

English Language Arts Curriculum: Grade 5

MAYWOOD PUBLIC SCHOOLS

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The following maps outline the Common Core Standards for grade 5 English Language Arts determined by the State Standards Initiative. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Assessment:

Reading Literature and Informational Text

End of story tests (multiple choice, open ended)
End of Unit/Theme Assessments
End of Book Activities
Persuasive Writing: Opinion Piece
Book reports
Written activities i.e. graphic organizers
Sequencing activities
Read alouds
Researching sources
Comprehension: illustrations, sentences
Multimedia presentation (PowerPoint)

Writing and Language

Journal Entries
Writing Process Pieces
End of Book Activities
Fluency Tests
Informative/Explanatory Writing
Narrative Writing
Research Writing
Book reports
Proofreading/Editing
Written activities i.e. graphic organizers
Writing samples

Foundational Skills

Spelling Tests/Dictations
Sorting activities
Building words
Speculative Writing

Resources:

Graphic Organizers	Writers checklist	Audio books
Chart Paper	Leveled readers	Classroom library
Student Journals	Sentence strips	Word Walls
Center Games	Word rings	
Proofreading chart	Retelling props	

References:

<http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/>

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Common Core Exemplars: http://www.corestandards.org/assets/Appendix_B.pdf

Websites:

www.brainpop.com

www.brainpopjr.com

www.starfall.com

www.studyisland.com

www.readwritethink.org

www.kidspiration.com

edmoto.com

www.glogster.com

www.spellingcity.com

www.tumblebooks.com

<http://www.storylineonline.net>

www.scholastic.com

www.puzzlemaker.com

www.learn360.com

www.inspiration.com

wordpress.com

Language Arts Curriculum: Grade 5
Reading Standards for Literature

Essential Question(s): How do readers use the text to support an interpretation?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Standard: RL5.1			
Vocabulary: quote, explicit, inference, annotate			
Grade Specific Standard	Skills	Procedures and Examples	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> • Distinguish between what is explicit and what is inferred • Identify explicit quotes in text • When provided with an inference, find an accurate quote within the text to support the inference • After making an inference, find an accurate quote within the text to support the inference 	<ul style="list-style-type: none"> • Questioning during and after reading • “How do you know?” (quote from text) • Teach annotations (highlight, underline, etc.) • Have students work in groups to develop and defend ideas • Model examples using textual references (overhead) • Use graphic organizers 	

Essential Question(s): How do readers determine the message the author is trying to convey?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Standard: RL 5.2			
Vocabulary: theme, central message			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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.	<ul style="list-style-type: none"> Determine theme/central message Support theme/central message with details from text Reflect on how the characters, events, etc. in a story or drama support the theme Explore how the speaker in a poem reflects on a topic Summarize the text 	<ul style="list-style-type: none"> Model how to identify theme/central message through the evidence including the responses of characters, sequence of events, etc. (i.e. In the story <i>King Midas</i>- character portrays theme of greed) "What is the theme/central message of text?" Provide opportunities for students to summarize 	Students summarize the plot of Antoine de Saint-Exupéry's <i>The Little Prince</i> and then reflect on the challenges facing the characters in the story while employing those and other details in the text to discuss the value of inquisitiveness and exploration as a theme of the story. [RL.5.2]

Essential Question(s): How do readers determine how characters, events, and ideas develop and interact?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Standard: RL 5.3			
Vocabulary: compare, contrast			
Grade Specific Standard	Skills	Procedures and Examples	
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).	<ul style="list-style-type: none"> After reading, compare and contrast characters, settings, or events Use specific details to support responses 	<ul style="list-style-type: none"> Use graphic organizers (i.e. Venn-Diagram, T-Chart, character web) Have students complete journal entries <ul style="list-style-type: none"> - What are the similarities and differences between the two characters/settings/ events in a story 	

Essential Question(s): How do readers interpret the author’s use of language?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Standard: RL 5.4			
Vocabulary: figurative language, metaphors, similes, hyperbole, alliteration, personification, onomatopoeia, idiom			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<ul style="list-style-type: none"> Define types of figurative language and identify in text Distinguish literal from non-literal language (i.e. figurative language, metaphors and similes, etc) Use context clues to determine meaning 	<ul style="list-style-type: none"> Provide definitions and examples of figurative language Illustrate figurative language: metaphors, similes, hyperbole, alliteration, personification, onomatopoeia, idiom Model finding figurative language in text and how to use context clues to determine meaning 	Students determine the meaning of the metaphor of a cat in Carl Sandburg’s poem “Fog” and contrast that figurative language to the meaning of the simile in William Blake’s “The Echoing Green.” [RL.5.4]

Essential Question(s): How do readers use text structure to understand meaning?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
Standard: RL 5.5			
Vocabulary: chapter, scene, stanza			
Grade Specific Standard	Skills	Procedures and Examples	
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<ul style="list-style-type: none"> Identify structure (beginning, middle, and end) in chapter, scenes and stanzas Identify the connections between parts of the text to determine overall structure 	<ul style="list-style-type: none"> “How does this chapter/scene/stanza build on the previous one?” “How would the story, drama, or poem change if this chapter/scene/stanza were missing?” 	

Essential Question(s): How do readers analyze point of view and/or purpose?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.			
Standard: RL 5.6			
Vocabulary: point of view			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
6. Describe how a narrator's or speaker's point of view influences how events are described	<ul style="list-style-type: none"> Identify the point of view of narrator or speaker using evidence from the text Describe how the narrator's or speaker's point of view affect the text Explain how a narrator's or a speaker's point of view affects your perception of the text 	<ul style="list-style-type: none"> Have students complete journal entries <ul style="list-style-type: none"> How did the narrator's or speaker's point of view influence how you felt about the character or events? Facilitate class discussions about the influence of the narrator's or speaker's point of view 	Students describe how the narrator's point of view in Walter Farley's <i>The Black Stallion</i> influences how events are described and how the reader perceives the character of Alexander Ramsay, Jr. [RL.5.6]

Essential Question(s): How do readers use illustrations to understand the text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
Standard: RL 5.7			
Vocabulary: visual, multimedia, meaning, tone, beauty of text, font, layout, audience			
Grade Specific Standard	Skills	Procedures and Examples	
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).	<ul style="list-style-type: none"> Identify visual elements of text including illustrations, font, layout, and color. Critique how visual elements affect the meaning, tone, or beauty of a text 	<ul style="list-style-type: none"> Present a version of text without visuals; then present a version of text with visuals Model how to analyze the effects of visual elements "What effects do the visual elements have?" 	

Essential Question(s): How do readers determine and make meaning of the arguments/claims presented in a text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Standard: RL 5.8			
Vocabulary:			
Grade Specific Standard	Skills	Procedures and Examples	
8. (Not applicable to literature)			

Essential Question(s): How do readers make connections between texts?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Standard: RL 5.9			
Vocabulary: compare, contrast, genre, mystery, adventure			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<ul style="list-style-type: none"> After reading stories in the same genre, compare and contrast the treatment of similar themes and topics 	<ul style="list-style-type: none"> Provide a variety of texts in the same genre for comparison including mysteries and adventure stories Use graphic organizers: T-charts, Venn-diagrams 	Students compare and contrast coming-of-age stories by Christopher Paul Curtis (<i>Bud, Not Buddy</i>) and Louise Erdrich (<i>The Birchbark House</i>) by identifying similar themes and examining the stories' approach to the topic of growing up. [RL.5.9]

Essential Question(s): How do readers use comprehension strategies to improve understanding of text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Range of Reading and Level of Text Complexity			
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.			
Standard: RL 5.10			
Vocabulary:			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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.	<ul style="list-style-type: none"> • Read a variety of genres • Read literature varying in complexity 	<ul style="list-style-type: none"> • Expose students to a variety of genres • Expose students to literature varying in complexity • Scaffold reading and comprehension as needed 	

Language Arts Curriculum: Grade 5
Reading Standards for Informational Text

Essential Question(s): How do readers use text to support answers to questions?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Standard: RI 5.1			
Vocabulary: quote, explicit, inference, annotate			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> • Distinguish between what is explicit and what is inferred • Identify explicit quotes in text • When provided with an inference, find an accurate quote within the text to support the inference • After making an inference, find an accurate quote within the text to support the inference 	<ul style="list-style-type: none"> • Questioning during and after reading • “How do you know?” (quote from text) • Teach annotations (highlight, underline, etc.) • Have students work in groups to develop and defend ideas • Model examples using textual references (overhead) • Use graphic organizers 	Students <i>quote accurately and explicitly</i> from Leslie Hall’s “Seeing Eye to Eye” to <i>explain statements</i> they make and ideas they <i>infer</i> regarding sight and light. [RI.5.1]

Essential Question(s): How do readers use key details from the text to support the main idea?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Standard: RI 5.2			
Vocabulary: main idea, key detail, summarize, explicit, inferred			
Grade Specific Standard	Skills	Procedures and Examples	
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<ul style="list-style-type: none"> • Connect explicitly stated or inferred ideas from the text to determine two or more main ideas. • Provide supporting keys details to support two or more of the identified main ideas • Summarize key details and information 	<ul style="list-style-type: none"> • Model how to use supporting details to determine main ideas • Provide opportunities for students to summarize the text • Provide students with graphic organizers (ex. key ideas and details) 	

Essential Question(s): How do readers make connections between concepts in a text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Standard: RI 5.3			
Vocabulary: relationship, interaction			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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.	<ul style="list-style-type: none"> • Connect and explain types of relationships. • Use text-relevant information and language to explain connections between and/or among individuals, events, ideas or concepts. 	<ul style="list-style-type: none"> • Model how to determine relationships in the texts. • Provide students with graphic organizer to explain relationships or interactions 	Students explain the relationship between time and clocks using specific information drawn from Bruce Koscielniak's About Time: A First Look at Time and Clocks. [RI.5.3]

Essential Question(s): How do readers determine the meaning and use of content specific vocabulary?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Standard: RI 5.4			
Vocabulary: glossary, dictionary, context clues			
Grade Specific Standard	Skills	Procedures and Examples	
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> .	<ul style="list-style-type: none"> Determine meaning of domain-specific words through the use of context clues Use resources (glossary, dictionary, or other technological resources) to find meaning 	<ul style="list-style-type: none"> Model the identification of context clues Model dictionary use and explain how to choose the appropriate definition Match words or phrases to definitions using manipulatives (ex. Memory game, crossword, picture connections) 	

Essential Question(s): How do readers use text features to locate information?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
Standard: RI 5.5			
Vocabulary: chronological order, compare/contrast, cause/effect, problem/solution			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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.	<ul style="list-style-type: none"> Recognize what structure is used to organize the text <ul style="list-style-type: none"> - chronological order - compare/contrast - cause/effect - problem/solution Compare and contrast the organizational structures used in two or more texts 	<ul style="list-style-type: none"> Teach various structures that are used to organize text and the characteristics of these structures Model how to compare and contrast the organizational structures of two texts 	Students identify the overall structure of ideas, concepts, and information in Seymour Simon's <i>Horses</i> (based on factors such as their speed and color) and compare and contrast that scheme to the one employed by Patricia Lauber in her book <i>Hurricanes: Earth's Mightiest Storms</i> . [RI.5.5]

Essential Question(s): How do readers analyze point of view and/or purpose?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.			
Standard: RI 5.6			
Vocabulary: account, point of view			
Grade Specific Standard	Skills	Procedures and Examples	
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<ul style="list-style-type: none"> • Explain the relationship between how an event or topic is presented in multiple accounts • Identify the similarities and difference in the point of view of each account 	<ul style="list-style-type: none"> • Teach how information can vary between accounts • Provide exposure to multiple accounts on the same topic • Use graphic organizers to analyze the point of view of multiple accounts 	

Essential Question(s): How do readers use information from illustrations and text to demonstrate understanding?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
Standard: RI 5.7			
Vocabulary: print sources, digital sources			
Grade Specific Standard	Skills	Procedures and Examples	
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	<ul style="list-style-type: none"> • Draw conclusions about the relationship between text features and the meaning and/or purpose of a text. • Apply an understanding of text features to navigate efficiently between and among texts. 	<ul style="list-style-type: none"> • Provide students with exposure to various sources (print or digital) • Model how to use information from source to answer questions • Provide opportunities for practice in locating information 	

Essential Question(s): How do readers determine and make meaning of the arguments/claims presented in a text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Standard: RI 5.8			
Vocabulary: reasons, evidence, key point			
Grade Specific Standard	Skills	Procedures and Examples	
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).	<ul style="list-style-type: none"> Identify the author's key points in a text Identify evidence that supports particular points in the text Explain why the author selects specific examples to support a point 	<ul style="list-style-type: none"> Model how to identify an author's key points Model how to determine the reasons or evidence used to support these key points Provide opportunities for students to explain how evidence supports key points 	

Essential Question(s): How do readers make connections or determine differences and/or similarities among texts of the same topic?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Standard: RI 5.9			
Vocabulary: synthesis			
Grade Specific Standard	Skills	Procedures and Examples	
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> Combine important details presented in two texts on the same topic 	<ul style="list-style-type: none"> Provide students with examples of various texts on the same topic Provide discussion or writing opportunities in which students can synthesis ideas from various texts 	

Essential Question(s): How do readers understand information texts in all subject areas?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
CCR Anchor Standard: Range of Reading and Level of Text Complexity			
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.			
Standard: RI 5.10			
Vocabulary: N/A			
Grade Specific Standard	Skills	Procedures and Examples	
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.	<ul style="list-style-type: none"> Comprehend informational text at grade level proficiency 	<ul style="list-style-type: none"> Expose students to grade level informational text Scaffold reading and comprehension as needed 	

Language Arts Curriculum: Grade 5
Foundational Skills

Essential Question(s): How do readers apply phonics to decode words?			
21st Century Skill: Critical Thinking and Problem Solving			
Foundational Skills			
Area: Phonics and Word Recognition			
Standard: RF 5.3			
Vocabulary:			
Grade Specific Standard	Skills	Procedures and Examples	
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<ul style="list-style-type: none"> • Apply letter-sound knowledge when decoding words • Divide words into syllables • Determine parts of a word including roots, prefixes, suffixes, and their meaning 	<ul style="list-style-type: none"> • Encourage students to “sound-out” unfamiliar words by employing phonics knowledge • Review syllable patterns • Teach students how meanings of prefixes and suffixes can be used to determine word meaning <ul style="list-style-type: none"> - Create prefix and suffix chart/word wall 	

Essential Question(s): How do readers improve fluency to support comprehension?			
21st Century Skill: Critical Thinking and Problem Solving			
Foundational Skills			
Area: Fluency			
Standard: RF 5.4			
Vocabulary: prose, poetry, accuracy, rate, expression, self-correct, fluency, decode			
Grade Specific Standard	Skills	Procedures and Examples	Exemplars
4. Read with sufficient accuracy and fluency to support comprehension.			
a. Read grade-level text with purpose and understanding.	<ul style="list-style-type: none"> • Employ reading strategies while reading independently and aloud <ul style="list-style-type: none"> - Pre-reading: prediction making, setting a purpose - During reading: ask questions, make connections - After reading: summarize 	<ul style="list-style-type: none"> • Model strategies good readers use (questioning, re-reading, using context clues) • Employ a variety of reading formats: <ul style="list-style-type: none"> - student guided reading - peer reading - teacher read-aloud 	
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	<ul style="list-style-type: none"> • Read prose and poetry orally with <ul style="list-style-type: none"> - Accuracy - Appropriate Rate - Expression 	<ul style="list-style-type: none"> • Model fluent reading with proper pacing, emphasis, and expression • Complete running records and fluency tests 	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> • Use context clues when decoding and determining word meaning 	<ul style="list-style-type: none"> • Discuss strategies to confirm word recognition or self-correct miscues <ul style="list-style-type: none"> - Using context clues - Rereading • Model rereading to correct errors • "How can the other words in the sentence help us identify new words?" 	

Language Arts Curriculum: Grade 5
Writing

Essential Question(s): How do writers use valid evidence to support claims?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Text Types and Purpose			
Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
Standard: W.5.1			
Vocabulary: linking words, claim, conclusion, supporting evidence, rubric, valid, peer editing			
Grade Specific Standard	Skills	Procedures and Examples	Exemplars
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
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.	<ul style="list-style-type: none"> Write an opening statement expressing personal opinion Identify related ideas 	<ul style="list-style-type: none"> Use graphic organizers (i.e. KWL chart, Pro/Con list, Opinion/Supporting Evidence, web) Provide blank template for organizational structure (State opinion) Introduce writing rubric 	
b. Provide logically ordered reasons that are supported by facts and details.	<ul style="list-style-type: none"> Brainstorm reasons that support opinion (reference text when appropriate) Identify and write valid reasons 	<ul style="list-style-type: none"> Use graphic organizers (i.e. Opinion/Supporting Evidence, outline) Provide template for organizational structure (Include valid reasons) 	
c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).	<ul style="list-style-type: none"> Use linking words and phrases when drafting the body 	<ul style="list-style-type: none"> Create word wall/ word rings Use cloze activity for linking words Provide template for drafting 	
d. Provide a concluding statement or section related to the opinion presented.	<ul style="list-style-type: none"> Draft a conclusion to support opening statement Peer edit using rubric 	<ul style="list-style-type: none"> Use graphic organizer (i.e. Opinion/Support/Conclusion) Use rubric for scoring 	

Essential Question(s): How do writers explore topics and convey ideas?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Text Types and Purpose			
Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
Standard: W.5.2			
Vocabulary: domain-specific, multi-media			
Grade Specific Standard	Skills	Procedures and Examples	Exemplars
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
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.	<ul style="list-style-type: none"> Choose and refine topic and gather information from texts Sort relevant information Use illustrations and multi-media to support topic 	<ul style="list-style-type: none"> Teach students to create a web Teach students how to take notes: post-its, note cards, etc. Model how to support text with illustrations (student created or found through research) Introduce writing rubric 	
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<ul style="list-style-type: none"> Add supporting facts, definitions, details, quotations, or other information 	<ul style="list-style-type: none"> Create outline including supporting details 	
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	<ul style="list-style-type: none"> Use linking words and phrases when drafting the body to connect ideas Use outline to draft writing sample 	<ul style="list-style-type: none"> Create word wall/word rings Use cloze activity for linking words 	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> Include vocabulary words that explain the topic 	<ul style="list-style-type: none"> Provide students with list of domain-specific vocabulary words 	
e. Provide a concluding statement or section related to the information or explanation presented.	<ul style="list-style-type: none"> Draft a conclusion to support topic' Peer edit using rubric 	<ul style="list-style-type: none"> Use rubric for scoring 	

Essential Question(s): How do writers develop effective narratives?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Text Types and Purpose			
Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
Standard: W.5.3			
Vocabulary: story elements, sequence, rubric, dialogue, transition words, conclusions, peer editing			
Grade Specific Standard	Skills	Procedures and Examples	
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<ul style="list-style-type: none"> Develop basic story elements and organize in a logical sequence 	<ul style="list-style-type: none"> Review basic story elements (setting, characters, plot, conflict, and resolution) Use graphic organizers: Prewriting (i.e. planning chart, brainstorming web) Introduce writing rubric (NJDOE holistic scoring rubric) 	
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<ul style="list-style-type: none"> Integrate dialogue, descriptions, thoughts and feelings into draft Use plot/conflict to develop characters 	<ul style="list-style-type: none"> Review writing dialogue and using vivid language Conduct mini-lesson on quotation marks 	
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<ul style="list-style-type: none"> Integrate transitional words into writing to create proper sequence 	<ul style="list-style-type: none"> Teach appropriate transition words Create word Wall Use sequencing activity 	
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	<ul style="list-style-type: none"> Enhance writing using specific examples and vivid details 	<ul style="list-style-type: none"> Provide lesson on editing- how to include additional details in writing (post-its to add additional concrete words/[phrases and details) 	
e. Provide a conclusion that follows from the narrated experiences or events.	<ul style="list-style-type: none"> Teach strategies for ending narrative Draft a conclusion to convey universal lesson Peer edit using rubric 	<ul style="list-style-type: none"> Model development of possible endings Score using rubric 	

Essential Question(s): How do writers create effective pieces of writing?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Production and Distribution of Text			
Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Standard: W.5.4			
Vocabulary: : purpose, audience, prompt, draft, writing process, annotate, rubric			
Grade Specific Standard	Skills	Procedures and Examples	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> • Understand various writing situations including: <ul style="list-style-type: none"> - Prompt - Purpose - Audience • Complete writing process to create drafts according to situation 	<ul style="list-style-type: none"> • Teach students how to annotate prompt (i.e. highlight, underline) • Discuss interpretation of prompts • Review steps of the writing process • Review NJDOE writing rubric 	

Essential Question(s): How do writers use the writing process to improve text?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Production and Distribution of Text			
Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
Standard: W.5.5			
Vocabulary: writing process, pre-write, draft, edit, revise			
Grade Specific Standard	Skills	Procedures and Examples	
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.	<ul style="list-style-type: none"> • Work through each phase of the writing process to create final product 	<ul style="list-style-type: none"> • Review writing process (pre-write, draft, edit, revise) • Provide visual of the steps of the writing process (writing chart/poster) • Review NJDOE writing rubric 	

Essential Question(s): How do writers use technology to facilitate writing and collaboration?			
21st Century Skill: Information Literacy, Communication and Collaboration			
Writing			
CCR Anchor Standard: Production and Distribution of Text			
Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
Standard: W.5.6			
Vocabulary: collaborate, document, internet			
Grade Specific Standard	Skills	Procedures and Examples	
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.	<ul style="list-style-type: none"> • Create text using word processing system to type a one page document • Access internet resources when completing writing task • Collaborate with peers when using technology in writing 	<ul style="list-style-type: none"> • Access computer lab • Review keyboarding skills • Teach how internet can be used as a valuable resource in writing • Provide opportunities for collaboration in writing 	

Essential Question(s): How do writers conduct research to demonstrate understanding of a subject?			
21st Century Skill: Critical Thinking and Problem Solving, Information Literacy			
Writing			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
Standard: W.5.7			
Vocabulary: research, internet, website, search engine, sources, citation, plagiarism			
Grade Specific Standard	Skills	Procedures and Examples	
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> • Use internet to find topic-specific information • Visit various websites on topic to gather information on different aspects of the topic • Determine value of information provided • Incorporate research findings into writing 	<ul style="list-style-type: none"> • Demonstrate how research information enhances writing • Provide instruction of basic researching skills <ul style="list-style-type: none"> - Using a search engine - Browsing text • Teach how to properly include findings into writing (plagiarism) <ul style="list-style-type: none"> - Basic level of source citation 	

Essential Question(s): How do writers evaluate and use sources?			
21st Century Skill: Critical Thinking and Problem Solving, Information Literacy			
Writing			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
Standard: W.5.8			
Vocabulary: source, research, citation			
Grade Specific Standard	Skills	Procedures and Examples	
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.	<ul style="list-style-type: none"> • Refer to experiences or research from sources in writing • Evaluate whether source is appropriate in relation to topic • Take notes from sources (note-cards) and organize information to be included in writing 	<ul style="list-style-type: none"> • Review basic researching skills • Review citation • Provide students with print and digital sources • Teach effective note-taking and organizational writing skills 	

Essential Question(s): How do writers apply evidence from text to support conclusions?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Standard: W.5.9			
Vocabulary: N/A			
Grade Specific Standard	Skills	Procedures and Examples	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research			
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]”).	<ul style="list-style-type: none"> Produce writing which demonstrates proficiency in reading standards for literature 	<ul style="list-style-type: none"> Provide writing opportunities Refer to R.L. Standards 	
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]”).	<ul style="list-style-type: none"> Produce writing which demonstrates proficiency in reading standards for informational text 	<ul style="list-style-type: none"> Provide writing opportunities Refer to R.I. Standards 	

Essential Question(s): How do writers successfully create text based upon the established time frame, task, purpose and audience?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			
Standard: W.5.10			
Vocabulary: time frame, task, purpose, audience, prompt			
Grade Specific Standard	Skills	Procedures and Examples	
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.	<ul style="list-style-type: none"> Complete writing tasks according to determined time frame, task, purpose, and audience 	<ul style="list-style-type: none"> Teach how writing varies according to determined time frame, task, purpose, and audience Use a variety of prompts (i.e. persuasive, narrative) Vary length of writing tasks (i.e. writing process pieces vs. timed writing practice) Use graphic organizer (i.e. Venn-Diagram) : Extended time pieces vs. short time frame pieces <ul style="list-style-type: none"> Extended time: all steps of the writing process Short time frame: modified writing process 	

Language Arts Curriculum: Grade 5
Speaking and Listening

Essential Question(s): How do students express thoughts and ideas in an effective manner?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
Standard: SL 5.1			
Vocabulary: discussion points, summarize			
Grade Specific Standard	Skills	Procedures and Examples	Exemplars
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.			
a. 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.	<ul style="list-style-type: none"> • Pre-read text to prepare for discussions • Prepare note cards including questions and discussion points which will contribute to the discussion 	<ul style="list-style-type: none"> • Teach note-taking skills- how to determine the most relevant information • Model how to contribute in various forms of discussion (one-on-one, group, etc) 	
b. Follow agreed-upon rules for discussions and carry out assigned roles.	<ul style="list-style-type: none"> • Understand various roles one can take during a discussion (asking questions, listening, etc) • Follow determined discussion rules 	<ul style="list-style-type: none"> • Establish rules for discussion <ul style="list-style-type: none"> - Active listening - Turn taking - Respecting opinions - Establishing roles • Create classroom discussion rules chart 	
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	<ul style="list-style-type: none"> • Contribute to discussion by posing questions and/or answering questions 	<ul style="list-style-type: none"> • Teach and model question asking/answering techniques 	
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<ul style="list-style-type: none"> • Summarize main points of the discussion • Connect main points to personal ideas on the topic 	<ul style="list-style-type: none"> • Teach an model how to summarize main points of a discussion (take notes) • Provide opportunities for students to summarize discussion and connect this summary to their own understanding of the topic 	

Essential Question(s): How do readers use information presented in diverse formats to determine main ideas and supporting details?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
Standard: SL 5.2			
Vocabulary: summarize			
Grade Specific Standard	Skills	Procedures and Examples	
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> Determine main idea and key details of texts read aloud or information presented in various formats Develop summary of text 	<ul style="list-style-type: none"> Teach strategies for summarizing a text (determining main idea and key details) <ul style="list-style-type: none"> Graphic organizer Taking notes Read text aloud and/or present information in various formats to help students generalize summarizing skills 	

Essential Question(s): How do listeners evaluate speakers?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
Standard: SL 5.3			
Vocabulary: evidence			
Grade Specific Standard	Skills	Procedures and Examples	
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<ul style="list-style-type: none"> Identify the key points made by the speaker Explain how the speaker supported their key points 	<ul style="list-style-type: none"> Teach ways to support the points being made during a discussion Ask questions about the how the speaker supported key points <ul style="list-style-type: none"> "What did _____ say to support _____?" 	

Essential Question(s): How do speakers vary their presentation of information dependent upon the established task, purpose and audience?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Presentation of Knowledge and Ideas			
Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
Standard: SL 5.4			
Vocabulary: fluency, pace			
Grade Specific Standard	Skills	Procedures and Examples	
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.	<ul style="list-style-type: none"> • Determine main topic/theme of presentation • Use facts and details to support topic/theme • Complete organized presentation on topic • Maintain proper fluency during presentation 	<ul style="list-style-type: none"> • Teach how to prepare a comprehensive presentation • Model a presentation that accurately presents and supports a main idea/theme • Provide strategies for maintaining proper pace and clarity when speaking 	

Essential Question(s): How do students enhance a presentation?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Presentation of Knowledge and Ideas			
Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
Standard: SL.5.5			
Vocabulary: visual, audio, enhance			
Grade Specific Standard	Skills	Procedures and Examples	
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none"> • Create or find visual/audio components and use to enhance presentation 	<ul style="list-style-type: none"> • Explain ways in which presentations can be enhanced (posters, video clips, etc) • Provide examples of visual/audio components being used in a presentation • Model using visual/audio in a presentation 	

Essential Question(s): How do students demonstrate command of formal English?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Presentation of Knowledge and Ideas			
Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			
Standard: SL 5.6			
Vocabulary: formal English, informal English			
Grade Specific Standard	Skills	Procedures and Examples	Exemplars
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<ul style="list-style-type: none"> Distinguish between formal and informal situations Employ the form of English that is appropriate according to the situation 	<ul style="list-style-type: none"> Teach characteristics of formal and informal forms of English Provide examples of formal and information situations Provide speaking opportunities for students to use both formal and informal English 	

Language Arts Curriculum: Grade 5
Language

Essential Question(s): How do students effectively use the conventions of standard English to convey a message?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Conventions of Standard English			
Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Standard: L 5.1			
Vocabulary: conjunctions, prepositions, interjections, perfect verb tense, correlative conjunctions			
Grade Specific Standard	Skills	Procedures and Examples	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<ul style="list-style-type: none"> Apply conjunctions, prepositions, and interjections 	<ul style="list-style-type: none"> Define and demonstrate use of conjunctions, prepositions, and interjections Written practice: cloze exercises, identifying parts of speech 	
b. 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.	<ul style="list-style-type: none"> Apply simple, progressive, and perfect verb tense 	<ul style="list-style-type: none"> Written practice- changing verb tenses 	
c. Use verb tense to convey various times, sequences, states, and conditions.	<ul style="list-style-type: none"> Use verb tenses to convey time, sequence, state and condition 	<ul style="list-style-type: none"> Model appropriate use of verb tenses Have students retell story using correct verb tense 	
d. Recognize and correct inappropriate shifts in verb tense.*	<ul style="list-style-type: none"> Distinguish between appropriate and inappropriate verb tenses 	<ul style="list-style-type: none"> Model how to edit paragraph for incorrect shifts in verb tenses 	
e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	<ul style="list-style-type: none"> Use correlative conjunctions 	<ul style="list-style-type: none"> Model how to identify, edit, and create sentences with correlative conjunctions 	

Essential Question(s): How do students effectively use the conventions of standard English mechanics to convey a message?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Conventions of Standard English			
Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Standard: L 5.2			
Vocabulary: introductory element			
Grade Specific Standard	Skills	Procedures and Examples	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
a. Use punctuation to separate items in a series.*	<ul style="list-style-type: none"> Use commas when writing a series 	<ul style="list-style-type: none"> Review rules for use of commas in series Written practice- correct sentences with incorrect 	
b. Use a comma to separate an introductory element from the rest of the sentence.	<ul style="list-style-type: none"> Correctly use commas writing 	<ul style="list-style-type: none"> Review commas rules for separating an introductory element in a sentence Written practice- revise sentences to include proper use of commas to separate an introductory element in a sentence 	
c. 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>).	<ul style="list-style-type: none"> Use commas when using tag questions and directly addressing a person 	<ul style="list-style-type: none"> Review rules for using commas when tag questions and directly addressing a person 	
d. Use underlining, quotation marks, or italics to indicate titles of works.	<ul style="list-style-type: none"> Correctly indicate titles in writing 	<ul style="list-style-type: none"> Model correct writing of titles- provide examples 	
e. Spell grade-appropriate words correctly, consulting references as needed.	<ul style="list-style-type: none"> Use appropriate spelling in writing Use references to assist in spelling 	<ul style="list-style-type: none"> Introduce grade level spelling words Provide strategies for spelling new words Demonstrate how to use references to assist unknown spellings (dictionary) 	

Essential Question(s): How do students use their knowledge of language to communicate effectively and increase understanding?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Knowledge of Language			
Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
Standard: L 5.3			
Vocabulary: dialect, register			
Grade Specific Standard	Skills	Procedures and Examples	
Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<ul style="list-style-type: none"> Use a variety of sentences in speaking and writing 	<ul style="list-style-type: none"> Model various sentence structures (simple, compound, complex, compound-complex) Model use of varied sentences Revise writing to include a variety of sentence structures 	
b. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.	<ul style="list-style-type: none"> Describe the difference between dialects and registers in the English language 	<ul style="list-style-type: none"> Provide examples of various dialects and registers in speech and writing Have students compare and contrast these examples 	

Essential Question(s): How do students use context clues and word parts to clarify the meaning of unknown words?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Vocabulary Acquisition and Use			
Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
Standard: L 5.4			
Vocabulary: context clues, annotate, affix, prefix, suffix, base word, reference			
Grade Specific Standard	Skills	Procedures and Examples	
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.			
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> Determine meaning based on general content of the sentence Annotate the sentence (highlight new word, underline context clues, etc) 	<ul style="list-style-type: none"> Demonstrate how to use context clues to determine word meaning 	
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>).	<ul style="list-style-type: none"> Understand meaning of common affixes and roots Determine how the addition of an affix affects the meaning of a known word 	<ul style="list-style-type: none"> Teach common base words and affixes Written practice: adding affixes to base words Demonstrate how the addition of an affix affects the meaning of a word 	
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.	<ul style="list-style-type: none"> Use print and digital reference materials Use dictionary to determine matching definition according to text content Refer to dictionary to clarify word pronunciation 	<ul style="list-style-type: none"> Review and model dictionary, thesaurus, and glossary skills Refer students to references when questioning meaning or pronunciation 	

Essential Question(s): How do students demonstrate their understanding of word meaning when making connections between related words?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Vocabulary Acquisition and Use			
Anchor Standard 5: Demonstrate understanding of word relationships and nuances in word meanings.			
Standard: L 5.5			
Vocabulary: simile, metaphor, figurative language, idioms, adages, proverbs, synonyms, antonyms			
Grade Specific Standard	Skills	Procedures and Examples	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
a. Interpret figurative language, including similes and metaphors, in context	<ul style="list-style-type: none"> Identify figurative language in text (i.e. similes and metaphors) Determine meaning of figurative language in text 	<ul style="list-style-type: none"> Review characteristics of figurative language Demonstrate strategies for determining meanings of these form of figurative language 	
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	<ul style="list-style-type: none"> Identify idioms, adages, and proverbs in text Determine meaning of idioms, adages, and proverbs in text 	<ul style="list-style-type: none"> Provide examples of idioms, adages, and proverbs in text Teach characteristics of idioms, adages, and proverbs (use illustrations) 	
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<ul style="list-style-type: none"> Use word relationships (i.e. synonyms, antonyms, homographs) to determine meaning 	<ul style="list-style-type: none"> Review word relationships (i.e. synonyms, antonyms, homographs) Provide examples of word meanings for new vocabulary 	

Essential Question(s): How do student apply their knowledge of the English language to communicate most effectively?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Vocabulary Acquisition and Use			
Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
Standard: L 5.6			
Vocabulary: proficiency, standard English			
Grade Specific Standard	Skills	Procedures and Examples	
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>).	<ul style="list-style-type: none"> • Use grade appropriate language and vocabulary at a level of proficiency • Independently use standard English to communicate effectively 	<ul style="list-style-type: none"> • Model appropriate standard English • Provide speaking and writing opportunities during which students can strength command of standard English 	