox"/>	5RF 3	Know and apply grade-level phonics and word analysis skills in decoding words.					
<input type="checkbox"/>	5RF 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.				<p>Can you make all the sounds in that word in order? Are there any familiar parts in that word that you can use to help you? Do you know any other words like that?</p> <p>Academic Vocabulary: letter-sounds, syllabication pattern, context, skills, roots, affixes, accurately</p>	
Fluency							
<input type="checkbox"/>	5RF 4	Read with sufficient accuracy and fluency to support comprehension.					
<input type="checkbox"/>	5RF 4a.	Read on-level text with purpose and understanding.				<p>What is your reason for reading this selection? Do you understand what you are reading? What can you do when the story/text doesn't make sense? What strategies can you use to help you understand what you are reading? Did you scan the text to get an idea about what you will be reading? Did you scan the page before starting to read? After looking at the question, can you scan the page for an answer? Can you make that sound like you were talking?</p> <p>Academic Vocabulary: self-correction, self-monitoring, fluency, comprehension, re-reading, checking for understanding, genres, purpose, skim, scan, expression</p>	
<input type="checkbox"/>	5RF 4b.	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.					
<input type="checkbox"/>	5RF 4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					



Opinion/Argument



WRITING: Opinion/Argument

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development	
Text Types and Purposes								
<input type="checkbox"/>	5W 1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.						
<input type="checkbox"/>	5W 1 a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.				What is your writing about? How will you support your opinion? What reasons do you state to explain your opinion? Which facts and details have you included that support your opinion? Should your reasons be placed in a specific order? Why, or why not? Is your writing logical? Does your concluding statement relate back to the opinion(s) you presented earlier in your writing? Academic Vocabulary: organization, opinion, phrases, clauses, transitions, concluding statement, facts, details, logical		
<input type="checkbox"/>	5W 1 b.	Provide logically ordered reasons that are supported by facts and details.						
<input type="checkbox"/>	5W 1 c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).						
<input type="checkbox"/>	5W 1 d.	Provide a concluding statement or section related to the opinion presented.						

Informative/Explanatory



WRITING: Informative/Explanatory

<input type="checkbox"/>	5W 2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.						
<input type="checkbox"/>	5W 2 a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.				How will you introduce your topic? How will you organize and group your information? How will you narrow the focus of your writing? Did you include examples, quotes and details about your topic? What do others say about your topic? Can you include a quote from the reading you did? Are there illustrations, or other media you can use as a source to make your text easier to understand? What relevant facts support the topic? What other details, facts, definitions can be added to your writing? What words/phrases will you use to link your ideas across paragraphs and the across the text? Academic Vocabulary: topic, focus, logical, links, categories, conclusion		
<input type="checkbox"/>	5W 2 b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.						
<input type="checkbox"/>	5W 2 c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).						
<input type="checkbox"/>	5W 2 d.	Use precise language and domain-specific vocabulary to inform about or explain the topic						
<input type="checkbox"/>	5W 2 e.	Provide a concluding statement or section related to the information or explanation presented.						

Narrative



WRITING STANDARDS: Narrative

<input type="checkbox"/>	5W 3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.						
<input type="checkbox"/>	5W 3 a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.				Who, when and where will your story be about? What is the problem in the story? Who is telling the story? Describe how ___ felt when ____. What happened after ___? What if ___ would have happened first? How would that affect the plot? How will you use dialogue to develop the plot? What problems will the characters face in the story? What actions will the characters take in response to the events in the story? How does the character change throughout the story? Remember to show the reader with precise words. What events will lead to the conclusion/resolution of your story? Academic Vocabulary: narrative, narrator, characters, sequence, dialogue, pacing, description, behaviors, responses, temporal words, precise, conclusion		
<input type="checkbox"/>	5W 3 b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.						
<input type="checkbox"/>	5W 3 c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.						
<input type="checkbox"/>	5W 3 d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.						
<input type="checkbox"/>	5W 3 e.	Provide a conclusion that follows from the narrated experiences or events.						



WRITING STANDARDS: All Genres

☐	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Production and Distribution of Writing							
☐	5W 4.	Produce clear and coherent writing (including <u>multiple-paragraph texts</u>) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				Who will be reading your writing? Are you writing to tell a story or to help someone learn more about...? What form of writing does the prompt call for? Who is the audience? What is the text structure? Is there a thinking map or graphic organizer you can use to help organize your writing? What facts, events, dialogue, examples are you including that will help make your writing clearer? Does your writing move the reader easily from one part to another? Academic Vocabulary: organization, development, substance, style, appropriate, purpose, audience, clear, coherent	
☐	5W 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.)				What will you use to help organize your ideas? Which would be the best opening sentence? What is the best title for this selection? Can you rewrite this so that the ideas/details are clearer? Which sentence can best be added? Which sentence would be the best topic sentence? You have tried organizing your writing this way; have you thought of using another approach? Did you share your ideas and thoughts with your group? What feedback did they give you? Is there a better way to start or end your writing? Academic Vocabulary: planning, revising, editing, rewriting, organization, approach, guidance, strengthen	
☐	5W 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.				What software would you use to create this document? Where/how would you save your document? How do you spell check a document? How do you access _____? How would you find _____ on the Internet? How did your group divide up the responsibilities for the task? What online resources might you use to help write your paper? Academic Vocabulary: document, format, insert, computer, spell check, save, menus menu, file older, word processing, PowerPoint, keyboarding	
Research to Build and Present Knowledge							
☐	5W 7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.				What sources could you use to investigate _____ and write about it? What question does your research report answer? What online sources will you use? Will you be able to finish this research in one or two periods? Did you research both the positive and negative sides of the issue? How will you keep track of the sources you use? Which bibliography entry is cited correctly? How do you cite a bibliography entry for a _____? Academic Vocabulary: aspects, topics, research, data base, internet search, bibliography, investigation, cite source, synthesize	



WRITING STANDARDS: All Genres continued

Research to Build and Present Knowledge continued					
<input type="checkbox"/>	5W 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>Ask yourself, "How does this support my topic?" Is this information important to your research? How do you know the source is credible? How did you determine if this information is relevant to your topic? How do you cite sources in a bibliography? Where can you find information about how to cite Internet sources? What do you need to do if you are using the author's exact words? Can you say that using your own words? How is a digital source cited differently than a printed source? How will you summarize the information found in this data? What can you conclude?</p> <p>Academic Vocabulary: digital sources, summarize, paraphrase, bibliography, research, relevant (pertinent), note-taking, cite, quote</p>
<input type="checkbox"/>	4W 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<input type="checkbox"/>	4W 9. a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").			<p>What evidence did the author use to support his/her claims? Explain the evidence the author used to support the claim, _____. Compare the two events in each of the two sources on the topic _____. Describe what you have learned on this topic. Which details can you add that will make your writing stronger? What caused you to think or believe that? Has studying this topic caused you to change your thinking? How will your writing reflect that change?</p> <p>Academic Vocabulary: research, analysis, support, reflection, evidence, literary, informational text</p>
<input type="checkbox"/>	4W 9. b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").			
Range of Writing					
<input type="checkbox"/>	5W 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>How did you pick your topic? How will you organize your thoughts? (graphic organizers, Thinking Maps) Write about... Today you will have ___ minutes to write about... Where will you find your sources? Do you have a variety of sources from which you can pull information? Re-read your writing and ask a peer to read it to see if there are additions you need to make. Did you think about your audience when you were writing? Did you edit and revise your writing using the proofreading checklist?</p> <p>Academic Vocabulary: research, summarize, revise/edit, bibliography, sources, peer, graphic organizers</p>

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



Speaking & Listening



SPEAKING and LISTENING:

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Comprehension and Collaboration							
<input type="checkbox"/>	5SL 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, <u>building on others' ideas and expressing their own clearly.</u>					
<input type="checkbox"/>	5SL 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.				Are you prepared? Have you reviewed the assignment? Did you complete your reading assignment? What information will you contribute to the discussion? In light of what has already been said, what are your thoughts about...? What else could you add to that comment? What clarifying questions could you ask of your partner? Can you show the group where you got your information? What conclusions did you arrive at after your conversation with your group? Academic Vocabulary: discussion, elaboration, contribute, clarify, draw conclusions	
<input type="checkbox"/>	5SL 1b.	Follow agreed-upon rules for discussions and carry out assigned roles.					
<input type="checkbox"/>	5SL 1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.					
<input type="checkbox"/>	5SL 1d.	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.					
<input type="checkbox"/>	5SL 2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				Summarize the information presented. Describe what you have learned from hearing about this topic. What are the key ideas presented in the video clip? Write a summary about what you saw and heard. How did the information expand your understanding of ____? How can you use this information? How does the way the information is presented help you understand it? What are some of the facts or data presented here? Academic Vocabulary: summarize, graph, visually visual, oral, multimodal, diverse media, formats, quantitatively, orally	
<input type="checkbox"/>	5SL 3.	Summarize the points a speaker <u>or media source</u> makes and explain how each claim is supported by reasons and evidence, and identify <u>and analyze any logical fallacies.</u>				What is it that the speaker is claiming? What support does the speaker use to support his/her claim? How does the evidence support the speaker's claim? Academic Vocabulary: summarize, evidence, claim, supported, misconception, logical, fallacy, identify, media source, reason	

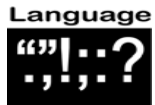


Speaking & Listening



SPEAKING and LISTENING: continued

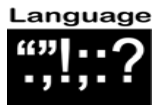
<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Presentation of Knowledge and Ideas							
<input type="checkbox"/>	5SL 4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.					
<input type="checkbox"/>	5SL 4.a	<u>Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.</u>				What are you writing about? Is your opinion about your topic clear? How will you organize your ideas? What evidence will you use to support your position/opinion? Are the evidence and facts you have gathered sufficient to support your opinion? How are you moving from one paragraph/idea to the next? Are you using appropriate transition words? Which poem will you be reciting? Have you thought about some gestures you can use to express the feelings in the poem? Have you thought about which speech or document you will be reciting? Why did you choose it? Academic Vocabulary: deliver, facts, details, logically (logic), appropriate, specific, organized, sequencing, memorize, recite, expression, gesture, historical document	
<input type="checkbox"/>	5SL 4.b	<u>Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.</u>					
<input type="checkbox"/>	5SL 5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.				What else could you use to enhance understanding in your presentation? How would including that media help the presentation? What kind of information could you convey by using graphics, sound...? What digital media could you use to present your data? What could you do to keep your presentation focused? Academic Vocabulary: strategic, multimedia, components, presentations, digital media, visual display, data, enhance	
<input type="checkbox"/>	5SL 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.)				What is the reason you are speaking? Who is in the audience? What do they know about your subject? Are you delivering a formal presentation? Are you trying to persuade your audience? Are you explaining something? Are there places where you can substitute more precise, engaging language to keep the listeners interested? Academic Vocabulary: adapt, speech, context, formal English, informal English, situation	



LANGUAGE: Conventions

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Conventions of Standard English							
<input type="checkbox"/>	5L 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
<input type="checkbox"/>	5L 1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				Explain why you would use a conjunction instead of a preposition or interjection. What does the use of this form of verb indicate? What is the meaning the perfect verb tense? How does verb tense relate to how you are writing your piece? Use your editing skills to correct __. Read your writing out loud. Does it sound right? Academic Vocabulary: conventions, conjunctions, correlative, perfect verbs, prepositions, interjections, grammar, verb tense, aspect	
<input type="checkbox"/>	5L 1b.	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.					
<input type="checkbox"/>	5L 1c.	Use verb tense to convey various times, sequences, states, and conditions.					
<input type="checkbox"/>	5L 1d.	Recognize and correct inappropriate shifts in verb tense.*					
<input type="checkbox"/>	5L 1e.	Use correlative conjunctions (e.g., either/or, neither/nor).					
<input type="checkbox"/>	5L 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
<input type="checkbox"/>	5L 2a.	Use punctuation to separate items in a series.*				Does that need a comma? Where would you place commas in the following sentence? "I am taking my sleeping bag, Ipod, pillow and snacks on our camping trip." How would you use underlining, italics, or quotation marks to distinguish the title of the book in the following question? Have you read the Chronicles of Narnia? What type of writing is that? You need to know if it is the title of a book, poem or article in order to know what type of punctuation you should use. Where might you look if you are confused about how a title is punctuated? Academic Vocabulary: commas, items, tag question, introductory element, underlining, conventions, quotation marks, punctuation, italics	
<input type="checkbox"/>	5L 2b.	Use a comma to separate an introductory element from the rest of the sentence.					
<input type="checkbox"/>	5L 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?).					
<input type="checkbox"/>	5L 2d.	Use underlining, quotation marks, or italics to indicate titles of works.					
<input type="checkbox"/>	5L 2e.	Spell grade-appropriate words correctly, consulting references as needed.					
Knowledge of Language							
<input type="checkbox"/>	5L 3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
<input type="checkbox"/>	5L 3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.				When writing or speaking to a group, vary sentences to keep the reader/listener interested. Use different styles of speech and writing to fit the audience and purpose. Count the number of words in your sentences? Are they all about the same length, or have you varied them? Why do you think the author used that dialect in his/her writing? How does the dialogue sound when you read it using that dialect? How does that expression sound when said in Standard English? What is the effect? Academic Vocabulary: expand, combine, reduce, dialect, register, varieties of English style	
<input type="checkbox"/>	5L 3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems					
<input type="checkbox"/>	5L 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.					
<input type="checkbox"/>	5L 4. a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.				What strategies have you used to try to figure out that word? Have you looked in the dictionary or glossary? Can you use the sentences around that word to help you discover what that word might mean? Are there roots or suffixes and prefixes that you can use? Can you use a dictionary to find definitions and keys to pronunciation? Academic Vocabulary: figurative, root word, prefix, suffix, interpret, idioms, adages, proverbs, context clues	
<input type="checkbox"/>	5L 4. b	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>).					
<input type="checkbox"/>	5L 4. c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases <u>and to identify alter nate word choices in all content areas.</u>					

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (). See the table "Language Progress Skills, by Grade" for a complete list and Appendix A for an example of how these skills develop in sophistication.



LANGUAGE: Vocabulary

<input type="checkbox"/>	Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Vocabulary Acquisition and Use							
<input type="checkbox"/>	5L 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
<input type="checkbox"/>	5L 5a.	Interpret figurative language, including similes and metaphors, in context.				The author wrote ____; what does he/she really mean? Can you show me an example of some figurative language the author used in the text? Could you add a simile or metaphor to help make your writing/speech more vivid? Why did the author choose this pair of words to put in the writing? How does knowing how these two words are related help you understand the meaning of the text? Academic Vocabulary: figurative language, similes, metaphors, adages, proverbs, idioms, synonym, antonym, homographs	
<input type="checkbox"/>	5L 5b.	Recognize and explain the meaning of common idioms, adages, and proverbs.					
<input type="checkbox"/>	5L 5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.					
<input type="checkbox"/>	5L 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>).				What have you been reading lately? Keep a list of words you don't know that might be important. As you read, be sure to look for those words that signal that an addition or contrast is going to be made. The more you read, the more vocabulary you will learn. Be on the lookout for words you know that might be used in a different way in a different subject. Academic Vocabulary: academic, domain, specific, signal, contrast	