5th Grade Standards

Instructional Focus:

In Grade 5 instructional time should focus on four critical standards:

- Reading (including literature, informational text and foundational skills)
- Writing
- Listening and Speaking
- Language

Students will read increasingly challenging fiction and nonfiction. Students will build knowledge about subjects through research projects and analysis of literary and informational sources. They will write stories and essays of several paragraphs, using precise language and correct grammar and punctuation.

1. Students will describe a story in depth, and refer to details when explaining a text. When reading informational text, students will determine the main idea and how it is supported by details.
2. Students will interpret information visually, orally, or quantitatively; use the information from two texts on the same topic to write or speak about it; and conduct short research projects.
3. Students will use standard grammar, usage, capitalization, mechanics, and spelling to write a variety of texts. Opinion and informative texts will include an introduction, a structured body paragraphs, and a conclusion. Narrative texts will include character and plot development, using dialogue, description, sensory details, and a clear chronology. Students will use technology to produce and publish writing, collaborate with others, and gather information.
4. Students will engage in discussion, building on others' ideas and expressing his or her own clearly. Ask and answer questions about information from a speaker and report on a topic or tell a story speaking clearly. Use formal language when appropriate.

Reading Standards for Literature

Key Ideas and Details

Standard	Objective	Examples
RL.5.1 Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Students will: 1. Be able to quote from the text to support their opinion or comprehension.	1. Identify details and examples in text. 2. Use the author's name, statements, or the author's opinion when quoting from the texts. 3. Cite specific examples and details from the text to support inferences. 4. Questions Stems: • 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?
RL.5.2 Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.	Students will: 1. Determine a theme. 2. Give more thought to characters' actions in a text.	1. Identify universal themes in stories, dramas, or poems. 2. Identify the topics in the writing. 3. Determine author's purpose. 4. Locate details that support the theme. 5. Understand that characters respond to challenges in different ways, such as internally or externally. 6. Understand that reflection is an inner process. 7. Summarize the text. 8. Questions Stems • Why did the author write this passage? • 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 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 of times when the speaker was reflecting about the topic?
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact, how conflicts are resolved).	Students will: 1. Refer to specific details in the text when finding the similarities and differences between two or more characters, settings or events.	1. Identify the characters, setting and major events of a story. 2. Compare and contrast characters, setting and events in a story or drama. 3. Provide specific details when describing the interactions between characters. 4. Provide specific details when comparing or contrasting settings or events. 5. Questions Stems: • 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 character's 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?

Craft and Structure

Standard	Objective	Examples
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole).	Students will: 1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings. 2. Analyze how specific word choices shape meaning or tone.	1. Use context clues to help determine the meaning of unknown words or phrases in text. 2. Use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in text. 3. Understand that words and phrases have often have literal and figurative meanings. 4. Know that similes and metaphors are words used to compare two objects. 5. Use glossary, footnotes, or digital sources to determine the meaning of an unknown word or phrase. 6. Questions Stems: • 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? • What in the story is a symbol of_____?

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Students will: 1. Tell how chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem.	1. Understand that stories, poems, and dramas have different organizational elements. 2. Follow the message of the story, poem, or drama across chapters, stanzas or scenes. 3. Understand that dramas have scenes, cast of characters, setting, and narrator. 4. Understand that stories have beginnings, conflicts/problems, and conclusions. 5. Know that often poems have stanzas or verses that provide additional details for the reader. 6. Questions Stems: • How is this text organized? • This selection can best be described as a _____. • Can you see 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 _____?
RL.5.6 Describe how a narrator's or speaker's point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.	Students will: 1. Identify the narrator's point of view and also explain how it impacts the events in the text.	1. Identify the person who is telling the story. 2. Know that the way a person tells a story is influenced by their role and the outcomes of the story. 3. Understand how the narrator's point of view influences the description of events. 4. Questions Stems: • 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 difference if another character was telling the story?

Integration of Knowledge and Ideas

Standard	Objective	Examples
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Students will: 1. Evaluate content presented in diverse media and formats.	1. Know that when creating a multimedia presentation some of the elements to consider are: • Text • Animation • Photos • Video • Sound 2. Identify how visual and multimedia elements help increase the understanding of text. 3. Explain how images, sounds and movements contribute to the tone of the text. 4. Explain how photos, animation, and sounds are used to create personal appeal in a multimedia presentation of a print text. 5. Questions Stems: • How do the images, sounds, and movements contribute to a video or live presentation of a story that you have

		• 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.

RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development.	Students will:
	1. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
		1. Be familiar with the characteristics of most genres:
		  • Fables
		  • Folk talks
		  • Poems
		  • Adventure stories
		2. Identify the approaches authors take by analyzing two or more texts of similar themes.
		3. Questions Stems:
		  • 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?

Range of Reading and Level of Complexity

Standard	Objective	Examples

RL.5.10 By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.	Students will:
	1. Read and comprehend complex literary and informational texts from a variety of cultures independently and proficiently
		1. Select books at the appropriate grade level from upper grade 4 to grade 6.
		2. Have the opportunity to read and listen to books from a variety of genres.
		3. Use a recording sheet to track the titles and genres of books and stories read.
		4. Questions Stems:
		  • 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?

Reading Standards for Informational Text

Key Ideas and Details

Standard	Objective	Examples
RI.5.1 Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.	Students will: 1. Read closely to determine what the text says explicitly and to make logical inferences from it. 2. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Comprehend the author's point of view or message. 2. Use phrases such as: "according to the author", "in the book the author says", "on page six the author writes", when explaining what the text says. 3. When inferring from the text cite what the author said to lead you to that conclusion. 4. Cite specific examples and details to support inferences. 5. Questions Stems: • 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 your partner please use the frame, "on page_____the author say…."
RI.5.2 Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.	Students will: 1. Determine central ideas or themes of a text and analyze their development. 2. Summarize the text in their own words. 3. Recognize that there can be multiple important ideas in the text.	1. Identify the main ideas of the text. 2. Determine which details are key to the text. 3. Analyze how the author supported the main ideas with those details. 4. Know how to summarize text. 5. Use key details and the main idea to summarize. 6. Questions Stems: • 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?
RI.5.3 Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Students will: 1. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	1. Recognize the difference between an event, an idea, individual, or concept 2. Understand information read in historical, scientific, or technical text 3. Compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science or technology 4. Cite specific information from the text that supports observations about relationships or interactions 5. Questions Stems • 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?

Craft and Structure

Standard	Objective	Examples
RI.5.4 Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 5 topic or subject area.	Students will: 1. Find the meaning of words and phrases as they are used in a text. 2. Analyze how specific word choices shape meaning or tone.	1. Know how to use a dictionary or digital reference material to determine the meaning of words. 2. Know how to use Greek and Latin affixes and roots as clues to determine the meaning of a word/phrase. 3. Use context to help determine the meaning of figurative language. 4. Use the relationship of words to help determine the word meaning. 5. Recognize when a phrase is being used as an idiomatic expression. 6. Understand the words may have multiple meanings. 7. Questions Stems: • Can you read the sentences are 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 to help you figure out what the word means? • What word would be the best choice in searching for _____on the internet?
RI.5.5 Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Students will: 1. 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 piece.	1. Know that organizational structures are used to convey information/ • Chronology • Comparison • Cause/effect • Problem/solution 2. Know that some authors organize events, ideas, concepts or information in chronological (time) order. 3. Compare and contrast how two different authors wrote about the events, ideas, concepts or information in two or more texts. 4. Questions Stems: • 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?

Standard	Objective	Examples
RI.5.6 Determine author's purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events).	Students will: 1. Determine author's purpose. 2. Assess how point of view or purpose shapes the content and style of the text. 3. Analyze historical information provided by primary and secondary sources.	1. Explain point of view. 2. Understand that the word "account" is a synonym for a description of an event or experience. 3. Understand that multiple "accounts" might include both firsthand (people who were there at the time) and secondhand (someone who learned of the event from someone else) points of view. 4. Describe similarities and differences between two accounts of the same event or topic. 5. Questions Stems: • 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 difference 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?

Integration of Knowledge and Ideas

Standard	Objective	Examples
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Students will: 1. Use media efficiently to answer questions and to solve problems. 2. Know how to utilize structures that organize information such as indexes, table of contents, and internet search engines in order to locate information.	1. Be familiar with reference materials in libraries such as atlas, glossaries, encyclopedias. 2. Know how to access digital information sources such as Google, Bing, Wolfram Alpha, Wikipedia, dictionary.com. 3. Know how to use key terms to focus a search. 4. Know how to enter a question. 5. Know how to skim and scan print media to locate answers. 6. Determine if a source is credible. 7. Questions Stems: • Use internet sources to find the answer to_____. • Use 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 difference 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?

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	Students will: 1. Give explanations about how an author uses proof to support a point in the text. 2. Prove each point with evidence from the text. 3. Complete graphic organizers (e.g., webs, cause and effect, T-chart) to visually organize concepts and show relationships.	1. Recognize the points the author is trying to make through his/her writing. 2. Explain what evidence is used and how it supports what he/she has written. 3. Define the difference between reasons and evidence. 4. Identify what reasons the author gives for making these points. 5. Identify facts and details the author has cited as evidence to support his/her points. 6. Questions Stems: • 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?
RI.5.9 Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.	Students will: 1. Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.	1. Access several texts on the same topic. 2. Utilize a system for organizing information from several sources. 3. Find the common details about a topic when reading different texts. 4. Compare the texts to find key details/ideas which are different. 5. Combine the most important information. 6. Write or speak about a subject knowledgeably. 7. Questions Stems: • 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?

Range of Reading and Level of Text Complexity

Standard	Objective	Examples
RI.5.10 By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.	Students will: 1. Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.	1. Understand how to use text features to comprehend information texts. 2. Understand that the purpose of reading informational text is to learn about or understand a subject better. 3. Know how to access many different types of informational text such as magazine, online website, textbooks that vary in a range of text complexity. 4. Questions Stems: • 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?

Reading Standards: Foundational Skills K-5

Phonics and Word Recognition

Standard	Objective	Examples
RF.5.3 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.	Students will: 1. Learn specific strategies for decoding words in texts. 2. Apply the specific strategies for decoding and spelling multisyllabic words.	1. Know which letters and sounds are related. 2. Be familiar with syllabication patterns. 3. Use roots, affixes and base words to read unfamiliar multisyllabic words in context. 4. Combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context. 5. Questions Stems: • 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?

Fluency

Standard	Objective	Examples
RF.5.4 Read with sufficient accuracy and fluency to support comprehension; a. Read on-level text with purpose and understanding; b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings; c. Use context to confirm or self- correct word recognition and understanding, rereading as necessary.	Students will: 1. Focus attention on the meaning of the text. Reread texts as needed to support understanding.	1. Set a purpose for reading. 2. Know when understanding has been lost. 3. Use expression when reading. 4. Self-monitor for understanding. 5. Use strategies for self-correction. 6. Read a variety of fiction text. 7. Re-read for fluency and comprehension. 8. Skim text for information. 9. Scan text to confirm. 10. Questions Stems: • 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?

Writing Standards

Text Types and Purposes

Standard	Objective	Examples
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information; Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose; Provide logically ordered reasons that are supported by facts and details; Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically, most of all); d. Provide a concluding statement or section that reinforces or restates the opinion presented.	Students will: 1. Write opinion pieces that clearly state their preferences and supply the reasoning for their thinking. 2. Understand how their reasoning supports their opinion, search and find facts to support their viewpoint, and share this thinking. 3. State multiple reasons that are supported by facts. Facts and reasons should be organized in a logical manner and show awareness of the audience through word choice and style.	1. Recognize facts from opinions. 2. Use various organizational structures, such as cause and effect, chronological order, etc. to organize text. 3. Understand the features of expository text. 4. Know how to group related ideas. 5. Recognize when ideas are not expressed logically. 6. Use transitional words and phrases to help the reader follow the information. 7. Understand how to express an opinion effectively. 8. Demonstrate the writing of a concluding statement. 9. Questions Stems: - 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? - Is your writing logical? - Does you concluding statement relate back to the opinion(s) you presented earlier in your writing?
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly; Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension; Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic; Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); Use precise language and domain-specific vocabulary to inform about or explain the topic; e.	Students will: 1. Write informative/explanatory pieces. 2. Choose precise vocabulary to explain their thinking about a topic. 3. Include both an introduction and a concluding statement or section in their writing. Develop the use of text features (headings, sections, illustrations, and multimedia).	1. Write an introduction that includes a topic sentence. 2. Understand how to develop a topic. 3. Know that illustrations, headings, pictures can make the writing understandable. 4. Logically group information so that the writing remains focused. 5. Know the correct way to format and include facts, definitions, quotes and examples to help convey information. 6. Support the topic with facts. 7. Use appropriate vocabulary. 8. Provide an effective conclusion. 9. Questions Stems: - 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 you text easier to understand? - What relevant facts support the topic? - What other details, facts, definitions can be added to your writing?

Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.		10. What words/phrases will you use to link your ideas across paragraphs and the across the text?
W 5.3 Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology); Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts; Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events; Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely; Provide a conclusion that follows from the narrated experiences or events.	Students will: 1. Write real and imaginative stories. 2. Use description to show characters' thoughts and feelings as well as the details of characters' interaction through dialogue.	1. Outline the major events and settings of the story. 2. Let people know who is telling the story and what situation the characters find themselves in. 3. Use the character's words to help explain what is happening and what the character is thinking. 4. Know and use a variety of temporal words to move the story from beginning to end. 5. Use sensory and descriptive words to help the reader visualize the characters, experiences, and settings in the story. 6. Use precise words to help the reader understand the feelings and thoughts of the characters. 7. Understand the importance of a satisfying conclusion. 8. Questions Stems: - 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?

W.5.4 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.)	Students will: 1. Produce writing that is clear and understandable to the reader.	1. Write in a logical, sequential manner. 2. Develop a large body of words to convey clear meaning. 3. Understand and use organizational structure such as comparing and contrasting, problem/solution, etc. 4. Understand the purpose for the writing task. 5. Understand the audience. 6. Questions Stems: - 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?

Production and Distribution of Writing

Standard	Objective	Examples
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	Students will: 1. With guidance from adults and peers, develop revising and editing skills. 2. Develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).	1. Know and use the conventions of standard English including conjunctions and verb tenses. 2. Demonstrate correct usage of capital letters and punctuation, such as commas, quotations, underlining, and italics. 3. Know different ways to expand, combine and vary sentences. 4. Know how to use the stages of the writing process. 5. Rearrange or edit unnecessary information. 6. Be familiar with editing tools such as checklists and handbooks 7. Seek guidance from peers to help add precise language/ideas to writing 8. Questions Stems - 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?

Standard	Objective	Examples
W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce, edit, 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.	Students will: 1. Use technology, including the internet, to produce, edit, and publish writing; and to interact and collaborate with others. 2. Be proficient in keyboarding skills (typing at least two pages in a single setting.)	1. Use a standard keyboard and know some of the basic functions. 2. Access the Internet as part of a group task. 3. Demonstrate knowledge of publishing programs and structure. 4. Know how to set margins, spacing, tabs, make columns, add page numbers, page orientation and set up. 5. Know how to save documents on the computer. 6. Understand how to use search engines on the Internet such as *Google, Bing, Yahoo.* 7. Be familiar with various computer programs (e.g.: *Word, Publisher, Power Point, Spell-check, email, etc.)* and be able to use them efficiently. 8. Work collaboratively to complete a written project/document. 9. Questions Stems: • What software would you use to create this document? • Where/how should 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? • What online resources might you use to help write your paper?

Research to Build and Present Knowledge

Standard	Objective	Examples
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Students will: 1. Research a topic through investigation of the topic.	1. Use the steps for writing a research paper. • Define a topic • Make a list of questions/resources • Make notes or create a graphic organizer • Write the first draft • Seek help to edit and revise from peers • Publish 2. Know how to use reference materials such as encyclopedias, search engines or databases. 3. Use of key words for Internet searches. 4. Know how to cite a variety of sources. 5. Know the organizational structures used when writing a research project. 6. Synthesize information from various perspectives or authors. 7. Create bibliography. 8. Questions Stems: • 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 _____?

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Students will:
	1. Locate information from print and digital sources as well as integrate information from their own experiences.
	2. Include a list of sources used.
		1. Research topics using multiple sources both print and digital.
		2. Decide whether information discovered is relevant or important to the work.
		3. Cite sources both digital and print sources.
		4. Know and use several note-taking strategies, such as use of index cards, notebooks, graphic organizers.
		5. Know how to paraphrases the words of the author without copying.
		6. Create a bibliography.
		7. Summarize information from multiple sources.
		8. Interpret data.
		9. Questions Stems:
		  • 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?

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research; Apply grade 5 Reading standards to literature (e.g., "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, how conflicts are resolved]."); 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 supports which point[s].").	Students will:
	1. When reading literary text:
	  • Refer to specific details in the text when finding the similarities and differences between two or more characters, settings or events.
	2. When reading informational text:
	  • Give explanations about how an author uses proof to support a point in text and prove each point with evidence from the text.
	  • Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
		1. Analyze information based on the details the author provides.
		2. Synthesize information using the interactions of the characters, events, and setting with their knowledge of the world.
		3. Cite information and explain how it supports the points the author is trying to make.
		4. Research information and draw conclusions about what has been said/written.
		5. Questions Stems:
		  • 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?

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Students will: 1. Produce numerous pieces of writing over various time frames in order to develop skills in research and allow time for reflection and revision. 2. Write for a variety of audiences.	1. Select appropriate writing topics. 2. Recognize purpose for writing. 3. Know the audience. 4. Organize thoughts to focus on a topic. 5. Know how to research a topic using various sources. 6. Generate questions to continue to write on a topic for an extended amount of time. 7. Know how to conclude different types of writings. 8. Know that a research paper has an introduction, a body, and a conclusion. 9. Know that for writing a research project you must include and cite various sources. 10. Questions Stems: • 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?

Handwriting

Standard	Objective	Examples
HW.5.1 Write and publish routinely in cursive.	Students will: 1. Write and publish independently, in cursive with sufficient flow, ease and speed to support legibility, and enough stamina to produce written text, with appropriate scaffolding	• Be proficient in cursive writing so that students' focus is on the content of the writing, not on the process of handwriting. • Publish a two page piece of writing in cursive.

Speaking and Listening Standards

Comprehension and Collaboration

Standard	Objective	Examples
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly; 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	Students will: 1. Engage in conversations about grade-appropriate topics and texts. 2. Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc).	1. Be prepared when you come to group 2. Use what you have learned to help others 3. Respect the contributions made by others 4. Use rules of conversations • Everyone should contribute to the discussion • Keep focused on the topic being discussed • Don't interrupt • Be an attentive listener 5. Help you group stay focused by posing questions that contribute to the discussion 6. Offer comments or responses that build on the remarks of others 7. Listen with the intent to learn and build knowledge 8. Questions Stems

discussion; Follow agreed-upon rules for discussions and carry out assigned roles; Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others; Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		• 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?
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Students will: 1. Summarize a written text read aloud or information presented in multiple formats.	1. Summarize 2. Interpret information from various formats. 3. Offer an explanation. 4. Synthesize information. 5. Interpret information presented visually, quantitatively or orally. 6. Questions Stems: • 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?
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker).	Students will: 1. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	1. Summarize information presented orally or by media sources. 2. Understand that evidence can be examples, facts, or personal interview. 3. Identify the claims made by the speaker or media source. 4. Identify when the claims are not logical or based on a misconception/fallacy. 5. Analyze whether the evidence and reasons are valid. 6. Questions Stems: • 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?

Presentation of Knowledge and Ideas

Standard	Objective	Examples
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Students will: 1. 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.	1. Report on a topic or text, telling a story, or recounting an event using supporting evidence. 2. Present information in an organized, logical manner, orally and in coherent, spoken sentences and an appropriate pace. 3. Questions Stems: • 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? • Is the evidence and facts you have gathers 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?
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.	Students will: 1. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	1. Understand how to create visual displays. 2. Know how to embed multimedia components (photos, audio, text, animation, etc.) in a presentation. 3. Know how to use digital media including video cameras, projectors, multi-media presentations, document cameras. 4. Questions Stems: • 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?
SL.5.6 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.)	Students will: 1. Distinguish between formal and informal discourse. 2. Adapt their speech to a variety of contexts and tasks.	1. Ability to adapt speech to a variety of contexts. 2. Understand the use of formal English. 3. Know when it would be appropriate to use formal English. 4. Identify your audience. 5. Questions Stems: • 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?

Language Standards

Conventions of Standard English

Standard	Objective	Examples
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English; Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses; Use verb tense to convey various times, sequences, states, and conditions; Recognize and correct inappropriate shifts in verb tense; Use correlative conjunctions (e.g., either/or, neither/nor).	Students will: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Explain the functions of the parts of speech with a focus on conjunctions, prepositions, and interjections. 2. Use the appropriate verb tenses. 3. Know that verb tenses convey a sense of time and states of being. 4. Monitor the use of verb tenses and correct when necessary. 5. Correctly use either/or, neither/nor, etc. 6. Questions Stems: • 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?
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; a. Use punctuation to separate items in a series*; b. Use a comma to separate an introductory element from the rest of the sentence; c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?); d. Use underlining, quotation marks, or italics to indicate titles of works; e. Spell grade-appropriate words correctly, consulting references as needed.	Students will: 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Know the various applications of commas in a sentence. 2. Know the correct form of indicating titles of different types of works. • Underline titles of books when handwritten. Use italics when using word processing • Use quotation marks for titles of songs, poetry and short bodies of work • Italicize titles of magazine and journal articles • Spell grade level words correctly. 3. Questions Stems: • 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 needs to be punctuated?

Vocabulary Acquisition and Use

Standard	Objective	Examples
L.5.3 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; b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Students will: 1. Develop and use sentence fluency that interests the reader/listener. 2. Compare and contrast varieties of English used throughout the genres they read.	1. Know how to use different types of sentences in order to make a story more interesting to read. 2. Understand how to expand, combine, or reduce sentences for meaning. 3. Recognize dialects and registers when reading or listening. 4. Know that dialects and registers are often used by authors for effect. 5. Questions Stems: • 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?
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies; Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase; Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis); Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both printing and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Students will: 1. Make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. 2. Understand the diversity in Standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes.	1. Use strategies for solving unknown words including: • Using the roots and affixes • Using the context • Using digital and print reference materials 2. Interpret figurative language. 3. Understand and explain the meaning of common idioms, adages, and proverbs. 4. Be able to use context clues to interpret the meaning of a word. 5. From several alternatives choose the appropriate alternate word. 6. Identify words that are used in multiple ways in different content areas. 7. Questions Stems: • 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?

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; a. Interpret figurative language, including similes and metaphors, in context; b. Recognize and explain the meaning of common idioms, adages, and proverbs; c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Students will: 1. Understand and interpret the meaning of similes, metaphors, idioms, adages, and proverbs. 2. Demonstrate understanding of relationships between words. 3. Grow vocabulary by using known word parts (Greek and Latin affix and root) to acquire unknown words. 4. Develop print and digital reference use.	1. Understand what figurative language is and be able to recognize it in text (similes, metaphors, personification, idioms). 2. Be able to recognize words that are synonyms, antonyms, or homographs. 3. Recognize common idioms, adages and proverbs. 4. Questions Stems: • The author wrote _____ what does he/she really mean? • Can you show me an example of some of the figurative language the author used in the text? • Could you add a simile or metaphor to help make you writing/speech 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?
L.5.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Students will: 1. Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	1. Understand that academic words are found in a variety of school subjects: (analyze, determine, summarize, determine, recognize). 2. Understand and apply words and phrases that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarity, moreover). 3. Understand content specific words: (constitution, immigration, legislature, natural resources). 4. Read a wide variety of text, both print and digital media. 5. Participate in collaborative discussions. 6. Write for a variety of purposes and in different genres. 7. Question Stems: • What have you been reading lately? • Keep a list of words you don't know, but 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 since it is a different subject.