# Reading Literature Strand Summary and Resources
## Grade 5

| **Strand: Reading Literature** |
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**Clusters in this strand:**

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

**Anchor Standard Summary:** To build a foundation for college and career readiness students must read widely and deeply from among a broad range of high-quality, increasingly challenging *literary texts*. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements.

## Instructional Resources:

**Source: ADE/ELA Committee**     http://www.azed.gov
http://commoncore.org

**See Appendix A for Text Complexity**     http://www.corestandards.org/assets/Appendix A.pdf
**See Appendix B for Text Exemplars**     http://www.corestandards.org/assets/Appendix B.pdf
**See Appendix C for Writing Exemplars**     http://www.corestandards.org/assets/Appendix C.pdf

**Vocabulary:** http://www.tn.gov/education/ci/doc/VOCABULARY.pdf

| **Diverse Learners:** | **Assessments:** |
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| **English Language Learners: -ELLs in an ELD Program will use the ELP standards for English Language Development- See Standards at** http://www.azed.gov/english-language-learners/elps/ <br><br> **For more guidance on the ELLs and the Common Core please see** http://www.corestandards.org/assets/application-for-english-learners.pdf <br><br> **For additional effective instructional strategies see SIOP Strategies at:** http://www.misd.net/bilingual/ELL.pdf | <ul><li>State and district assessments</li><li>School assessments</li><li>Classroom assessments</li></ul> |

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| **Strand**: **Reading Literature Grade 5** | K E Y   I D E A S   &   D E T A I L S |
| **Anchor Standard Summary:**   To build a foundation for college and career readiness students must read widely and deeply from among a broad range of high-quality, increasingly challenging *literary texts.*  Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. | |

**Cluster:  Key Ideas and Details**

**Enduring Understanding:**  Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world in which we live. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

| **Standard Statements** | **Cluster Elaboration** |
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| *The student reader will:* | **Key Ideas and Details** is used to determine central themes and to paint a more complete picture of a text by noticing the use of details. |
| **5.RL.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | **Key Ideas and Details**  are  important because students: |
| | • Locate textual evidence to answer questions and to make inferences. |
| **5.RL.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | • Identify theme and literary elements (characters, setting and plot). |
| | • Summarize a text in writing or retell a story orally. |
| | • Explain how the characters' actions affect the sequence of events. |
| **5.RL.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | • Describe how the story connects to the larger world. |
| | • Comprehend the author's purpose. |
| | **In the previous grade level,** students were expected to retell, ask and answer text-based questions and describe characters using key details. |
| | **In the next grade level,** students are expected to cite evidence that  reflects  the theme or main idea without adding personal judgment and describe how plot events or scenes build on and impact one another. |

| ELA Curriculum | |
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| **Strand**: **Reading Literature Grade 5** | C R A F T & S T R U C T U R E |
| **Cluster:  Craft and Structure** | |
| **Enduring Understanding:** Literature, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure. | |

**Standard Statements**

*The student reader will:*

**5.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**5.RL.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**5.RL.6**  Describe how a narrator's or speaker's point of view influences how events are described.

**Cluster Elaboration**

**Craft and Structure** refers to the reader's ability to understand word meaning, structural elements of various genres and to identify the narrator's point of view.

**Craft and Structure** is important because students:

- Recognize when literal or figurative language is most effective in moving the author's point of view forward.

- Analyze similarities and differences among multiple representations of a narrative.

- Understand point of view, separating self from author, and to see the differences in personal belief and the text.

- Examine the structure of texts focusing on author's comprehensive craft.

**In the previous grade level,** students were expected to describe the rhythm and patterns of words, story structure and the variations in point of view between one character and another.

**In the next grade level,** students are expected to analyze the ways authors use language to impact meaning and tone, to structure text cohesiveness and to represent non-literal referents.

| ELA Curriculum | |
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| **Strand**: **Reading Literature Grade 5** | I |
| **Cluster:  Integration of Knowledge and Ideas** | N |
| **Enduring Understanding:** | T |

| **Standard Statements**<br><br>*The student reader will:*<br><br>**5.RL.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).<br><br>**5.RL.8** (Not applicable to literature)<br><br><br>**5.RL.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | **Cluster Elaboration**<br><br>**Integration of Knowledge and Ideas** refers to making connections and comparisons,  determining themes across different texts and genres.<br><br>**Integration of Knowledge and Ideas** is important because readers:<br><br>• Make connections among multiple representations of a narrative.<br><br>• Analyze illustrations and  multimedia to enhance the text in order to comprehend the author's message more completely.<br><br>• Compare and contrast different approaches to similar themes in the same genre.<br><br>**In the previous grade level,** students were expected to understand the role illustrations play in telling the story and were able to compare and contrast story variations.<br><br>**In the next grade level,** students are expected to compare and contrast texts from different genres and mediums and determine how authors differ in their presentation of the subject. | E G R A T I O N  Of  K N O W L E D G E  &  I D E A S |

# ELA Curriculum

| **Strand**: Reading Literature Grade 5 | R |
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| **Cluster:  Range of Reading and Level of Text Complexity** | A |

**Enduring Understanding:**  In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the *skill, concentration and stamina* to read these texts independently and proficiently.

| **Standard Statements** | **Cluster Elaboration** |
|---|---|
| *The student reader will:*<br><br>**5.RL.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text-complexity band independently and proficiently. | Teachers match complex, grade-appropriate texts to their students. The Common Core Standards document contains a model with three dimensions for measuring text complexity to effectively establish the text complexity level, all three dimensions must be used together.<br><br>The three-part model is:<br>1. Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) **AND**<br>2. Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software) **AND**<br>3. Reader and task considerations (motivation, knowledge, experiences, purpose and complexity of task assigned)<br><br>**\*This three-part model is explained in detail in Appendix A of the *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*. Plus, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B. (See links below in *Instructional Resources*).**<br><br>**In the next grade level,** students will be asked to read, comprehend and use ideas gathered from texts with more complex literary and informational structures and content. |

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# Reading Informational Text Strand Summary and Resources
## Grade 5

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| **Strand: Reading Informational Text** |

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| **Clusters in this strand:** |

- Key Ideas and Details
- Craft and Structure

- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

**Anchor Standard Summary:** To build a foundation for college and career readiness students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts.  By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades.

## Instructional Resources:

**Source: ADE/ELA Committee**          **http://www.azed.gov**
                                       **http://commoncore.org**

**See Appendix A for Text Complexity**      **http://www.corestandards.org/assets/Appendix A.pdf**
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| ELA Curriculum | |
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| **Strand**: **Reading Informational Text Grade 5** | K E Y |
| **Anchor Standard Summary:**  To build a foundation for college and career readiness students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts.  By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all areas.  Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. | I D E |
| **Cluster:  Key Ideas and Details** | A |
| **Enduring Understanding:**  Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure. | S |

| Standard Statements | Cluster Elaboration | & |
|---|---|---|
| *The student reader will:*<br><br>**5.RI.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.<br><br>**5.RI.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.<br><br>**5.RI.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | **Key Ideas and Details** refers to building textual evidence and making inferences about informational text, determining central ideas and creating a complete summary.<br><br>**Key Ideas and Details** is important because students:<br><br>• Critically analyze texts and support that analysis with accurate quotes from the text.<br><br>• Make connections to a larger world as they acquire information on a wide array of topics.<br><br>• Summarize the text demonstrating an understanding of main ideas and details,<br><br>• Draw on specific information in the text to explain events, procedures, ideas and concepts.<br><br>• Engage in investigations across content/disciplines using multiple resources,<br><br>• Use print as well as non-print media including digital resources to locate information.<br><br>**In the previous grade level,** students were expected to form and answer text-based questions, identify the main idea of a paragraph or text and make connections between key details in a text.<br><br>**In the next grade level,** students are expected to conduct, analyze, and make inferences   based on textual evidence without personal bias as well as analyze the manner an author addresses his or her topic. | D E T A I L S |

| ELA Curriculum | C |
|---|---|
| **Strand**: **Reading Informational Text Grade 5** | R |
| **Cluster:  Craft and Structure** | A |
| **Enduring Understanding:**  Literature, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure. | F<br>T |

| **Standard Statements**<br><br>*The student reader will:*<br><br>**5.RI.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area.*<br><br>**5.RI.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in two or more texts.<br><br>**5.RI.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | **Cluster Elaboration**<br><br>The **Craft and Structure** of informational text enhance understanding of word meaning in relationship to the context in which it is found.  Using text features helps to comprehend text and to determines an author's point of view and purpose.<br>.<br>**Craft and Structure** is important because students:<br><br>• Gain knowledge from the text by identifying and understanding the unique features and organization of informational text.<br><br>• Use multiple strategies (root words, context clues, etc.)  to determine the meaning of subject-specific words or phrases.<br><br>• Compare and contrast the variety of structures in informational texts.<br><br>• Analyze different points of view of multiple accounts.<br><br>• Understand author's purpose and identify the use of firsthand and secondhand accounts.<br><br>• Manage information from multiple sources.<br><br><br>**In the previous grade level,** students were expected to define words using context, to use text features efficiently and to identify the main purpose of a text.<br><br>**In the next grade level,** students are expected to address the way authors use language to send multiple messages, organize text and reflect their point of view and purpose. | &<br><br>S<br>T<br>R<br>U<br>C<br>T<br>U<br>R<br>E |

| ELA Curriculum | I |
|---|---|
| **Strand**: **Reading Informational Text Grade 5** | N |
| **Cluster:  Integration of Knowledge and Ideas** | T |

**Enduring Understanding:**   Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

| Standard Statements | Cluster Elaboration |
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| *The student reader will:* | **Integration of Knowledge and Ideas** supports evaluating content presented visually, orally, or quantitatively to help readers evaluate specific claims in an informational text and compare and contrast information on the same topic gathered from multiple sources. |
| **5.RI.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | **Integration of Knowledge and Ideas** cluster is important because students: |
| **5.RI.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | • Use visual representations as a comprehension tool to simplify or enhance the text.<br><br>• Identify authors' viewpoint and purpose.<br><br>• Locate evidence to support that view. |
| **5.RI.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | • Think critically about new texts and information.<br><br>• Identify the evidence used to support particular points in a text. |
|  | **In the previous grade level,** students were expected to understand the relationship between image and text, relate an author's point of view with textual support and compare two topic-specific texts. |
|  | **In the next grade level,** students are expected to integrate information from multiple mediums as a way to develop comprehensive understanding, to evaluate the way an author uses text to persuade and to use comparative analysis to examine one author's treatment of a topic to another's. |

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| ELA Curriculum | |
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| **Strand**: **Reading Informational Text Grade 5** | R |
| **Cluster:  Range of Reading and Level of Text Complexity** | A |
| | N |

**ELA Curriculum**

**Strand**: **Reading Informational Text Grade 5**

**Cluster:  Range of Reading and Level of Text Complexity**

**Enduring Understanding:**   In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the *skill, concentration and stamina* to read these texts independently and proficiently.

| Standard Statements | Cluster Elaboration |
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| *The student reader will:* | The focus of the **Range of Reading and Level of Text Complexity** topic is the variety, difficulty and content of texts with which readers interact. Through extensive reading of stories, dramas, poems and myths from diverse cultures and different time periods, readers gain literary and cultural knowledge as well as familiarity with various text structures and elements. High-quality texts expand the reader's understanding of literature, language and the world. |
| **5.RI.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. | |
| | Teachers match complex, grade-appropriate texts to their students. The Common Core Standards document contains a model with three dimensions for measuring text complexity. |
| a.  By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. | To effectively establish the text complexity level, all three dimensions must be used together. |
| | The three-part model is: |
| | 4.  Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) **AND** |
| | 5.  Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software) **AND** |
| | 6.  Reader and task considerations (motivation, knowledge, experiences, purpose and complexity of task assigned). |
| | **\*This three-part model is explained in detail in Appendix A of the *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*. Plus, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B. (See links below in *Instructional Resources*).** |

# Foundational Skills Strand Summary and Resources
# Grade 5

| **Strand: Foundational Skills** |
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| **Clusters in this strand:** |
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- Print Concepts (N/A, Standard 1)

- Phonological Awareness (N/A, Standard 2)

- Phonics and Word Recognition

- Fluency

### Instructional Resources:

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| ELA Curriculum |
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**Strand**: **Foundational Skills Grade 5**

**Cluster:  Phonics and Word Recognition**

**Enduring Understanding:**  Learning to recognize and decode printed words develops the skills that are the foundation for independent reading.

**Standard Statements**

*The student reader will:*

**5.RF.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 unfamiliar multisyllabic words accurately in context and out of context.

**Cluster Elaboration**

**Phonics and Word Recognition** refers to decoding text, understanding word parts to determine word meaning, improving fluid reading, and increaing comprehension**.** Continuing to learn specific strategies for decoding and spelling is beneficial, even at the upper grades.

**Phonics and Word Recognition** is important because students:

- Decode unfamiliar words using roots and affixes. (Gaining a knowledge of word parts increases the understanding that words with common roots have related meanings or that affixes change the meanings of words).

- Draw upon this knowledge of the origin of words to spell more accurately (e.g. Latin and Greek origins).

- Use word analysis skills to help develop and sustain a richer vocabulary.

- Engage in semantics studies involving the examination of meaning at various levels (word parts, whole words, sentences/discourse).

PHONICS & WORD RECOGNITION

# ELA Curriculum

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| **Strand**: **Foundational Skills Grade 5** | F |
| **Cluster: Fluency** | L |
| **Enduring Understanding:** Fluency helps the reader process language for meaning and enjoyment. | U |

**Strand**: **Foundational Skills Grade 5**

**Cluster: Fluency**

**Enduring Understanding:** Fluency helps the reader process language for meaning and enjoyment.

| Standard Statements | Cluster Elaboration |
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| *The student reader will:*<br><br>**5.RF.4** Read with sufficient accuracy and fluency to support comprehension.<br>  a. Read grade-level text with purpose and understanding.<br>  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.<br>  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **Fluency** is the seamless reading of text (either aloud or silently). Readers are able to focus attention on the meaning of text when their reading is fluent (e.g., accurate, smooth, effortless, automatic).<br><br>**Fluency** is important because students:<br><br>• Interpret the meaning of a passage of more easily if the student reads fluently.<br><br>• Apply more cognitive energy to the interpretation of meaning if they do not have to study how to pronounce and/or decode a great many words in each passage.<br><br>• Have the opportunity to independently read many texts (books, internet articles, poems, research pieces, etc.) if they are grade-level fluent.<br><br>**In the previous grade level,** students were expected to increase fluency as the complexity of text (in topic and structure) also increased.<br><br>**In the next grade level,** students are expected to increase fluency as the complexity of text (in topic and structure) also increases. |

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| **Strand: Writing** |
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| **Clusters in this strand:** |
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- Text Types and Purposes
- Production and Distribution of Writing

- Research to Build and Present Knowledge
- Range of Writing

**Anchor Standard Summary:** To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating an understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose in writing is to communicate clearly to an external audience as they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and must devote significant time and effort to writing/producing numerous pieces over short and extended time frames throughout the year.

## Instructional Resources:

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| ELA Curriculum | |
|---|---|
| **Strand**: **Writing Grade 5** | T<br>E<br>X<br>T |
| **Anchor Standard Summary:** To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating an understanding of the subjects they are studying, and conveying real and imagined experiences and events.  They learn to appreciate that a key purpose in writing is to communicate clearly to an external audience and as they begin to adapt the form and content of their writing to accomplish a particular task and purpose.  They develop the capacity to build knowledge on a subject through research projects and must devote significant time and effort to writing/producing numerous pieces over short and extended time frames throughout the year. | |

**Cluster:  Text Types and Purposes**

**Enduring Understanding:** Writers share information, opinions and ideas through multiple ways and texts. Knowledge of different genres supports students' understanding and writing of text and structures. This allows them to communicate in appropriate and meaningful ways to their audience to achieve their intended purpose.

| Standard Statements | Cluster Elaboration |
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| *The student writer will:*<br><br>**5.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br>  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.<br>  b.  Provide logically ordered reasons that are supported by facts and details.<br>  c.  Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*)<br>  d.  Provide a concluding statement or section related to the opinion presented.<br><br>**5.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>  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 adding comprehension. | **Text Types and Purposes** provides students with guidelines and strategies as they write opinion pieces, informative/explanatory pieces or narratives.<br><br>**Text Types and Purposes** is important because students:<br><br>• Communicate clearly in a variety of genres of writing.<br><br>• Write with intention and for multiple purposes.<br><br>• Make many decisions about the piece they are writing based on the format and purpose they have chose.<br><br>• Select structures, precise language, tone and style to communicate a point of view and/or purpose to their audience.<br><br>• Use writing as a tool for thinking through issues, solving problems, constructing questions, conveying information, and expressing or critiquing real or imagined experiences.<br><br>**In the previous grade level,** students were expected to write text in a variety of genres that reflected simple organizational patterns.<br><br>**In the next grade level,** students are expected to produce writing in a more formal style that reflects a deep, conceptual understanding of the genre and its characteristics. |

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    b.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

    c.  Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

    d.  Use precise language and domain-specific vocabulary to inform about or explain the topic.

    e.  Provide a concluding statement or section related to the information or explanation presented.

**5.W.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.

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

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

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

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

# ELA Curriculum

| ELA Curriculum |
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**Strand**: **Writing Grade 5**

**Cluster:  Production and Distribution of Writing**

**Enduring Understanding:**   Writing is a multi-stage, reflective process in which authors compose a specific message, independently and/or collaboratively, through technology tools.

**Standard Statements**

*The student writer will:*

**5.W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
   a. Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.

**5.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**5.W.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**Cluster Elaboration**

**The Production and Distribution of Writing** emphasizes the importance of multiple opportunities for students to produce clean and coherent writing for a variety of audiences and purposes.

**The Production and Distribution of Writing** is important because students:

- Practice writing in order to communicate effectively in a variety of formats.

- Strengthen developing skills of writing by planning, revising, editing, rewriting, and publishing.

- Collaborate with peers to try a new or collective approach.

- Use technology to produce and publish writing.

- Read widely to become familiar with numerous authors' craft and style so that students can use these as mentor texts.

**In the previous grade level,** students developed a basic understanding of a writing process and the ways technology could be used to enhance and extend their writing.

**In the next grade level,** students are expected to continue development of a cohesive writing style that reflects the full range of a writing process and an authentic independent or collaborative use of technology to enhance and extend that writing.

PRODUCTION and DISTRIBUTION

# ELA Curriculum

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|---|---|
| **Strand**: **Writing Grade 5** | R |
| **Cluster: Research to Build and Present Knowledge** | E S E A R C H |
| **Enduring Understanding:** Writing is a tool for thinking and creating new understandings. In order to accomplish this, it is essential to activate prior knowledge, engage in the process of independent research and shared inquiry. | |

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**Standard Statements**

*The student writer will:*

**5.W.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**5.W.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**5.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
    a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact]").
    b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

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**Cluster Elaboration**

**Research to Build and Present Knowledge** is based on the research process which is about asking questions and searching for answers that may be presented in a variety of media. Writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to develop new understandings and create new knowledge. Writers use relevant information to support their analysis, reflection and research.

**In the previous grade level,** students used prior knowledge and focused searches to collaboratively research topics.

**In the next grade level,** students are expected to use the skills of paraphrasing to present research that has been gathered and evaluated for accuracy in response to specific words of literature or to address a particular topic.

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| ELA Curriculum | R |
|---|---|
| **Strand**: **Writing Grade 5** | A |
| **Cluster:  Range of Writing** | N |
| **Enduring Understanding:**   To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events | G E |

| Standard Statements | Cluster Elaboration | of |
|---|---|---|
| *The student writer will:*<br><br>**5.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Effective writers build their skills by practicing a **Range of Writing**. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, as they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.<br><br><br>**In the next grade level,** students are expected to 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. | W R I T I N G |

# Speaking and Listening Strand Summary and Resources
## Grade 5

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| **Strand: Speaking and Listening** |

| |
|---|
| **Clusters in this strand:** |

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

**Anchor Standard Summary:** To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations – as part of a whole class, in small groups, and with a partner. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge, and have heavily influenced forms of communication. Students must have ample opportunities to learn from digital texts and to utilize technology tools for presentations. Success in post-secondary education, as well as the workplace, requires effective communication.

### Instructional Resources:

**Source: ADE/ELA Committee**   **http://www.azed.gov**
           **http://commoncore.org**

**See Appendix A for Text Complexity** **http://www.corestandards.org/assets/Appendix A.pdf**
**See Appendix B for Text Exemplars** **http://www.corestandards.org/assets/Appendix B.pdf**
**See Appendix C for Writing Exemplars** **http://www.corestandards.org/assets/Appendix C.pdf**

**Vocabulary:** **http://www.tn.gov/education/ci/doc/VOCABULARY.pdf**

| **Diverse Learners:** | **Assessments:** |
|---|---|
| **English Language Learners: -ELLs in an ELD Program will use the ELP standards for English Language Development- See Standards at  http://www.azed.gov/english-language-learners/elps/**<br><br>**For more guidance on the ELLs and the Common Core please see http://www.corestandards.org/assets/application-for-english-learners.pdf**<br><br>**For additional effective instructional strategies see SIOP Strategies at: http://www.misd.net/bilingual/ELL.pdf** | • State and district assessments<br><br>• School assessments<br><br>• Classroom assessments |

| ELA Curriculum | |
|---|---|
| **Strand**: **Speaking and Listening Grade 5** | C |
| **Anchor Standard Summary:** To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations – as part of a whole class, in small groups, and with a partner. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge, and have heavily influenced forms of communication. Students must have ample opportunities to learn from digital texts and to utilize technology tools for presentations. Success in post-secondary education, as well as the workplace, requires effective communication. | O M P R E |
| **Cluster: Comprehension and Collaboration** | H |
| **Enduring Understanding:** Strong listening and speaking skills are critical for learning and communicating and allow us to understand our world better. Applying these skills when collaborating amplifies each individual's contributions and leads to new and unique understandings and solutions. | E N S |

**Standard Statements**

*The student will:*

**5.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
   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.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**Cluster Elaboration**

**Comprehension and Collaboration** is applying and engaging effective speaking and listening skills so that students are actively engaged in collaborative learning.

**Comprehension and Collaboration** is important because students:

- Share the roles of participant, leader and observer as well as follow established procedures for the best possible group collaborations in order to meet common goals and arrive at common understandings.

- Listen carefully in order for collaborations and understandings to take place. This will require them to use specific techniques to clarify what they heard and to respond rationally in order to further discussion.

- Manage their time, by cooperating and contributing to the group process.

- Focus on the speaker's main ideas, listening for clue words such as *major* or *most important*.

- Identify statements supported by fact (something that can be proven true by concrete evidence) as opposed to opinion (a person's belief or attitude) lend credibility to a speaker's information.

- Paraphrase and summarize presented information, demonstrating an understanding of that information.

**5.SL.2** Summarize a written text read aloud or

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|---|---|---|
| information presented in diverse media and formats, including visually, quantitatively, and orally.<br><br>**5.SL.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | **In the previous grade level,** students had collaborative conversations with diverse partners and to recount or describe key ideas or details from text. They also were expected to ask and answer questions in order to clarify comprehension, gather additional information or deepen understanding.<br><br>**In the next grade level,** students are expected to engage effectively in a range of collaborative discussions interpreting and analyzing information presented in diverse media. They also are expected to delineate a speaker's argument and claims and evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence. | C<br>O<br>M<br>P<br>R<br>E<br>H<br>E<br>N<br>S<br>I<br>O<br>N<br><br>&<br><br>C<br>O<br>L<br>L<br>A<br>B<br>O<br>R<br>A<br>T<br>I<br>O<br>N |

## ELA Curriculum

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|---|---|
| **Strand**: Speaking and Listening Grade 5 | P |
| **Cluster:  Presentation of Knowledge and Ideas** | R |

**Enduring Understanding:**   Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

**Standard Statements**

*The student will:*

**5.SL.4**  Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**5.SL.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**5.SL.6**  Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**Cluster Elaboration**

**Presentation of Knowledge and Ideas** is the understanding that effective speakers communicate clearly in an organized manner.

**Presentation of Knowledge and Ideas** is important because students:

.
- Organize a presentation considering the audience and the purpose.

- Select main ideas and details based on both the necessary information needed to deliver the intended message as well as considering the interests and background knowledge of the audience.

- Include audio and visual components to develop ideas and themes when appropriate.

- Choose formal and informal language depending on the situation.

- Compose and deliver engaging, insightful presentations in a clear, concise manner.

**In the previous grade level,** students were expected to tell stories or recount experiences with appropriate facts and details. They were expected to create audio recordings, adding visual displays to clarify information when appropriate. They also were expected to produce complete sentences in order to provide requested details or clarification.

**In the next grade level,** students are expected to present claims and findings using appropriate eye contact, adequate volume and clear pronunciation. They are expected to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated.

P R E S E N T A T I O N  Of  K N O W L E D G E  &  I D E A S

# Language Strand Summary and Resources
## Grade 5

| **Strand: Language** |
| --- |

**Clusters in this strand:**

- Conventions of Standard English
- Vocabulary Acquisition and Use
- Knowledge of Language

**Anchor Standard Summary:** To become college and career ready in language, students should have firm control over the conventions of standard English. At the same time they are able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media. They must come to appreciate that words have non-literal meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The Language standards are inseparable from the contexts of reading, writing, speaking and listening.

## Instructional Resources:

**Source: ADE/ELA Committee**   **http://www.azed.gov**
             **http://commoncore.org**

**See Appendix A for Text Complexity**  **http://www.corestandards.org/assets/Appendix A.pdf**
**See Appendix B for Text Exemplars**  **http://www.corestandards.org/assets/Appendix B.pdf**
**See Appendix C for Writing Exemplars** **http://www.corestandards.org/assets/Appendix C.pdf**

**Vocabulary:** **http://www.tn.gov/education/ci/doc/VOCABULARY.pdf**

| **Diverse Learners:** | **Assessments:** |
| --- | --- |
| **English Language Learners: -ELLs in an ELD Program will use the ELP standards for English Language Development- See Standards at  http://www.azed.gov/english-language-learners/elps/**<br><br>**For more guidance on the ELLs and the Common Core please see http://www.corestandards.org/assets/application-for-english-learners.pdf**<br><br>**For additional effective instructional strategies see SIOP Strategies at: http://www.misd.net/bilingual/ELL.pdf** | • State and district assessments<br><br>• School assessments<br><br>• Classroom assessments |

| | |
|---|---|
| **Strand**: **Language Grade 5** | C |
| **Anchor Standard Summary:** To become college and career ready in language, students should have firm control over the conventions of standard English. At the same time they are able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media. They must come to appreciate that words have non-literal meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The Language standards are inseparable from the contexts of reading, writing, speaking and listening. | O N V E N |
| **Cluster:  Conventions of Standard English** | T |
| **Enduring Understanding:**  Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. | I O |

| Standard Statements | Cluster Elaboration | N S |
|---|---|---|
| *The student will:*<br><br>**5.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>  a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.<br>  b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.<br>  c. Use verb tense to convey various times, sequences, states, and conditions.<br>  d. Recognize and correct inappropriate shifts in verb tense.<br>  e. Use correlative conjunctions (e.g., *either/or, neither/nor*)<br>  f. Construct one or more paragraphs that contain:<br>    • a topic sentence,<br>    • supporting details,<br>    • relevant information, and<br>    • concluding sentences.<br><br>**5.L.2** Demonstrate command of the conventions of | **Conventions of Standard English** includes the rules and conventions regarding parts of speech, phrases, sentence structure, mechanics and spelling that speakers and writers must follow and apply to communicate effectively. These conventions are learned and applied within the contexts of reading, writing, speaking and listening.<br><br>**Conventions of Standard English** is important because students:<br><br>• Must be able to use formal English in their writing and speaking.<br><br>• Need to have the ability to make informed, skillful choices among the many ways to express themselves with language.<br><br><br>**In the previous grade level,** students were expected to have a basic understanding of and experience with the rules of grammar, usage and mechanics of mainstream English.<br><br><br>**In the next grade level,** students are expected to develop a firmer command of language conventions as they are used in speaking and writing to convey more complex messages. | Of<br><br>S<br>T<br>A<br>N<br>D<br>A<br>R<br>D<br><br>E<br>N<br>G<br>L<br>I<br>S<br>H |

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.

| ELA Curriculum | K |
|---|---|
| **Strand**: **Language Grade 5** | N |
| **Cluster:  Knowledge of Language** | O |
| **Enduring Understanding:** Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhances expression and aids comprehension. | W |

| Standard Statements | Cluster Elaboration | L E D G E |
|---|---|---|
| *The student will:*<br><br>**5.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>   a.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.<br>   b.  Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems. | Students with a strong **Knowledge of Language** are able to make informed choices within the context of communication. Writers and speakers select language, word choice and punctuation appropriate for purpose, audience and effect. They begin to understand the ways that formal and informal language can be used to impact audience and communicate a message.<br><br>**Knowledge of Language** is important to students because it gives them the tools to:<br><br>&bull;  Use correct conventions in written work.<br><br>&bull;  Vary sentence patterns for interest and effect.<br><br>&bull;  Maintain a writing style  (the author's distinctive manner of expression).<br><br>&bull;  Maintain a tone (the author's attitude toward his or her subject).<br><br><br>**In the previous grade level,** students were expected to examine English and its cultural and social variants explicitly.<br><br><br>**In the next grade level,** students are expected to use language to reflect a personal style with consistency as a way to spark reader/listener interest. | Of<br><br>L A N G U A G E |

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<tr><td colspan="2" align="center">**ELA Curriculum**</td><td rowspan="20">V<br>O<br>C<br>A<br>B<br>U<br>L<br>A<br>R<br>Y<br><br>A<br>C<br>Q<br>U<br>I<br>S<br>I<br>T<br>I<br>O<br>N<br><br>&<br><br>U<br>S<br>E</td></tr>
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<tr><td colspan="2">**Strand**: **Language Grade 5**</td></tr>
<tr><td colspan="2">**Cluster:  Vocabulary Acquisition and Use**</td></tr>
<tr><td colspan="2">**Enduring Understanding:**   Words are powerful. Interacting with words actively engages students in investigating and celebrating language.</td></tr>
<tr><td>**Standard Statements**</td><td>**Cluster Elaboration**</td></tr>
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*The student will:*

**5.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
  a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**5.L.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.

**5.L.6** Acquire and use accurately grade-appropriate

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**Vocabulary Acquisition and Use** is the understanding that a reader's knowledge of an author's choice of words is crucial for comprehension of text.  Learning, as a language-based activity, is fundamentally and profoundly dependent on Vocabulary Acquisition and Use. This goes beyond knowing the definition of words in isolation and allows students to use vocabulary purposefully and precisely.


**Vocabulary Acquisition and Use** is important because it helps students to:

- Understand and begin to interpret figurative language.

- Distinguish between the dictionary meaning and the implied meaning of a writer's words.

- Recognize nuances in word meaning.

- Expand their repertoire of words and phrases.

- Make skillful vocabulary choices when expressing themselves through language.




**In the previous grade level,** students were expected to understand how word parts work together to create meaning.

**In the next grade level,** students are expected to determine the meaning of and to use words and phrases that have multiple or non-literal meanings to enhance the quality of their written products.

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| 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*). | | |
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