

ENGLISH LANGUAGE ARTS CURRICULUM MAP 2013-14

with Reading Street



SALTA 5th Grade



CANYONS
School District



**SALTA FIFTH GRADE ENGLISH LANGUAGE ARTS (ELA) CURRICULUM MAP
CANYONS SCHOOL DISTRICT
2013 – 2014**

Curriculum Mapping Purpose

Canyons School District’s language arts curriculum maps are standards-based maps driven by the Common Core State Standards and implemented using Scott Foresman Reading Street ©2011. Student achievement is increased when both teachers and students know where they are going, why they are going there, and what is required of them to get there.

Curriculum Maps are a tool for:

- **ALIGNMENT:** Provides support and coordination between concepts, skills, standards, curriculum, and assessments
- **COMMUNICATION:** Articulates expectations and learning goals for students
- **PLANNING:** Focuses instruction and targets critical information
- **COLLABORATION:** Promotes professionalism and fosters dialogue between colleagues about best practices pertaining to sequencing, unit emphasis and length, integration, and review strategies

General Instructions

Units

There are six units that are to be covered over the course of the school year. Each unit represents six weeks of instruction.

Big Question and Question of the Week

These questions provide an anchor for a thematic unit of instruction (six weeks) and are represented in the classroom on a Concept Board. These questions are referred to during Concept Talk, Anchor Talk, Concept Mapping, the Main Selection, and in content integration when the question supports Science and/or Social Studies standards.

Spiral Review

Grade level ELA skills are spiraled through the curriculum. If skills aren't mastered initially in the year, look to see if/when that skill is revisited in an upcoming unit.

Assessment

Formative assessment options include observation, skill checklists, progress monitoring using AimsWeb literacy probes, Reading Street Weekly Tests, Fresh Reads, Unit Tests, and Reading Street Writing Rubrics. Through the use of SuccessNet for online assessment, teachers can access Mastery Reports to support student goal-setting and assessment.

Homework

The struggle to develop independent reading skills and language arts skills should occur while the teacher is available to support and scaffold the learning and correct student errors. Work that is sent home for students to complete should consist of concepts and skills that have been taught in class, been practiced, and the student can do independently. Homework should be for the **practice of learned skills** and not for development of new skills without instruction. For appropriate homework practice, please see the HW Study Skill Pages available at <http://csdela.weebly.com/weekly-study-skills-hw-sheets.html>

Text Selections

In light of current reading research and our new Utah ELA standards, it is neither necessary nor appropriate to match a specific level of text to a "level of reader". We do not "level" our students based on text. For students to be able to read and comprehend grade level text, all students need exposure and instruction within texts that span in text complexity across their grade level band*. The selections found in Reading Street represent a variety of text levels appropriate for classroom core instruction. Reading Street readers are appropriate text for small group skill-based instruction. Students should be encouraged to self-select text in the school library, classroom library, and take-home books for independent recreational reading.

**Grade level bands of quantitative text complexity are represented on the last page of this map.*

These maps were collaboratively developed and refined by teacher committees using feedback from classroom teachers, achievement coaches, building administrators, and the office of Evidence-Based Learning. It is with much appreciation that we recognize the many educators that collaborated in the effort to provide these maps for the teachers and students of CSD. Specific individuals that have assisted in the writing and editing of this document include:

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Canyons School District Academic Framework to Support Continuous Improvement

Response to Intervention (RtI): Multi-Tiered System of Supports (MTSS) for Academics and Behavior			
RtI	(1) providing high quality core instruction (and intervention) matched to students' needs	(2) using data over time (i.e. rate of learning, level of performance, fidelity of implementation)	(3) to make important educational decisions.
	↓	↓	↓
CSD Student Achievement Principles	<ul style="list-style-type: none"> ALL CSD students and educators are part of ONE proactive educational system. Evidence-based instruction and interventions are aligned with rigorous content standards. 	<ul style="list-style-type: none"> Data are used to guide instructional decisions, align curriculum horizontally and vertically, and allocate resources. CSD educators use instructionally relevant assessments that are reliable and valid. 	<ul style="list-style-type: none"> CSD educators problem solve collaboratively to meet student needs.
	<ul style="list-style-type: none"> Quality professional development supports effective instruction for ALL students. Leadership at all levels is vital. 		

Core Expectations for ALL students in the General Education Classrooms and Common Areas					
Curriculum (Standards and Materials)	Evidence-Based Instructional Priorities	Time Allocation	Data Collection and Use	Fidelity of Implementation	Data-based Decision Making
<ul style="list-style-type: none"> Big ideas, bodies of knowledge Content standards and expectations aligned with the Utah Core Standards World-Class Instructional Design and Assessment (WIDA) Schoolwide Positive Behavioral Interventions and Supports Prioritized Curriculum Maps and Scientific, research-based programs National Educational Technology Standards (NETS) 	<ul style="list-style-type: none"> Explicit instruction (I, We, Ya'll, You) Maximizing opportunities to respond Feedback Vocabulary Differentiated instruction & grouping structures Acquisition, automaticity, then application Classroom Positive Behavioral Interventions and Supports 	<ul style="list-style-type: none"> Daily maximization of instructional time English Language Development (ELD) time Building Leadership Team (BLT) meetings Protected time for grade level and/or department team learning & planning Establish rules, routines, and arrangements to increase efficiency for adults and students Working smarter, not harder 	<ul style="list-style-type: none"> Consistent evaluation of Core instruction Districtwide screening of key academic and behavior skills Benchmark assessments Progress monitoring Formative assessment practices (CFAs) Summative assessment practices Early warning system for identification of risk (academic, social, and performance) Timely and consistent review of relevant data 	<ul style="list-style-type: none"> Monitoring and evaluating effectiveness of implementation using formalized protocols (e.g. Walk-Throughs, fidelity checks) Instructional and Peer Coaching supports Products to demonstrate evidence of implementation 	<p>Use problem solving protocol to:</p> <ul style="list-style-type: none"> Evaluate the effectiveness of Core/ Initial instruction (>80% proficiency) for all subgroups and maintain or adjust Analyze trends to inform decisions Evaluate and adjust CSIP Determine needs for supplemental instruction
On-going, targeted professional development					

All students will graduate from Canyons School District college-, career-, and citizenship-ready.

Major Academic Commitments:

1. Promote school and community engagement that supports students in becoming college-, career-, and citizenship-ready.
2. Implement a comprehensive educational system that aligns quality curriculum, instruction, and assessment resulting in students becoming college-, career- and citizenship-ready.
3. Recruit, develop, support and retain quality educators who are committed to preparing students for college and careers.

Superintendent's Performance Goals:

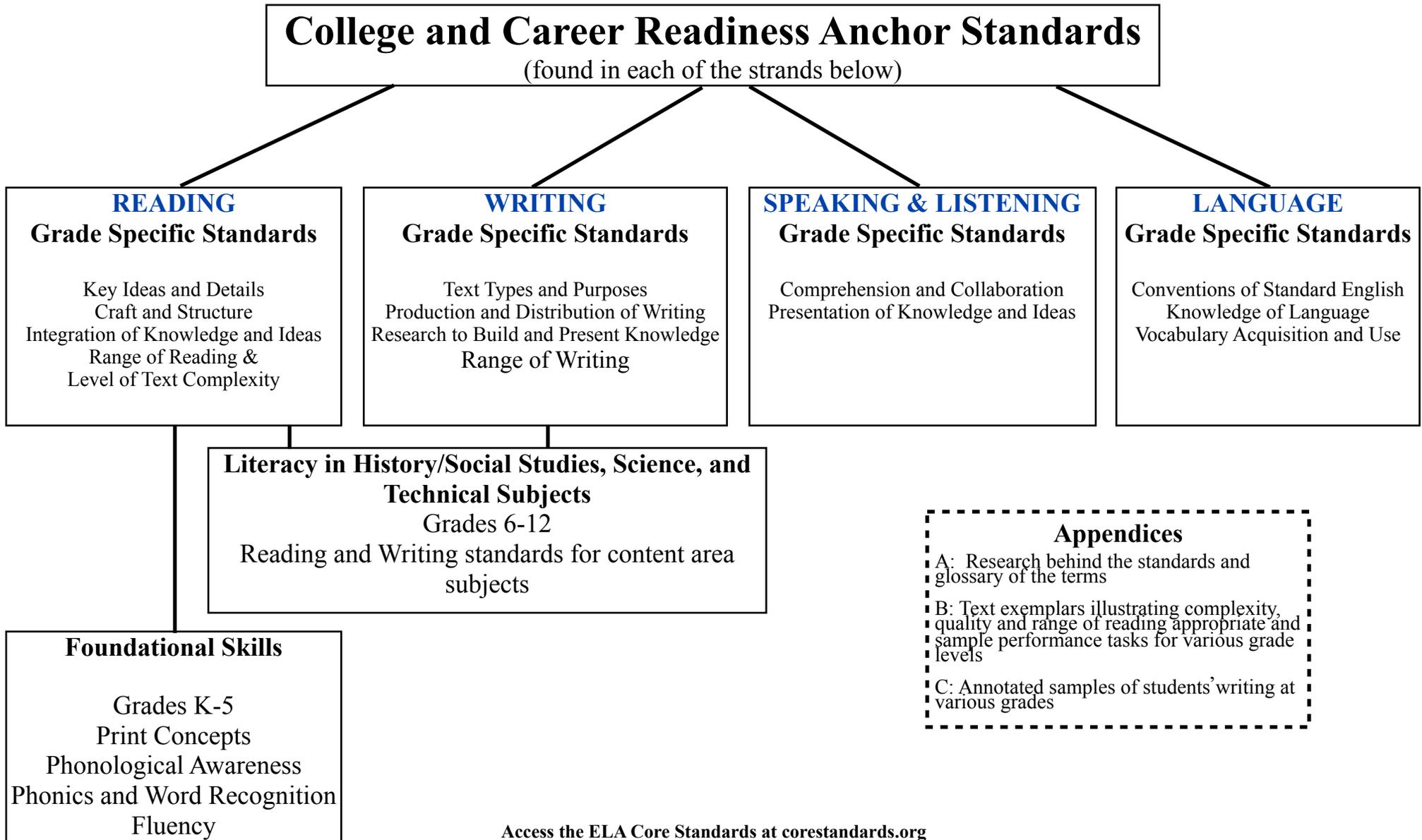
- **By 2015:** 50% of high school students meeting all four ACT College Readiness Benchmark Scores and qualifying for Advanced or Honors Diplomas, and being able to articulate a specific postsecondary purpose for themselves; all four high schools on U.S. News & World Report's list of top 100 high schools.
- **By 2020:** 75% of high school students meeting all four ACT College Readiness Benchmark Scores and qualifying for Advanced or Honors Diplomas, and being able to articulate a specific postsecondary purpose for themselves; all five high schools on U.S. News & World Report's list of Top 25 high schools based on % of student body passing AP exams.

Evidence-Based Instructional Priorities
Applied to Literacy Instruction

<p>Explicit Instruction I Do - We Do - Y'all Do - You Do Model - Guide Practice – Partner - Independent</p>			
<p>Systematic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focused on critical content <input type="checkbox"/> Skills, strategies, and concepts are sequenced logically <input type="checkbox"/> Break down complex skills <input type="checkbox"/> Lessons are organized and focused <input type="checkbox"/> Instructional routines are used <input type="checkbox"/> Examples and non-examples <input type="checkbox"/> Step-by-step demonstrations 	<p>Relentless</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adequate initial practice: <i>ELA Literacy Block</i> NOTE: Students who struggle may require 10-30 more times as many practice opportunities than their peers. <input type="checkbox"/> Distributed practice--frequent exposure to content/skill over time: <i>Literacy Practice Stations</i> <input type="checkbox"/> Cumulative review: <i>Skill Reviews, Monitor Progress</i> <input type="checkbox"/> Teach to mastery: <i>Skill-Based Instruction, Unit Tests</i> 	<p>Engaging</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increasing Opportunities to Respond <input type="checkbox"/> Feedback <input type="checkbox"/> Instructional Grouping <input type="checkbox"/> Classroom PBIS 	
<p>Increasing Opportunities to Respond</p>		<p>Explicit Vocabulary Instruction</p>	
<p>Group Reading Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model: All students track as the teacher reads the passage. Teacher emphasizes reading in phrases with expression. <i>“My turn to model. Everyone tracking.”</i> - Choose this strategy when text contains dialogue, advanced punctuation or other content that makes it more difficult for students. <input type="checkbox"/> Echo Reading: The teacher reads a sentence fluently and immediately the students read it back to the teacher. Keep the time between the model and test very short. All students must track as the teacher or peer reads. <i>“My turn. Echo read. Everyone tracking.” (Model) “Tracking back. Your turn, read.”</i> <input type="checkbox"/> Choral: Students and teacher read together aloud as all students are tracking. This should be only on short sentences and title. Teacher sets pace. <i>“Everyone...choral read.”</i> - Choose this strategy with text that all students can read. <input type="checkbox"/> Cloze: Teacher reads and pauses at a word (focused vocabulary words) and students read the word. Continue for a paragraph or so. <i>“My turn. Everyone tracking. Cloze read....”</i> <input type="checkbox"/> Partner: <i>Partner A</i> reads a sentence and <i>Partner B</i> reads a sentence. Students must track as their partners read. 		<ul style="list-style-type: none"> <input type="checkbox"/> Introduce the word <ul style="list-style-type: none"> • Teacher says the word • All students repeat the word • Teacher gives a child-friendly definition • All students repeat the definition (with teacher guidance) • Repeat above steps as necessary <input type="checkbox"/> Demonstrate <ul style="list-style-type: none"> • Provide an example • Provide a non-example • Repeat above steps as necessary <input type="checkbox"/> Apply <ul style="list-style-type: none"> • Students turn to a partner and use the word in a sentence • Teacher shares a sentence using the word 	
<p>Feedback</p> <ul style="list-style-type: none"> <input type="checkbox"/> Corrective and Affirmative <input type="checkbox"/> Timely and Frequent <input type="checkbox"/> Specific and Reinforcing 	<p>Instructional Grouping</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole group, Small groups, Partners <input type="checkbox"/> Fluid and flexible <input type="checkbox"/> Skill-Based Small Group Instruction 	<p>Acquire – Auto – Apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn (acquire) the skill <input type="checkbox"/> Build the skill to automaticity <input type="checkbox"/> Apply the skill 	<p>Classroom PBIS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Forming clear behavior expectations <input type="checkbox"/> Explicitly teaching expectations to students <input type="checkbox"/> Reinforcing expectations with students <input type="checkbox"/> Correcting of problem behaviors in a systematic manner

Common Core Standards

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects



Key Points in English Language Arts Core Standards

Reading

- The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Key Points in English Language Arts Core Standards (cont.)

Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and Technology

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

Fifth Grade ELA Core Standards Overview

- Reading closely and drawing evidence from grade-level fiction and nonfiction materials, including the ability to quote accurately from them when answering questions
- Adjusting communications to accomplish a particular purpose (e.g., providing more background information for audiences who do not know the topic well)
- Summarizing the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas
- Identifying and judging evidence that supports particular ideas in an author's argument to change a reader's point of view
- Integrating information from several print and digital sources to answer questions and solve problems
- Writing opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer's point of view
- Writing stories, real or imaginary, that unfold naturally and developing the plot with dialogue, description, and effective pacing of the action
- Coming to classroom discussions prepared, then engaging fully and thoughtfully with others (e.g., contributing accurate, relevant information; elaborating on the remarks of others; synthesizing ideas)
- Reporting on a topic or presenting an opinion with his or her own words, a logical sequence of ideas, sufficient facts and details, and formal English when appropriate
- Expanding, combining, and reducing sentences to improve meaning, interest, and style of writing
- Building knowledge of academic words with an emphasis on those that signal a contrast in ideas or logical relationships, such as *on the other hand*, *similarly*, and *therefore*
- Producing writing on the computer

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I-CANyons Report Card Standards

Fifth Grade

Academic Standards			
	M = Mastered	NYM = Not Yet Mastered	* = Not Assessed
<p>Reading Literature: I can... Summarize a story, drama, or poem; include the theme and details from the text Determine the meaning of words and phrases as they are used in a text Describe literary text features of stories, poems, and dramas (e.g., plot, sequence, and characters) Explain how a narrator's point of view influences a story Compare and contrast stories in the same genre</p>	Term1	Term2	Term3
	*	*	*
	*	*	*
	*	*	*
	*	*	*
	*	*	*
<p>Reading Informational Texts: I can... Accurately quote text to explain, infer, and summarize Determine main idea and key details to summarize text Determine the meaning of academic words and phrases in a text Compare and contrast events, ideas or information Integrate information from several texts on the same topic</p>	*	*	*
	*	*	*
	*	*	*
	*	*	*
	*	*	*
<p>Foundational Skills: I can... Apply grade-level phonics and word analysis skills Read on-level text fluently with accuracy, appropriate rate and expression</p>	*	*	*
	*	*	*

Writing: I can...	Term1	Term2	Term3
Write opinion pieces using reasons and information	*	*	*
Write informative texts to convey ideas	*	*	*
Write narrative texts to develop real or imagined experiences	*	*	*
Use technology to produce and publish writing (including keyboarding)	*	*	*
Conduct short research projects	*	*	*
Gather evidence from texts to support analysis, reflection, and research	*	*	*
Speaking and Listening: I can...	*	*	*
Engage effectively in discussions (partners and groups)	*	*	*
Summarize information presented orally or visually	*	*	*
Prepare and deliver a presentation on a topic or text	*	*	*
Language: I can...	*	*	*
Use correct capitalization and punctuation	*	*	*
Use correct grammar (e.g., verb tense, pronouns and prepositions)	*	*	*
Clarify the meaning of unknown words, multiple-meaning words and phrases	*	*	*
Demonstrate understanding of similes, metaphors, idioms, antonyms, synonyms, etc.	*	*	*

SALTA Focus

DEPTH

Refers to approaching or studying something from the concrete to the abstract, from the known to the unknown.

Requires students to examine topics by determining the facts, concepts, generalization, principles and theories related to them.

COMPLEXITY

Complexity is the why and how approach that connects and bridges to other disciplines to enhance the meaning of a unit of study.

Complexity encourages students to:

- Relate concepts and ideas at a more sophisticated level
- See associations among diverse subjects, topics or levels
- Find multiple solutions from multiple points of view

Complexity has three major dimensions:

- Relationships Over Time: Between the past, present and future, and within a time period
- Relationships From Different Points of View: Multiple perspectives, opposing viewpoints, differing roles and knowledge
- Interdisciplinary Relationship: With, between and across the disciplines

HIGHER ORDER THINKING SKILLS

Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking.

Higher order thinking skills are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas.

“In teaching for thinking, the concern is NOT how many answers students know, but what they do when they do NOT know; the goal is not merely to reproduce knowledge, but to create knowledge and grow in cognitive abilities.” (Best Practices in Gifted Education: An Evidence-Based Guide, 2007)

CREATIVITY

The ability to generate ideas, products, or solutions that are considered novel and useful for a given problem, situation, or context.

Supporting Framework for Depth, Complexity, and Higher Order Thinking Skills taken from “Hess’ Cognitive Rigor Matrix.”

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - ELA

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts Read words orally in connected text with fluency & accuracy 			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> Identify or describe literary elements (characters, setting, sequence, etc.) Select appropriate words when intended meaning/definition is clearly evident Describe/explain who, what, where, when, or how Define/describe facts, details, terms, principles Write simple sentences 	<ul style="list-style-type: none"> Specify, explain, show relationships; explain why, cause-effect Give non-examples/examples Summarize results, concepts, ideas Make basic inferences or logical predictions from data or texts Identify main ideas or accurate generalizations of texts Locate information to support explicit-implicit central ideas 	<ul style="list-style-type: none"> Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) Identify/ make inferences about explicit or implicit themes Describe how word choice, point of view, or bias may affect the readers' interpretation of a text Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience 	<ul style="list-style-type: none"> Explain how concepts or ideas specifically relate to <i>other</i> content domains or concepts Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use Apply basic formats for documenting sources 	<ul style="list-style-type: none"> Use context to identify the meaning of words/phrases Obtain and interpret information using text features Develop a text that may be limited to one paragraph Apply simple organizational structures (paragraph, sentence types) in writing 	<ul style="list-style-type: none"> Apply a concept in a new context Revise final draft for meaning or progression of ideas Apply internal consistency of text organization and structure to composing a full composition Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text 	<ul style="list-style-type: none"> Illustrate how multiple themes (historical, geographic, social) may be interrelated Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) Decide which text structure is appropriate to audience and purpose 	<ul style="list-style-type: none"> Categorize/compare literary elements, terms, facts/details, events Identify use of literary devices Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts Distinguish: relevant-irrelevant information; fact/opinion Identify characteristic text features; distinguish between texts, genres 	<ul style="list-style-type: none"> Analyze information within data sets or texts Analyze interrelationships among concepts, issues, problems Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text Use reasoning, planning, and evidence to support inferences 	<ul style="list-style-type: none"> Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes Analyze complex/abstract themes, perspectives, concepts Gather, analyze, and organize multiple information sources Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> Cite evidence and develop a logical argument for conjectures Describe, compare, and contrast solution methods Verify reasonableness of results Justify or critique conclusions drawn 	<ul style="list-style-type: none"> Evaluate relevancy, accuracy, & completeness of information from multiple sources Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	<ul style="list-style-type: none"> Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Synthesize information within one source or text Develop a complex model for a given situation Develop an alternative solution 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Articulate a new voice, alternate theme, new knowledge or perspective

CORE

Core standards are evidence-based, aligned with expectations for success in college and the work place, and will allow students to compete internationally. The new standards stress rigor, depth, clarity, coherence, and 21st century skills, drawing from the National Assessment of Educational Progress (NAEP) Frameworks in Reading and Writing and the Trends in International and Science Study (TIMMS) report in Mathematics.

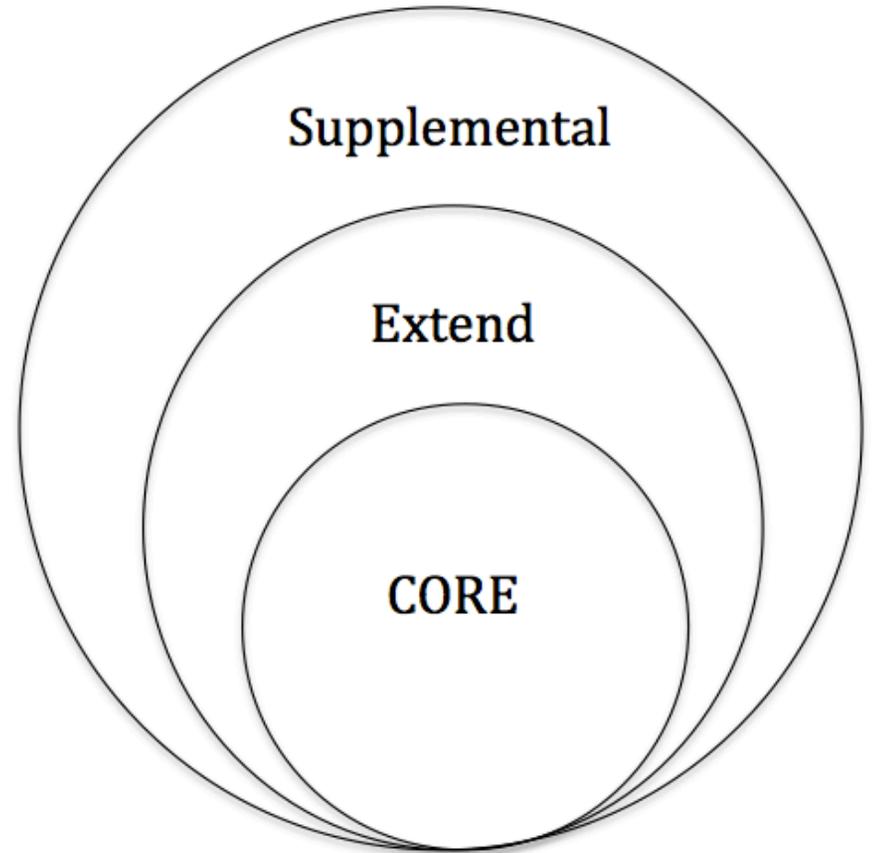
SUPPLEMENTAL

Supplemental resources are materials and activities in addition to ones found in **EXTEND** and **CORE**. Junior Great Books are the supplemental materials for SALTA English Language Arts.

EXTEND

Extension of core standards provides students with activities that are added to **CORE** to enlarge or deepen understanding. Examples of **EXTEND** include:

- Research and Inquiry skills from Reading Street
- Project-Based Learning
- District supported Extended Learning Activities



Curriculum Compacting

Definition

Curriculum Compacting is an instructional technique that is specifically designed to make appropriate customization for students. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time (Reis & Renzulli, 2005).

The student's instruction entails reduced amounts of introductory activities, drill, and practice. (Templeton Report, 2004)

Goals

- Create a challenging learning environment in the classroom and the enrichment program for all children.
- Define objectives and guarantee proficiency in basic curriculum.
- Allocating time for alternative learning activities based on advanced content and student interest.

Steps

1. Identify learning objectives in a subject area.
2. Pretest students using the Unit Test(s) to determine their *mastery* level of the objectives.
 - a. Which objectives have students already mastered?
 - i. *Mastery* = $\geq 90\%$
 - b. Which objectives have not been mastered by the students?
 - c. Are there any problems that may prevent student progress with the objectives?
3. Compact instructional time for students who show *mastery* of the objectives.
4. Provide instruction for students who have not mastered the objectives.
5. Utilize Project-based Learning, Jr. Great Books and Extended Learning Opportunities with time provided by compacting.
6. Keep records of the compacting process.
 - a. Pretests used to determine mastery.
 - b. Learning objectives compacted.
 - c. Time spent on supplemental materials.

Canyons School District elementary ELA maps are created by CSD elementary teachers and published by the CSD Office of Curriculum and Professional Development.

CSD 3rd – 5th Grades Literacy Block

Literacy Component	Range of Time	Class Configuration	Focus of Instruction	
Reading	45-60 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> • Concept Development • Oral Vocabulary • Comprehension 	<ul style="list-style-type: none"> • Fluency • Vocabulary
Language Arts	30-45 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> • Word Study • Grammar 	<ul style="list-style-type: none"> • Writing
<p style="text-align: center;">Skill-Based Instruction</p> <p>Additional instruction with teacher in Higher Order Thinking and Questioning while students engage in Practice Stations and/or independent activities for research, inquiry, writing and 21st Century skills</p>	45-60 minutes <i>10-15 minutes per group</i>	<i>Teach and Model Practice Stations</i>		
		Small Groups	Focus of Instruction	Instructional Materials
		Group 1 Accurate & Fluent Reader Met benchmark on R-CBM with at least 98% accuracy	<ul style="list-style-type: none"> • Monitoring for meaning • Identifying, summarizing, and extending main ideas • Self-monitoring and fix-up strategies and awareness of reading for understanding • Teaching important words directly and word-learning strategies • Inquiry based questioning based on Hess' Cognitive Rigor Matrix (Revised Bloom and DOK) 	<ul style="list-style-type: none"> • Reading Street Leveled Readers • Literary and Informational Text • Reading Street Small Group: Advanced Level lessons (AL) • Word Study (vocabulary, derivations, etc.) • Junior Great Books • Extended Learning Activities • Research and Inquiry • 21st Century Unit Writing Projects • Writing Process Writing Projects (turquoise pages) • Project-based Learning.
		Group 2 Accurate & Slow Reader Below benchmark on R-CBM with at least 98% accuracy	<ul style="list-style-type: none"> • Building automaticity, but do not ignore making meaning. • Repeated readings • Word or phrase level automaticity in addition to passages, if necessary • Grouping words to make meaning, pacing punctuation • Read for main idea, summarizing, and/or text elements 	<ul style="list-style-type: none"> • Reading Street Decodable Readers • Reading Street Leveled Readers • Reading Street Fluency passages • Literary and Informational Text • Reading Street Small Group: On-Level lessons (OL)
		Group 3 Inaccurate & Slow Reader Below benchmark on R-CBM with less than 98% accuracy	<ul style="list-style-type: none"> • Missing phonemic awareness skills • Missing decoding skills • Missing sight words skills • Missing multi-syllabic decoding skills • Applying skills to connected text at instructional level • Building fluency at independent level • Substantial practice applying phonics to new text and writing 	<ul style="list-style-type: none"> • Reading Street Decodable Readers • Reading Street Leveled Readers • Reading Street Phonics and Word Analysis • Reading Street Small Group: Strategic Intervention lessons (SI) • My Sidewalks materials • Florida Center on Reading Research Empowering Teachers Resources (www.fcrr.org)
Group 4 Inaccurate & Fluent Reader Met benchmark on R-CBM with less than 98% accuracy	<ul style="list-style-type: none"> • Explicit modeling of accurate reading • Self-monitoring—table tap when student makes and error. This will help the student slow down and read more accurately. • Challenge student to read a portion of the text with 2 or less errors • Teach student to adjust rate of reading to type of text and purpose for reading 	<ul style="list-style-type: none"> • Reading Street Decodable Readers • Reading Street Leveled Readers • Reading Street Phonics and Word Analysis • Reading Street Small Group: Strategic Intervention lessons (SI) 		
<p>Content Integration</p> <ul style="list-style-type: none"> • Science core • Social Studies core • English Language Development 	20-30 minutes	Whole Group Content Reading Groups	<p>Research and Inquiry</p> <ul style="list-style-type: none"> • Accessing informational and literary text in content areas • Writing in the content areas (application of reading) • Making meaning in the content areas (comprehension of concepts) 	

Literacy Block Component	Day 1	Day 2	Day 3	Day 4	Day 5 Application Day
<p>Reading</p> <p>45-60 minutes</p> <p>SE = Student Edition</p>	<p>Build Background</p> <p>Concept Talk</p> <ul style="list-style-type: none"> • Big Question Video (beginning of each Unit) OR Concept Talk Video (Digital) • Question of the Week • Routine: Activate Prior Knowledge <p>Anchored Talk</p> <ul style="list-style-type: none"> • Let's Talk About (SE) • Concept Map • Writing on Demand • ELL Poster <p>Oral Vocabulary</p> <p>Amazing Words</p> <ul style="list-style-type: none"> • Read Aloud • Routine: Oral Vocabulary • Monitor Progress: Check Oral Vocabulary <p>Comprehension Skill ⇄ Strategy</p> <ul style="list-style-type: none"> • Envision It! (SE) • Envision It! Animations (Digital) • Think Aloud <p>Model Fluency</p> <ul style="list-style-type: none"> • Routine: Oral Rereading/Paired/Choral Rereading <p>Vocabulary</p> <ul style="list-style-type: none"> • Introduce Lesson/Tested Vocabulary • Vocabulary Activities (Digital) • <i>Academic Vocabulary</i> 	<p>Build Background</p> <p>Concept Talk</p> <ul style="list-style-type: none"> • Concept Talk Video • Question of the Week <p>Anchored Talk</p> <ul style="list-style-type: none"> • Let's Talk About (SE) • Concept Map • ELL Poster <p>Oral Vocabulary</p> <p>Amazing Words</p> <ul style="list-style-type: none"> • Routine: Oral Vocabulary • Apply Amazing Words (SE) <p>Comprehension Word Analysis</p> <ul style="list-style-type: none"> • Routine: Strategy for Meaningful Word Parts <p>Literary Terms</p> <p>Text Features/Structure or Story Structure</p> <p>Vocabulary</p> <p>Vocabulary Strategy (Lesson Vocabulary)</p> <ul style="list-style-type: none"> • Envision It! (SE) • Reader's & Writer's Notebook (Digital) • Vocabulary Activities (Digital) • <i>Advanced Differentiated Instruction</i> <p>Reread for Fluency</p> <ul style="list-style-type: none"> • Routine: Oral Rereading/Choral Rereading <p>Build Background Prereading Strategies</p> <ul style="list-style-type: none"> • Reader's and Writer's Notebook (digital) • Strategy Response Log • <i>Advanced Differentiated Instruction</i> <p>Main Selection</p> <ul style="list-style-type: none"> • eSelection (digital) • Multidraft Reading (choose Option 1 or Option 2) • <i>Advanced Differentiated Instruction</i> 	<p>Build Background</p> <p>Concept Talk</p> <ul style="list-style-type: none"> • Question of the Week <p>Anchored Talk</p> <ul style="list-style-type: none"> • Concept Map • ELL Poster <p>Oral Vocabulary</p> <p>Amazing Words</p> <ul style="list-style-type: none"> • Routine: Oral Vocabulary • Apply Amazing Words (SE) <p>Comprehension</p> <p>Comprehension Check</p> <p>Check Retelling</p> <p>Main Selection</p> <ul style="list-style-type: none"> • eSelection (digital) • Multidraft Reading (choose the option that you chose Day 2) • <i>Advanced Differentiated Instruction</i> <p>Retelling</p> <ul style="list-style-type: none"> • Envision It! (SE) • Monitor Progress: Check Retelling • Retelling Cards • Story Sort (Digital) <p>Think Critically</p> <ul style="list-style-type: none"> • Writing on Demand • <i>Advanced Differentiated Instruction</i> <p>Model Fluency</p> <p>Reread for Fluency</p> <ul style="list-style-type: none"> • Routine: Oral Rereading/Choral Rereading 	<p>Build Background</p> <p>Concept Talk</p> <ul style="list-style-type: none"> • Question of the Week <p>Anchored Talk</p> <ul style="list-style-type: none"> • Concept Map • ELL Poster <p>Oral Vocabulary</p> <p>Amazing Words</p> <ul style="list-style-type: none"> • Routine: Oral Vocabulary • Apply Amazing Words (SE) <p>Comprehension</p> <p>Let's Think About Genre or 21st Century Skills</p> <p>Guide Comprehension</p> <ul style="list-style-type: none"> • Extend Thinking • <i>Advanced Differentiated Instruction</i> <p>Fluency</p> <ul style="list-style-type: none"> • Monitor Progress: Check Fluency <p>Vocabulary</p> <p>Vocabulary Skill</p>	<p>Build Background</p> <p>Concept Wrap Up</p> <ul style="list-style-type: none"> • Question of the Week • Concept Map • ELL Poster <p>Oral Vocabulary</p> <p>Amazing Ideas</p> <ul style="list-style-type: none"> • Connect to Big Question • Write About It • Monitor Progress: Check Oral Vocabulary <p>Comprehension</p> <p>Comprehension Review</p> <p>Vocabulary Skill Review</p> <p>Word Analysis</p> <ul style="list-style-type: none"> • Routine: Strategy for Meaningful Word Parts <p>Literary Terms Review</p> <p>Weekly Check Ups</p> <ul style="list-style-type: none"> • Fluency (partner practice, opportunity for individual fluency graphing) • Comprehension Skill/Strategy • Lesson Vocabulary (choose an appropriate strategy for weekly vocabulary, i.e. weekly test booklet)

SALTA Grade 5: Five-Day Plan for *Reading Street*

Literacy Block Component	Day 1	Day 2	Day 3	Day 4	Day 5 Application Day
<p>Language Arts</p> <p>30-45 minutes</p>	<p>Word Study Spelling Patterns</p> <ul style="list-style-type: none"> • Spelling Dictation • Let's Practice It! <p>Grammar Conventions lesson</p> <ul style="list-style-type: none"> • Grammar Jammer (Digital) • Grammar Transparency (Digital) • Daily Fix It (Digital) <p>Writing Writing Lesson</p> <ul style="list-style-type: none"> • Mini-lesson • Reader's & Writer's Notebook (Digital) • Key Features (SE) • Routine: Quick Write for Fluency <p>Writing Process (Customize Writing)</p> <ul style="list-style-type: none"> • Plan & Prewrite • Draft • Revise • Edit • Publish & Present <p>Writing Strategy</p> <ul style="list-style-type: none"> • Four Square Writing 	<p>Word Study Spelling Patterns</p> <ul style="list-style-type: none"> • Spelling lesson • Reader's & Writer's Notebook <p>Grammar Conventions lesson</p> <ul style="list-style-type: none"> • Reader's & Writer's Notebook • Daily Fix It (Digital) <p>Writing Writing Lesson</p> <ul style="list-style-type: none"> • Mini-lesson • Reader's and Writer's Notebook • Key Features (SE) • Routine: Quick Write for Fluency • <i>Advanced</i> <p>Writing Process (Customize Writing)</p> <ul style="list-style-type: none"> • Plan & Prewrite • Draft • Revise • Edit • Publish & Present <p>Writing Strategy</p> <ul style="list-style-type: none"> • Four Square Writing 	<p>Word Study Spelling Patterns</p> <ul style="list-style-type: none"> • Spelling lesson • Reader's & Writer's Notebook <p>Grammar Conventions lesson</p> <ul style="list-style-type: none"> • Let's Practice It! • Daily Fix It (Digital) <p>Writing</p> <ul style="list-style-type: none"> • Let's Write It! (SE) • Key Features (SE) • Mini-lesson • Routine: Quick Write for Fluency • <i>Advanced</i> <p>Writing Process (Customize Writing)</p> <ul style="list-style-type: none"> • Plan & Prewrite • Draft • Revise • Edit • Publish & Present <p>Writing Strategy</p> <ul style="list-style-type: none"> • Four Square Writing 	<p>Word Study Spelling Patterns</p> <ul style="list-style-type: none"> • Practice spelling strategy • Let's Practice It! <p>Grammar Conventions lesson</p> <ul style="list-style-type: none"> • Grammar Jammer (Digital) • Reader's & Writer's Notebook • Daily Fix It (Digital) <p>Writing Writing Lesson</p> <ul style="list-style-type: none"> • Mini-lesson • Peer Revision • Routine: Quick Write for Fluency <p>Writing Process (Customize Writing)</p> <ul style="list-style-type: none"> • Plan & Prewrite • Draft • Revise • Edit • Publish & Present <p>Writing Strategy</p> <ul style="list-style-type: none"> • Four Square Writing 	<p>Word Study Spelling Patterns</p> <ul style="list-style-type: none"> • Spelling Dictation <p>Grammar Conventions lesson</p> <ul style="list-style-type: none"> • Extra Practice <p>Writing Writing Lesson</p> <ul style="list-style-type: none"> • Mini-lesson • Routine: Quick Write for Fluency <p>Writing Process (Customize Writing)</p> <ul style="list-style-type: none"> • Plan & Prewrite • Draft • Revise • Edit • Publish & Present <p>Writing Strategy</p> <ul style="list-style-type: none"> • Four Square Writing

Literacy Block Component	Day 1	Day 2	Day 3	Day 4	Day 5 Application Day
<p>Skill-Based Instruction Small Group</p> <p>45-60 minutes</p> <p><i>What are the other students doing?</i></p>	<p>Practice Stations</p> <ul style="list-style-type: none"> • Social Studies and/or Science Connections • Extended Learning Activities • Word Wise (Spelling Patterns) • Word Work (Spelling Patterns) • Words to Know (Vocabulary) • Let's Write! (Writing) • Read for Meaning (Text Structures) • Get Fluent (Fluency Practice) • Project-based Learning 	<p>Practice Stations</p> <ul style="list-style-type: none"> • Social Studies and/or Science Connections • Extended Learning Activities • Word Wise (Spelling Patterns) • Word Work (Spelling Patterns) • Words to Know (Vocabulary) • Let's Write! (Writing) • Read for Meaning (Text Structures) • Get Fluent (Fluency Practice) • Project-based Learning 	<p>Practice Stations</p> <ul style="list-style-type: none"> • Social Studies and/or Science Connections • Extended Learning Activities • Word Wise (Spelling Patterns) • Word Work (Spelling Patterns) • Words to Know (Vocabulary) • Let's Write! (Writing) • Read for Meaning (Text Structures) • Get Fluent (Fluency Practice) • Project-based Learning 	<p>Practice Stations</p> <ul style="list-style-type: none"> • Social Studies and/or Science Connections • Extended Learning Activities • Word Wise (Spelling Patterns) • Word Work (Spelling Patterns) • Words to Know (Vocabulary) • Let's Write! (Writing) • Read for Meaning (Text Structures) • Get Fluent (Fluency Practice) • Project-based Learning 	<p>Practice Stations</p> <ul style="list-style-type: none"> • Social Studies and/or Science Connections • Extended Learning Activities • Word Wise (Spelling Patterns) • Word Work (Spelling Patterns) • Words to Know (Vocabulary) • Let's Write! (Writing) • Read for Meaning (Text Structures) • Get Fluent (Fluency Practice) • Project-based Learning

SALTA Grade 5: Five-Day Plan for *Reading Street*

Literacy Block Component	Day 1	Day 2	Day 3	Day 4	Day 5 Application Day
<p>Content Integration Small Group Whole Group</p> <p align="center">20-40 minutes</p>	<p>Social Studies and/or Science Connections</p> <p>Small Group Time Reinforce/Expand/Extend the Concept</p> <ul style="list-style-type: none"> Content Leveled Readers (SE) Before-During-After eSelection (digital) eReaders (digital) ELD time: REACH materials <p>Writing in the Content Area: Research and Inquiry Identify Questions</p> <ul style="list-style-type: none"> Think Aloud Guided Practice 	<p>Social Studies and/or Science Connections</p> <p>Small Group Time Reinforce/Expand/Extend the Concept</p> <ul style="list-style-type: none"> Content Leveled Readers (SE) Before-During-After eSelection (digital) eReaders (digital) ELD time: REACH materials <p>Writing in the Content Area: Research and Inquiry Navigate/Search</p> <ul style="list-style-type: none"> Think Aloud Guided Practice 	<p>Social Studies and/or Science Connections</p> <p>Small Group Time Reinforce/Expand/Extend the Concept</p> <ul style="list-style-type: none"> Content Leveled Readers (SE) Before-During-After eSelection (digital) eReaders (digital) ELD time: REACH materials <p>Writing in the Content Area: Research and Study Skills Research and Inquiry Analyze</p> <ul style="list-style-type: none"> Think Aloud 	<p>Social Studies and/or Science Connections</p> <p>Small Group Time Reinforce/Expand/Extend the Concept</p> <ul style="list-style-type: none"> Content Leveled Readers (SE) Before-During-After eSelection (digital) eReaders (digital) ELD time: REACH materials <p>Writing in the Content Area: Research and Inquiry Synthesize</p> <ul style="list-style-type: none"> Think Aloud <p>Listening and Speaking/Media Literacy</p>	<p>Social Studies and/or Science Connections</p> <p>Small Group Time Reinforce/Expand/Extend the Concept</p> <ul style="list-style-type: none"> Content Leveled Readers (SE) Before-During-After eSelection (digital) eReaders (digital) ELD time: REACH materials <p>Writing in the Content Area: Research and Inquiry Communicate</p> <p>Science/Social Studies</p> <ul style="list-style-type: none"> Lab or Activity

Fifth Grade SALTA
English Language Arts
Scope and Sequence At-A-Glance
2013-14

Dates	Aug 19-Sept 27	Sept 30-Nov 15	Nov 18-Jan 17	Jan 21-Feb 27	Mar 3-Apr 11	Apr 21-May 30
Instructional Days	29 days	29 days	30 days	28 days	30 days	29 days
Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Big Question	What kinds of challenges do people face and how do they meet them?	What makes people want to do the right thing?	What do people gain from the work of inventors and artists?	How do people and animals adapt to different situations?	Who goes seeking adventure and why?	What can we learn from encounters with the unexpected?
JGB	<ul style="list-style-type: none"> • Portrait of African-American Heroes • Black Potatoes • If you Lived with the Sioux Indians (NF) • If you Lived when there was Slavery in America (NF) • Children of the Great Depression (NF) • We are the Ship the story of Negro League Baseball (NF) • A History of US The first Americans (NF) • A History of US The New Nation (NF) • We were There, Too! Young People in U.S. History (NF) • The Invisible Child (F) • Learning the Game (F) • Lenny's Red-Letter Day (F) • Ghost Cat (F) 	<ul style="list-style-type: none"> • If you lived at the Time of Martin Luther King (NF) • John Muir America's First Environmentalist (NF) • If you lived at the Time of the Civil War (NF) • Bad News for Outlaws the Remarkable Life of Bass Reeves, Deputy U.S. Marshal (NF) • The No Guitar Blues (F) • Kaddo's Wall (F) • The Hundred Dollar Bill (F) • Barbie (F) • The Prince and the Goose Girl (F) 	<ul style="list-style-type: none"> • Starry Messenger (NF) • So you want to be an inventor (NF) • Sequoyah the Cherokee Man who gave His People Writing (NF) • What's the big idea, Ben Franklin? (NF) • Thomas Edison (NF) • Experiments with Electricity (NF) 	<ul style="list-style-type: none"> • Come Back Salmon (NF) • For the Love of Chimps (NF) • Extreme Animals (NF) • The Frog Scientist (NF) • Quest for the Tree Kangaroo an Expedition to the Cloud Forest of New Guinea (NF) • A History of US The first Americans (NF) • A History of US The New Nation (NF) • We were There, Too! Young People in U.S. History (NF) • in U.S. History (NF) 	<ul style="list-style-type: none"> • To Space and Back (NF) • Mission Save the Planet (NF) • A History of US The first Americans (NF) • A History of US The New Nation (NF) • We were There, Too! Young People in U.S. History (NF) • We were There, Too! Young People in U.S. History (NF) • The-Bat-Poet (F) • Podhu and Aruwa (F) 	<ul style="list-style-type: none"> • Hidden Worlds Looking through a Scientist's Microscope (NF) • A History of US The first Americans (NF) • A History of US The New Nation (NF) • Bones • We were There, Too! Young People in U.S. History (NF) • The Turquoise Horse (F) • Oliver Hyde's Dishcloth Concert (F) • In the time of the Drums (F) • Charles (F) • Lucky Boy (F)

	<ul style="list-style-type: none"> The Bermuda Triangle (F) 			<ul style="list-style-type: none"> A Game of Catch (F) A Bad Road for Cats (F) Maurice's Room (F) 		
Extended Learning	Creative Pursuit		Debate			
Research and Inquiry Skill for Content Integration	<ul style="list-style-type: none"> Dictionary/Glossary Almanac SPQ3R (Survey, Predict, Question, Read, Recite, Review) Newspaper/Newsletter Electronic Encyclopedia 	<ul style="list-style-type: none"> Reference Book Parts of a Book Textbook/ Trade Book Electronic Media Illustration/ Caption 	<ul style="list-style-type: none"> Advertisement Skim and Scan Schedule Card Catalog/Library Database Graphics/ Symbols 	<ul style="list-style-type: none"> Instruction Manual Telephone Directory Magazine/ Periodical Thesaurus Graphs 	<ul style="list-style-type: none"> Print Sources Note Taking Reader's guide to Periodical Literature Diagrams/Scale Drawing Outline 	<ul style="list-style-type: none"> Follow and Clarify Directions Order form/ Application Map/Globe/Atlas Poster/ Announcement
PBL Driving Question	How did the era of colonization and exploration significantly affect America?	Using textual evidence, justify and persuade _____ which responsibility guaranteed by the Bill of Rights is the most important?	How does your life benefit from current electricity?	What are some conclusions you can draw as to why some species become extinct and others adapt and survive?	How was the United States impacted by economic developments and/or technological innovations?	What is the role of the US as a world superpower and how could they be part of the solution in a current issue facing the world?

Target Skills & Strategies	Character & Plot, Monitor & Clarify, Homograph, Cause & Effect, Summarize, Homonyms, Theme & Setting, I(NF)erring, Unknown Words, Fact & Opinion, Questioning, Antonyms, Text Structure, Multiple-Meaning Words	Compare & Contrast, Visualize, U(NF)amiliar words, Sequence, I(NF)erring, Unknown words, Story Structure, Greek & Latin Roots, Author's Purpose, Monitor & Clarify, Background Knowledge, Endings -e, -ed, -ing	Sequence, Summarize, Multiple Meaning Words, Main Idea & Details, Fact & Opinion, Text Structure, Homonyms, Antonyms, Graphic Sources, Author's Purpose, Prefixes: pre-, re-	Draw Conclusions, Questioning, Endings, Generalize, Predict/Set Purpose, U(NF)amiliar Words, Graphic Sources, Important Ideas, Synonyms, Visualize, Suffixes: -ion, -ish	Character & Plot, Background Knowledge, Greek & Latin Roots, Graphic Sources, I(NF)erring, Unknown Words, Author's Purpose, Monitor & Clarify, Multiple Meaning Words, Cause & Effect, Summarize, U(NF)amiliar Words, Generalize, Questioning, Prefixes: over-, in-	Draw Conclusions, Important Ideas, Main Idea & Details, Text Structure, Compare & Contrast, Story Structure, Fact & Opinion, Predict & Set Purpose, Sequence, Background Knowledge
Word Analysis	Suffix -ly, -ing, Greek & Latin Roots, Compound words, Shades of Meaning	Spanish Word Origins, French Word Origins, Suffixes: -tion, -ion, Word Families	Shades of Meaning, Greek & Latin Roots, -tion, -sion, -ous, Compound Words	Word Endings: -ing, -ed, -s, Suffixes: -ly, -ian, -ize, -ible, -able, Negative Prefixes	Multi-syllabic Words, Related Words, Greek Word Parts, Latin Roots	Suffixes: -ous, -sion, -ion, -ation, Final Syllable: -ant, -ent, -ance, -ence, Latin Roots, Related Words, Easily Co(NF)used Words

Grades 2-5
Reading Street Schedule
for a Day 5 always on a Friday

2013-14

Unit 1	Week 1	Aug 19-23	5 days
	Week 2	Aug 26-30	5 days
	Week 3	Sept 3-6	4 days
	Week 4	Sept 9-13	5 days
	Week 5	Sept 16-20	5 days
	Week 6 Review	Sept 23-27	5 days
Unit 2	Week 1	Sept 30-Oct 4	5 days
	Week 2	Oct 8-11	4 days
	Week 3	Oct 14-25	8 days
	Week 4	Oct 28-Nov 1	5 days
	Week 5	Nov 4-7	4 days
	Week 6 Review	Nov 11-15	5 days
Unit 3	Week 1	Nov 18-26	7 days
	Week 2	Dec 2-6	5 days
	Week 3	Dec 9-13	5 days
	Week 4	Dec 16-20	5 days
	Week 5	Jan 6-10	5 days
	Week 6 Review	Jan 13-17	5 days
Unit 4	Week 1	Jan 21-24	4 days
	Week 2	Jan 27-31	5 days
	Week 3	Feb 3-6	4 days
	Week 4	Feb 10-14	5 days
	Week 5	Feb 18-21	4 days
	Week 6 Review	Feb 24-27	4 days
Unit 5	Week 1	Mar 3-7	5 days
	Week 2	Mar 10-14	5 days
	Week 3	Mar 17-21	5 days
	Week 4	Mar 24-28	5 days
	Week 5	Mar 31-Apr 4	5 days
	Week 6 Review	Apr 7-11	5 days
Unit 6	Week 1	Apr 21-25	5 days
	Week 2	Apr 28-May 2	5 days
	Week 3	May 5-9	5 days
	Week 4	May 12-16	5 days
	Week 5	May 19-23	5 days
	Week 6 Review	May 27-30	4 days

Fifth Grade
Reading Street Scope and Sequence

Unit One: August 19 – September 27

Pacing: 29 instructional days

Big Question: What kinds of challenges do people face and how do they meet them?					
Unit Writing Projects: Podcast and Personal Narrative					
Week	Question of the Week (Concept)	Main Selection	Target Skills & Strategies	Word Analysis	Weekly Writing
1	What inspires people to act courageously?	Red Kayak	Character and Plot Monitor and Clarify Homograph	Suffix -ly	Writing Directions
2	How can nature challenge us?	Thunder Rose	Cause and Effect Summarize Character and Plot Homonyms	Greek and Latin Roots	Tall Tales
3	How do people survive in the wilderness?	Island of the Blue Dolphins	Theme and Setting Inferring Character and Plot Unknown Words	Compound Words	Invitations
4	How do we face personal challenges?	Satchel Paige	Fact and Opinion Questioning Cause and Effect Antonyms	Shades of Meaning	Newsletter Article
5	What challenges do immigrants encounter?	Ten Mile Day	Cause and Effect Text Structure Multiple-Meaning Words	Suffix -ing	Expository Composition
6	Interactive Review (Flexible Pacing)		Review	Review	

5th Grade English Language Arts Units

AUG 19-Sept 27 29 DAYS

Unit 1 Big Question: What kinds of challenges do people face and how do they meet them?

Research and Inquiry Skills: Dictionary/Glossary, Almanac, SPQ3R (Survey, Predict, Question, Read, Recite, Review), Newspaper/ Newsletter, Electronic Encyclopedia

Project-based Learning Driving Question	Essential Vocabulary	Writing Personal Narrative Podcast Expository Composition	Content Standards
How did the era of colonization and exploration significantly affect America?	colony, exploration, Europe, North America, South America, cultural diffusion, indentured servant, slavery, displacement, charter, compact, Iroquois Confederacy	Cause and Effect Theme and Setting Inferring	Social Studies Standard 1: Students will understand how the exploration and colonization of North America transformed human history.

Student Learning Targets	ELA Core Standards: READING, WRITING, SPEAKING & LISTENING, LANGUAGE	Social Studies Connections Other Content Connections
<ul style="list-style-type: none"> • I can describe and explain the growth and development of the early American colonies. • I can identify explorers who came to the Americas and the nations they represented. • I can determine reasons for the exploration of North America (e.g., religious, economic, political). • I can compare the geographic and cultural differences between the New England, Middle, and Southern colonies (e.g., religious, economic, political). • I can distinguish between the rights and responsibilities held by different groups of people during the colonial period. • I can explain how early leaders established the first colonial governments (e.g. Mayflower compact, charters). • I can write an expository composition that explains how the exploration and colonization of North America transformed human history. 	<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>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.)</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Objective 1: Describe and explain the growth and development of the early American colonies.</p> <p>a. Identify explorers who came to the Americas and the nations they represented.</p> <p>b. Determine reasons for the exploration of North America (e.g., religious, economic, political).</p> <p style="padding-left: 40px;">Compare the geographic and cultural differences between the New England, Middle, and Southern colonies (e.g., religious, economic, political).</p> <p>Objective 3: Distinguish between the rights and responsibilities held by different groups of people during the colonial period.</p> <p>b. Explain how early leaders established the first colonial governments (e.g. Mayflower compact, charters).</p>

Unit 6 Text Resources

LITERARY:

INFORMATIONAL:

SOCIAL STUDIES:

Fifth Grade

Reading Street Scope and Sequence

Unit Two: September 30 – November 15

Pacing: 31 instructional days

Big Question: What makes people want to do the right thing?					
Unit Writing Projects: E-Newsletter and Graphic Novel					
Week	Question of the Week (Concept)	Main Selection	Target Skills & Strategies	Word Analysis	Weekly Writing
1	Why is honesty important?	At the Beach	Compare and Contrast Visualize Unfamiliar words	Spanish Word Origins	Description
2	What are the risks in helping others?	Hold the Flag High	Sequence Inferring Unknown words	French Word Origins	Informal Letter
3	What are the rewards in helping others?	The Ch'i-lin Purse	Compare and Contrast Story Structure Greek and Latin Roots	Suffixes -tion, -ion	Poem
4	Why do people make sacrifices for others?	A Summer's Trade	Author's Purpose Monitor and Clarify Unfamiliar Words	Spanish Word Origins	Personal Narrative
5	How can people promote freedom?	The Midnight Ride of Paul Revere	Author's Purpose Background Knowledge Endings -e, -ed, -ing	Word Families	Historical Fiction
6	Interactive Review (Flexible Pacing)		Review	Review	

5th Grade English Language Arts Units

Sept. 30-Nov. 15 31 DAYS

Unit 2 Big Question: What makes people want to do the right thing?

Research and Inquiry Skills: Reference Book, Parts of a Book Textbook/Trade Book, Electronic Media, Illustration/Caption

Project-based Learning Driving Question	Essential Vocabulary	Writing Main Focus: Description or E-Newsletter	Content Standards
Using textual evidence, justify and persuade ____which responsibility guaranteed by the Bill of Rights is the most important?	Constitution, amendment, assembly, judicial, legislative, executive, check and balance	Author's Purpose Clarify Background Knowledge	Social Studies Standard 3: Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights.

Student Learning Targets	ELA Core Standards: READING, WRITING, SPEAKING & LISTENING, LANGUAGE	Social Studies Connections Other Content Connections
<ul style="list-style-type: none"> I can distinguish between the roles of the Legislative, Executive, and Judicial branches of the government. I can explain the process of passing a law. I can describe the concept of checks and balances. I can explain the significance of the Bill of Rights. I can identify how the rights of selected groups have changed and how the Constitution reflects those changes (e.g. women, enslaved people). I can analyze the impact of the Constitution on their lives today (e.g. freedom of religion, speech, press, assembly, petition). 	<p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI. 5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented</p>	<p>Objective 1:</p> <ul style="list-style-type: none"> c. Distinguish between the role of the Legislative, Executive, and Judicial branches of the government. d. Explain the process of passing a law. e. Describe the concept of checks and balances. <p>Objective 2: Assess how the US Constitution has been amended and interpreted over time, and the impact these amendments have had on the rights and responsibilities of citizens of the United States.</p> <ul style="list-style-type: none"> a. Explain the significance of the Bill of Rights. b. Identify how the rights of selected groups have changed and how the Constitution reflects those changes (e.g. women, enslaved people). c. Analyze the impact of the Constitution on their lives today (e.g. freedom of religion, speech, press, assembly, petition).

5th Grade English Language Arts Units

Unit 6 Text Resources

LITERARY:

INFORMATIONAL:

SOCIAL STUDIES:

Fifth Grade
Reading Street Scope and Sequence

Unit Three: November 18 – January 17

Pacing: 27 instructional days

Big Question: What do people gain from the work of inventors and artists?					
Unit Writing Projects: Story Exchange and Compare/Contrast Essay					
Week	Question of the Week (Concept)	Main Selection	Target Skills & Strategies	Word Analysis	Weekly Writing
1	How do inventors inspire our imaginations?	The Fabulous Perpetual Motion Machine	Sequence Summarize Multiple Meaning Words	Shades of Meaning	Play
2	How do artists inspire future generations?	Leonardo's Horse	Main Idea and Details	Greek and Latin Roots	Persuasive Speech
3	How can paleontologists help us understand the past?	The Dinosaurs of Waterhouse Hawkins	Fact and Opinion Text Structure Homonyms	-tion -sion	Ad Brochure
4	How does an artist use music to inspire others?	Mahalia Jackson	Main Idea and Details Fact and Opinion Antonyms	-ous	Description
5	How do artists create special effects to entertain us?	Special Effects in Film and Television	Graphics Sources Author's Purpose Prefixes pre-, re-	Compound Words	Expository Text
6	Interactive Review (Flexible Pacing)		Review	Review	

5TH Grade English Language Arts Units

Nov 18-Jan 17 32 DAYS

Unit 6 Big Question: What do people gain from the work of inventors and artists?

Research and Inquiry Skills: Advertisement, Skim and Scan, Schedule, Card Catalog/Library Database, Graphics/Symbols

Project-based Learning Driving Question	Essential Vocabulary	Writing Main Focus: Description	Content Standards
How does your life benefit from current electricity?	battery, complete circuit, incomplete circuit, current conductor, insulator, pathway, power source, static electricity, switch, load	Sequence Summarize Main Idea and Details	Science Standard 4 Students will understand features of static and current electricity.

Student Learning Targets	ELA Core Standards: READING, WRITING, SPEAKING & LISTENING, LANGUAGE	Science Connections Other Content Connections
<ul style="list-style-type: none"> • I can analyze the behavior of current electricity. • I can draw and label the components of a complete electrical circuit that includes switches and loads (e.g., light bulb, bell, speaker, motor). • I can predict the effect of changing one or more of the components (e.g., battery, load, wires) in an electric circuit. • I can generalize the properties of materials that carry the flow of electricity using data by testing different materials. • I can investigate materials that prevent the flow of electricity • I can summarize and describe the features of static and current electricity. 	<p>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.</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Objective 2 Analyze the behavior of current electricity.</p> <p>a. Draw and label the components of a complete electrical circuit that includes switches and loads (e.g., light bulb, bell, speaker, motor).</p> <p>b. Predict the effect of changing one or more of the components (e.g., battery, load, wires) in an electric circuit.</p> <p>c. Generalize the properties of materials that carry the flow of electricity using data by testing different materials.</p> <p>d. Investigate materials that prevent the flow of electricity.</p>

Unit 6 Text Resources

LITERARY:

INFORMATIONAL:

SCIENCE:

Fifth Grade
Reading Street Scope and Sequence

Unit Four: January 21 – February 27

Pacing: 26 instructional days

Big Question: How do people and animals adapt to different situations?					
Unit Writing Projects: E-Pen Pals and Cause-and-Effect Essay					
Week	Question of the Week (Concept)	Main Selection	Target Skills & Strategies	Word Analysis	Weekly Writing
1	How do people adapt to difficult situations?	Weslandia	Draw conclusions Questioning Endings	Word Endings: -ing, -ed, -s	Picture Book
2	How do people overcome obstacles?	Tripping Over the Lunch Lady	Generalize Predict/Set Purpose Unfamiliar Words	Suffixes: -ly, -ian	Friendly Letter
3	How do animals adapt to survive?	Exploding Ants	Graphic Sources Important Ideas Synonyms	Suffix: -ize	Formal Letter
4	How do people adapt to new places?	The Stormi Giovanni Club	Generalize Visualize Unfamiliar Words	Suffixes: -ible, -able	Narrative Poetry
5	Why do people try to change themselves?	The Gymnast	Draw Conclusions Visualize Suffixes -ion, -ish	Negative Prefixes	Autobiographical Sketch
6	Interactive Review (Flexible Pacing)		Review	Review	

Jan 21-Feb27 26 DAYS

Unit 4 Big Question: How do people and animals adapt to different situations?

Research and Inquiry Skills: Magazine/Periodical, Graph

<p>Project-based Learning Driving Question</p>	<p>Essential Vocabulary</p>	<p>Writing Main Focus: Cause and Effect Essay</p>	<p>Content Standards</p>
<p>What are some conclusions you can draw as to why some species become extinct and others adapt and survive?</p>	<p>inherited, environment, species, offspring, traits, variations, survival, instincts, population, specialized structure, organism, learned behavior</p>	<p>Draw Conclusions Generalize</p>	<p>Science Standard 5: Students will understand that traits are passed from the parent organisms to their offspring, and that sometimes the offspring may possess variations of these traits that may help or hinder survival in a given environment.</p>

Student Learning Targets

<p>Student Learning Targets</p>	<p>ELA Core Standards: READING, WRITING, SPEAKING & LISTENING, LANGUAGE</p>	<p>Science Connections Other Content Connections</p>
<ul style="list-style-type: none"> I can describe how some characteristics could give a species a survival advantage in a particular environment. I can compare the traits of similar species for physical abilities, instinctual behaviors, and specialized body structures that increase the survival of one species in a specific environment over another species (e.g., difference between the feet of snowshoe hare and cottontail rabbit, differences in leaves of plants growing at different altitudes, differences between the feathers of an owl and a hummingbird, differences in parental behavior among various fish). I can identify that some environments give one species a survival advantage over another (e.g., warm water favors fish such as carp, cold water favors fish such as trout, environments that burn regularly favor grasses, environments that do not often burn 	<p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>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.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.7 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.10 Write routinely over extended time frames</p>	<p>Objective 2 Describe how some characteristics could give a species a survival advantage in a particular environment.</p> <p>a. Compare the traits of similar species for physical abilities, instinctual behaviors, and specialized body structures that increase the survival of one species in a specific environment over another species (e.g., difference between the feet of snowshoe hare and cottontail rabbit, differences in leaves of plants growing at different altitudes, differences between the feathers of an owl and a hummingbird, differences in parental behavior among various fish).</p> <p>b. Identify that some environments give one species a survival advantage over another (e.g., warm water favors fish such as carp, cold water favors fish such as trout, environments that burn regularly favor grasses, environments that do not often burn favor trees).</p> <p>c. Describe how a particular physical attribute may provide an advantage for survival in one environment but not in another (e.g., heavy fur in arctic climates keep animals warm whereas in hot desert climates it would cause overheating; flippers on such animals as sea</p>

5th Grade English Language Arts Units

<p>favor trees).</p> <ul style="list-style-type: none"> • I can describe how a particular physical attribute may provide an advantage for survival in one environment but not in another (e.g., heavy fur in arctic climates keep animals warm whereas in hot desert climates it would cause overheating; flippers on such animals as sea lions and seals provide excellent swimming structures in the water but become clumsy and awkward on land; cacti retain the right amount of water in arid regions but would develop root rot in a more temperate region; fish gills have the ability to absorb oxygen in water but not on land). • I can research a specific plant or animal and report how specific physical attributes provide an advantage for survival in a specific environment. • I can write to explain the cause of offspring exhibiting traits that have been are passed from the parent organisms to their offspring, and that sometimes the offspring may possess variations of these traits the effect may help or hinder survival in a given environment. 	<p>(time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL 5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>lions and seals provide excellent swimming structures in the water but become clumsy and awkward on land; cacti retain the right amount of water in arid regions but would develop root rot in a more temperate region; fish gills have the ability to absorb oxygen in water but not on land).</p> <p>d. Research a specific plant or animal and report how specific physical attributes provide an advantage for survival in a specific environment.</p>
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Unit 4 Text Resources

LITERARY:

INFORMATIONAL:

SCIENCE:

Fifth Grade

Reading Street Scope and Sequence

Unit Five: March 3 – April 11

Pacing: 30 instructional days

Big Question: Who goes seeking adventure and why?					
Unit Writing Projects: Interview and Persuasive Essay					
Week	Question of the Week (Concept)	Main Selection	Target Skills & Strategies	Word Analysis	Weekly Writing
1	How can we find adventure in ordinary events?	The Skunk Ladder	Character and Plot Background Knowledge Greek and Latin Roots	Multi-syllabic words	Rhyming Poem
2	How does technology help adventurers reach new places?	The Unsinkable Wreck of the R.M.S. Titanic	Graphic Sources Inferring Unknown Words	Related words	Notes
3	What is life like for an astronaut?	Talk with an Astronaut	Author's Purpose Monitor and Clarify Multiple-Meaning Words	Greek word parts	Biographical Sketch
4	How do we explore places underground?	Journey to the Center of the Earth	Cause and Effect Summarize Unfamiliar Words	Latin roots	Letter to the Editor
5	What adventures helped drive westward expansion?	Ghost Towns of the American West	Generalize Questioning Prefixes over- and in-	Greek word parts	Summary
6	Interactive Review (Flexible Pacing)		Review	Review	

5th Grade English Language Arts Units

Mar 3-Apr 11 30 DAYS

Unit 5 Big Question: Who goes seeking adventure and why?

Research and Inquiry Skills: Print Sources, Note Taking, Reader's guide to periodical literature, Diagrams/Scale Drawing, Outline

<p>Project-based Learning Driving Question</p>	<p>Essential Vocabulary</p>	<p>Writing Main Focus: Persuasive, Letter to the Editor</p>	<p>Content Standards</p>
<p>How was the United States impacted by economic developments and/or technological innovations?</p>	<p>expansion, free market system, industrial revolution</p>	<p>Background Knowledge Author's Purpose</p>	<p>Social Studies: Standard 4 Students will understand that the 19th century was a time of incredible change for the United States, including geographic expansion, constitutional crisis, and economic growth.</p>

<p>Student Learning Targets</p>	<p>ELA Core Standards: READING, WRITING, SPEAKING & LISTENING, LANGUAGE</p>	<p>Social Studies Connections Other Content Connections</p>
<ul style="list-style-type: none"> I can understand the impact of major economic forces at work in the post-Civil War. I can assess how the free-market system in the United States serves as an engine of change and innovation. I can describe the wide-ranging impact of the Industrial Revolution (e.g. inventions, industries, innovations). I can evaluate the roles new immigrants played in the economy of this time. 	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from text. RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key detail; summarize text. RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific or technical text based on specific information in the text. RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.) W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 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. SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Objective 4: Understand the impact of major economic forces at work in the post-Civil War.</p> <ul style="list-style-type: none"> a. Assess how the free-market system in the United States serves as an engine of change and innovation. b. Describe the wide-ranging impact of the Industrial Revolution (e.g. inventions, industries, innovations). c. Evaluate the roles new immigrants played in the economy of this time.

5th Grade English Language Arts Units

Unit 5 Text Resources

LITERARY:

INFORMATIONAL:

SOCIAL STUDIES:

Fifth Grade
Reading Street Scope and Sequence

Unit Six: April 21 – May 30

Pacing: 29 instructional days

Big Question: What can we learn from encounters with the unexpected?					
Unit Writing Projects: Photo Description and Research Report					
Week	Question of the Week (Concept)	Main Selection	Target Skills & Strategies	Word Analysis	Weekly Writing
1	How can unplanned situations have positive outcomes?	The Truth About Austin's Amazing Bats	Draw Conclusions Important Ideas	Suffixes: -ous, -sion, -ion, -ation	Journal Entry
2	What unexpected effects can humans have on nature?	The Mystery of St. Matthew Island	Main Idea and Details Text Structure	Final Syllable: -ant, -ent, -ance, -ence	Mystery
3	How can we learn from the results of our actions?	King Midas and the Golden Touch	Compare and Contrast Story Structure	Latin Roots	Parody
4	How can unexpected encounters reveal hidden dangers?	The Hindenburg	Fact and Opinion Predict and Set Purpose	Related Words	Writing a Review
5	What unexpected influence do we have on those around us?	Sweet Music in Harlem	Sequence Background knowledge	Easily Confused Words	Personal Narrative
6	Interactive Review (Flexible Pacing)		Review	Review	

5th Grade English Language Arts Units

Apr 21-May 30 29 DAYS

Unit 6 Big Question: What can we learn from encounters with the unexpected?

Research and Inquiry Skills: Follow and Clarify Directions, Order form/Application, Map/Globe, Atlas, Poster/Announcement

Project-based Learning Driving Question	Essential Vocabulary	Writing Main Focus: Research Report Photo Description	Content Standards
What is the role of the US as a world superpower and how could they be part of the solution in a current issue facing the world?	superpower, democracy, Human rights, suffrage, genocide, environmental protection, public health, education	Draw Conclusions Main Idea and Details Compare and Contrast Sequence	Social Studies Standard 5: Students will address the causes, consequences and implications of the emergence of the United States as a world power.

Student Learning Targets	ELA Core Standards: READING, WRITING, SPEAKING & LISTENING, LANGUAGE	Social Studies Connections Other Content Connections
<ul style="list-style-type: none"> I can evaluate the role of the United States as a world power. I can assess differing points of view on the role of the US as a world power (e.g. influencing the spread of democracy, supporting the rule of law, advocating human rights, promoting environmental stewardship). I can identify a current issue facing the world and propose a role the United States could play in being part of a solution (e.g. genocide, child labor, civil rights, education, public health, environmental protections, suffrage, economic disparities). 	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.) W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 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. 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.	Objective 3: Evaluate the role of the United States as a world power. a. Assess differing points of view on the role of the US as a world power (e.g. influencing the spread of democracy, supporting the rule of law, advocating human rights, promoting environmental stewardship). b. Identify a current issue facing the world and propose a role the United States could play in being part of a solution (e.g. genocide, child labor, civil rights, education, public health, environmental protections, suffrage, economic disparities).

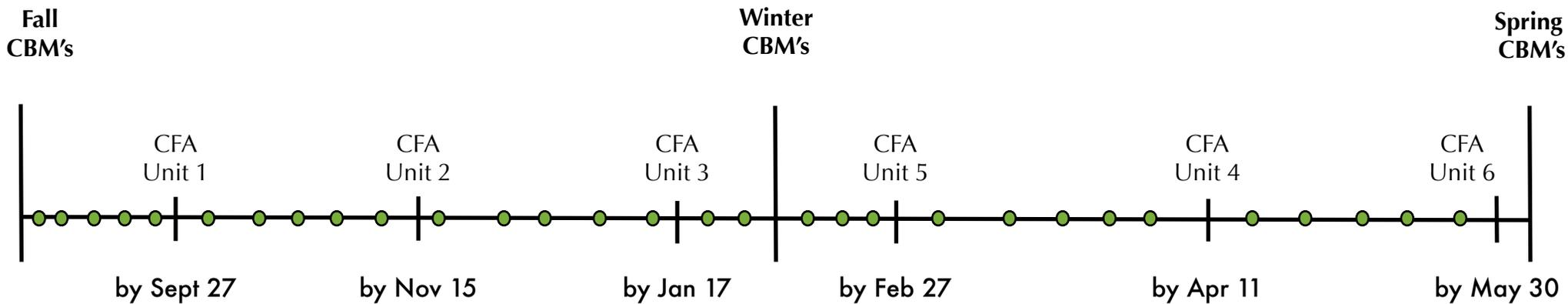
Unit 6 Text Resources

LITERARY:

INFORMATIONAL:

SOCIAL STUDIES:

**Fifth Grade
English Language Arts
Assessment Continuum
2013-14**



● = Weekly Test/Progress Monitoring
(optional assessments)

* Please submit Unit SuccessNet scores to
your school principal by this date.

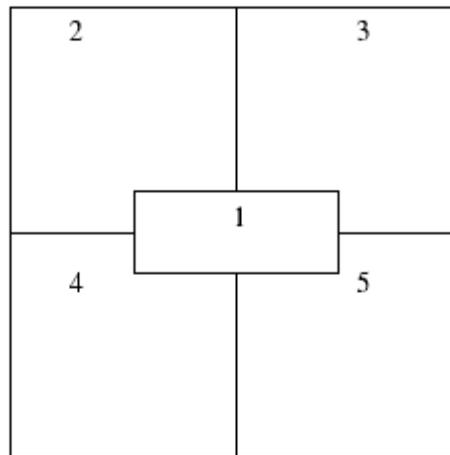
Four Square Writing Overview

Four Square Writing Method for Grades 1-3 (ISBN 1-57310-188-5) and
Four Square Writing Method for Grades 4-6 (1-57310-189-3)
are written by Judith S. and Evan Jay Gould.

You can easily write properly structured paragraphs with a topic sentence and conclusion using a simple “four square” graphic organizer. With further practice, you will learn to write well-developed compositions of five or more paragraphs, complete with introductory and concluding paragraphs.

Step 1: Write your topic sentence based on your writing prompt or topic.

Divide an entire piece of notebook paper into equal quarters, leaving a large rectangle in the center (as illustrated below.) Once you have formulated your position into a main idea (K-1), topic sentence (2-3) or thesis statement (4-6), **write your Main Idea or Topic Sentence in Box 1.**



The main idea (topic sentence) is placed in the center box of the four square (box 1). Boxes 2, 3, and 4 are used for supporting ideas. The lower right box (box 5) is used to build a summary or concluding sentence. This "wrap-up" sentence encompasses all the ideas developed in the four square, and is the basis of developing good introductory and concluding paragraphs in the essay.

Step 2: Write three supporting ideas and a concluding sentence.

Once you've written your topic or prompt in Box 1, BRAINSTORM three supporting ideas (Write these in Boxes 2, 3 and 4.) Finally, write a concluding sentence in Box #5. Now the center box will contain a complete sentence (topic sentence based on your prompt), and boxes 2, 3, and 4 will contain supporting ideas (reasons, examples, or explanations) that prove or support box 1. These ideas must be all different from one another, real, and not simple opinions.

Step 3: Develop your ideas in sentences/paragraph(s) on a separate sheet of paper. (Your sentences/paragraph(s) ideas are now taken off the organizer and put into sentences/paragraph(s) form on a separate sheet of paper, which will give you plenty of room to add to your sentences/paragraph(s).) Begin writing sentences/paragraph(s) using what you wrote in the Four Square (one sentences/paragraph(s) for each box).

Four Square and MORE:

4 Square + 3D: Adding more Details- Now these "supporting ideas" (reasons, examples, or explanations) need further development by adding supporting details in boxes 2, 3, and 4. Adding detail and support can be difficult since you may not be accustomed to elaborating. You will be challenged to "strain your brains." At this time it is important to remember that *there may not be a repetition* anywhere on the four-square.

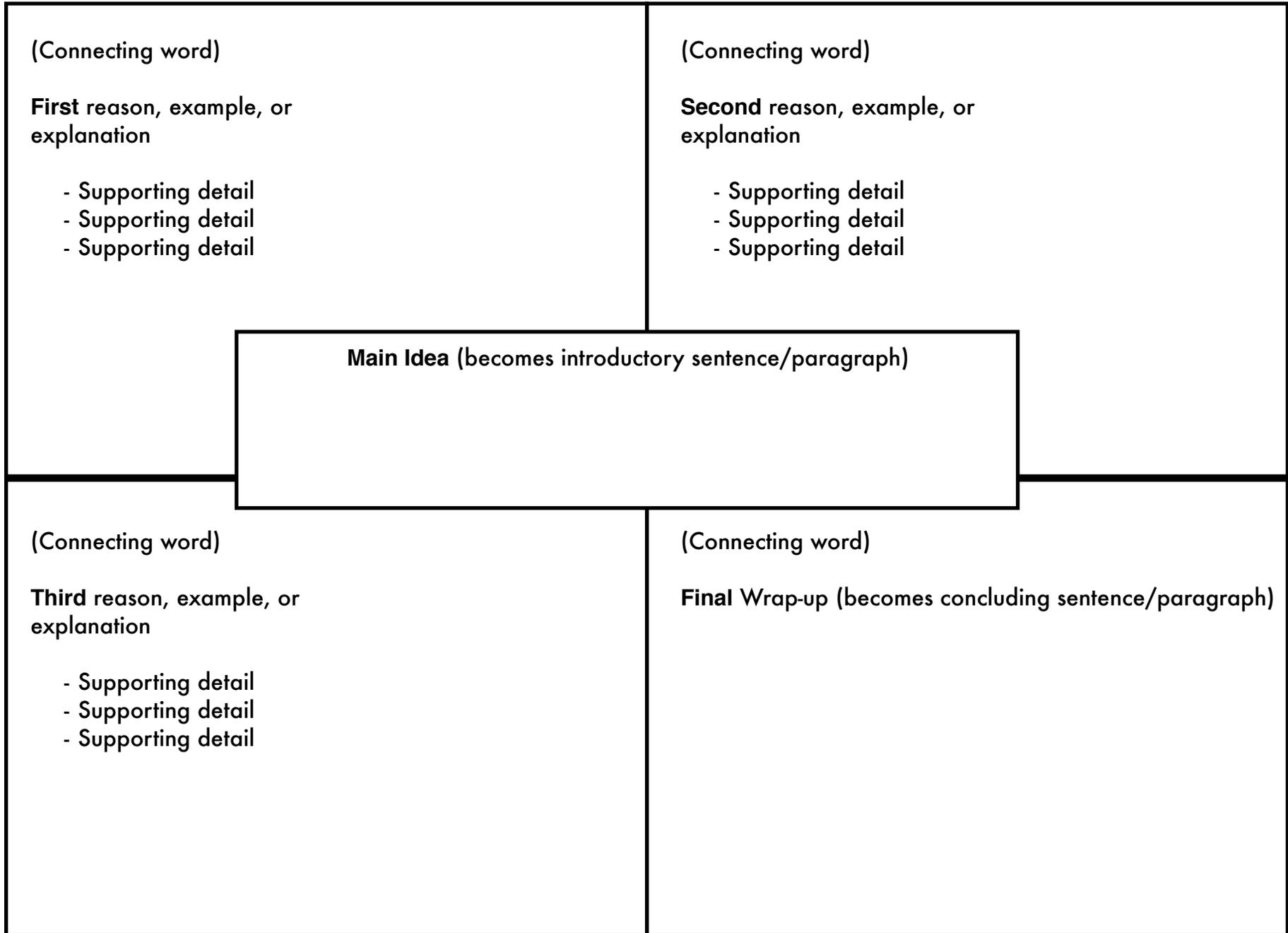
4 Square + 3D + C: Adding Connecting words to provide transition between thoughts- By now you are developing your thesis statement (box 1) into three reasons, examples or explanations and supporting elaboration (boxes 2, 3, and 4). Connecting (transition) words are now needed to provide for smooth transition and reading between what will become paragraphs.

4 Square + 3D + C + V: Incorporating Vivid language into writing- This step helps you develop personal writing style by using carefully chosen specific words to provide sensory details and imagery for the reader. Your goal is to *show* the reader, not to just *tell* the reader. You can list several words under each detail in the organizer and later decide which ones to use. Addition of vivid language furthers elaboration and enhances maturity of writing. Building these descriptions prepares the writer for longer and more complex compositions.

Now all that is left is to take your paragraphs and develop the 5-paragraph essay; even your introduction and conclusion ideas are taken from your original four square organizer.

Four Square Writing Organizer

Four Square Writing Method for Grades 1-3 (ISBN 1-57310-188-5) and
Four Square Writing Method for Grades 4-6 (1-57310-189-3) are written by Judith S. and Evan Jay Gould.



Fifth Grade
Science & Social Studies Text Supports

Science Standards	Reading Street Student Texts U = Unit; W = Week; D = Day	Reading Street Leveled Readers L= Lexile <i>Book Title: (L #)</i> G= Grade	Reading Street Science & Social Studies Leveled Readers L= Lexile <i>Book Title: (L #)</i>	REACH National Geographic Readers
<p>Standard 1 Students will understand that chemical and physical changes occur in matter.</p>		<p><u>The Case of the Disappearing Sugar</u> (G4)</p>	<p><u>Acids and Bases</u> (L900) <u>Baking Chemistry</u> (L950) <u>Building Blocks of Matter</u> (L900) <u>Changes in Matter</u> (L480, L640) <u>Changing Matter</u> (L770) <u>Everyday Reactions</u> (L660) <u>How Matter Changes</u> (L800) <u>How Matter Works</u> (L510) <u>How Things Can Change</u> (L350) <u>Lighter than Air</u> (L870) <u>Matter</u> (L100, L250, L460, L620) <u>Matter and Its Properties</u> (L640, L760) <u>Matter's Properties</u> (L760) <u>Observing Matter</u> (L100) <u>Properties of Matter</u> (L210, L720, L850, L880) <u>Structure of Matter</u> (L820) <u>Ways Matter Changes</u> (L710) <u>Acids and Bases at Work</u> (L990) <u>Changing Solids, Liquids and Gases</u> (L280) <u>Observing Solids, Liquids and Gases</u> (L270) <u>Understanding Matter</u> (L860) <u>What are Solids, Liquids & Gases?</u> (L240)</p>	

Science & Social Studies Text Supports

<p>Science Standards</p>	<p>Reading Street Student Texts U = Unit; W = Week; D = Day</p>	<p>Reading Street Leveled Readers L= Lexile <i>Book Title: (L #)</i> G= Grade</p>	<p>Reading Street Science & Social Studies Leveled Readers L= Lexile <i>Book Title: (L #)</i></p>	<p>REACH National Geographic Readers</p>
<p>Standard 2 Students will understand that volcanoes, earthquakes, uplift, weathering, and erosion reshape Earth's surface.</p>	<p>U4 W1 Main Selection: <u>Westlandia</u></p> <p>U5 W4 Question of the week: "How do we explore places underground?"</p> <p>U5 W4 Target Strategy-Cause and Effect Diagram and discussion of the layers of the Earth</p> <p>U5 W4 D1 Research and Inquiry- Student will research an aspect of geology</p>	<p><u>Exploring Inner Space</u> (L450) <u>Tom Rides Out the Quake</u> (L680) <u>Rock Canyon Challenge</u> (L890) <u>The Journey Through Earth</u> (L850) <u>The Shaping of the Continents</u> (L1020) <u>The Inside Story Of Earth</u> (G5) <u>The Shaping of the Continents</u> (G5) <u>The Journey Through the Earth</u> (G5) <u>Looking for Changes</u> (G4) <u>Flash Flood</u> (L470) <u>Exploring the World Below</u> (L1110) <u>Rocks, Wind, & Water</u> (L470) <u>Earth: The Inside Story</u> (L1110) <u>From Volcanoes to Islands</u> (G3)</p>	<p><u>From Volcanoes to Islands</u> (G3) <u>Earth's Changing Surface</u> (L790) <u>Changes on Earth</u> (L590) <u>Changes to Earth's Surface</u> (L720) <u>The Changing Surface of the Earth</u> (L850) <u>Follow a River</u> (L790) <u>Ice!</u> (L840) <u>Mountains of the World</u> (L1020) <u>Our Changing Earth</u> (L590) <u>Reshaping Earth's Surface</u> (L730) <u>The Hidden Worlds of Caves</u> (L1000)</p>	<p>Vol. 2 - Word Poems pg. PD45. The example shows a word poem about a volcano.</p> <p>Vol. 2 - pg. T441-T447 <u>Rhyolite</u> The town in the story was named after a type of volcanic rock found nearby.</p> <p>Vol. 2 - pg. T334e Level book, <u>Wetlanders</u>, has erosion listed as a key word.</p>

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Standard 3 Students will understand that magnetism can be observed when there is an interaction between the magnetic fields of magnets or between a magnet and materials made of iron.			<u>Magnet Fun</u> (L650) <u>Electricity and Magnetism</u> (L740) <u>Poles Apart</u> (L880) <u>Electric & Magnetic Power</u> (L790) <u>Forces in Motion</u> (L760) <u>Magnetism</u> (L710) <u>Magnetism and Its Uses</u> (L840) <u>Our Magnetic Earth</u> (L860)	
Standard 4 Students will understand features of static and current electricity.		<u>Electricity</u> (L870) <u>As Good as Gold</u> (G6) <u>Sun Power</u> (G6)	<u>All About Electricity</u> (L400) <u>Electricity</u> (L700) <u>Electricity and Its Uses</u> (L820) <u>Electricity and Magnetism</u> (L740) <u>Energy</u> (L960) <u>Energy</u> (L560) <u>Energy</u> (L260) <u>Energy</u> (L130) <u>Learning About Energy</u> (L100) <u>The Light Bulb</u> (L930) <u>Poles Apart</u> (L880) <u>Electricity</u> (L640) <u>Forms of Energy</u> (L710) <u>The Light Bulb</u> (L900) <u>The Power of Electricity</u> (L770) <u>Putting Energy to Work</u> (L950)	Unit 2- T604f Nonfiction Leveled Books- Thomas Edison Unit 2, Volume 1- T112k-l Unit 2, Volume 1- SE 118 "Energy for the Future"

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<p>Standard 5 Students will understand that traits are passed from the parent organisms to their offspring, and that sometimes the offspring may possess variations of these traits that may help or hinder survival in a given environment.</p>	<p>U3 W5 D3 Poem: "The Termites"</p> <p>U4 W3 Main Selection: <u>Exploding Ants</u> Question of the Week: "How do animals adapt to survive?"</p> <p>U6 W1 Main Selection: The Truth about Austin's Amazing Bats</p> <p>U6 W1 D1 SE 320 The Mystery of the Monarchs</p> <p>U6 W1 D2 SE 323 Ears for Eyes</p> <p>U6 W2 Main Selection: <u>The Mystery of St. Matthew Island</u> Question of the Week: What unexpected effects can humans have on nature?</p> <p>U6 W2 D4 City Hawks SE 364</p>	<p><u>Surviving the Elements</u> (L760) <u>Amazing Ants</u> (L280) <u>Changing for Survival: Bird Adaptations</u> (L860) <u>Animals Adapt</u> (G3) <u>Masters of Disguise</u> (G5) <u>Surviving the Weather: Animals in Their Environment</u> (L760)</p>	<p><u>All About Plants</u> (L430)</p>	

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<p>Standard 1 Students will understand how the exploration and colonization of North America transformed human history.</p>		<p><u>Adventure to the New World</u> (L900) <u>The Colonial Adventure</u> (L500) <u>Colonial New England</u> (L500) <u>Colonization and Native Peoples</u> (L890) <u>From Spain to America</u> (L790) <u>From Spain to America</u> (G4) <u>Journey to the New World</u> (L860) <u>Lewis and Clark</u> (L840) <u>Maine Now and Then</u> (L900) <u>Moving to the United States</u> (L500) <u>The Pilgrims' First Year</u> (L610) <u>A Tale of Gold and Glory</u> (G5) <u>Finding Home</u> (G5)</p>	<p><u>Adventure in the Americas</u> (L900) <u>Exploring a New World</u> (L830) <u>The Spanish in Florida</u> (L820) <u>St. Augustine & Florida's Spanish Heritage</u> (L1010) <u>St. Augustine: Our First City</u> (L940) <u>A Whole New World</u> (L810) <u>Jamestown</u> (L810) <u>The Jamestown Colony</u> (L890) <u>John Smith and the Survival of Jamestown</u> (L950) <u>Making Connections: American Indians and Settlers</u> (L1000) <u>New World, New Neighbors</u> (L970) <u>Spanish Conquests of the Americas</u> (L930)</p>	
<p>Standard 2 Students will understand the chronology and significance of key events leading to self-government.</p>	<p>U2 W5 Question of the Week: How can people promote freedom? U2 W5 D1 Read Aloud: <u>Molly Pitcher</u> U2 W5 D1 Skill/Strategy: <u>Before the Midnight Ride</u> U2 W5 D2 Main Selection: <u>The Midnight Ride of Paul Revere</u> U2 W5 D4 Drama: <u>The Heroic Paul Revere</u></p>	<p><u>American Revolution Heroes</u> (L600) <u>Revere's Ride</u> (L590) <u>Paul Revere's Ride</u> (L910) <u>Paul Revere and the American Revolutionary War</u> (L910) <u>Home of the Brave</u> (L650) <u>Living in a Democracy</u> (L650) <u>The Power of the People</u> (L810) <u>After the Midnight Ride</u> (G5) <u>Molly Pitcher: An American Hero</u> (G5) <u>The Story of our Freedom</u> (G3)</p>	<p><u>Choosing Freedom</u> (L980) <u>Conflict in the Colonies</u> (L1030) <u>Key Conflicts of the Revolution</u> (G5) <u>On the Road to Revolution</u> (L1120) <u>Starting America: Thomas Jefferson & His Writings</u> (L800) <u>Thomas Jefferson: A Man of Ideas</u> (G3) <u>Thomas Jefferson</u> (L520) <u>Turning Points and the Fight for Freedom</u> (G5) <u>The War for Independence</u> (G5) <u>The Fourth of July</u> (L390)</p>	

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<p>Standard 3 Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights.</p>		<p><u>The Freedoms of Speech and Assembly in the United States</u> (L1020) <u>The Power of the People</u> (L810) <u>The United States Government</u> (L810) <u>A Trip to Capital Hill</u> (L860) <u>Words of Freedom: The U.S. Constitution</u> (L890) <u>George Did It</u> (G3) <u>Home of the Brave</u> (L650) <u>Living in a Democracy</u> (L650)</p>	<p><u>The Story of our Freedom</u> (G3) <u>The Fourth Grade Election</u> (G4) <u>The Constitution: Protecting Our Rights & Freedoms</u> (G4) <u>D is for Democracy</u> (L750) <u>Our Government</u> (L670) <u>The People Who Gave Us the U.S. Constitution</u> (L820) <u>The Freedoms of Speech and Assembly in the United States</u> (L1020)</p>	<p>Unit 4: What is Justice? Amendments to the Constitution Videos and interactives available for this unit</p>
<p>Standard 4 Students will understand that the 19th century was a time of incredible change for the United States, including geographic expansion, constitutional crisis, and economic growth.</p>	<p>U1 W5 D2 Main Selection: <u>Ten Mile Day</u></p> <p>U5 W5 D2 Reread for Fluency: <u>The Sky's the Limit</u></p> <p>U5 W5 D2 Main Selection: <u>Ghost Towns of the American West</u></p> <p>U2 W2 D2 Reread for Fluency: <u>Civil War Drummers</u></p>	<p><u>Sweet Freedom!</u> (L860) <u>The California Gold Rush</u> (L720) <u>The United States Moves West</u> (L860) <u>From Territory to Statehood</u> (L770) <u>Go West!</u> (L840) <u>A Shifting Society</u> (L1000) <u>William Carney: An American Hero</u> (L440) <u>The Long Journey West</u> (L680) <u>A Spy in Disguise</u> (L1000) <u>From Six Months to Six Days</u> (L330) <u>Becoming a Melting Pot</u> (L1000) <u>The Golden Spike</u> (L800) <u>A Railroad Over the Sierra</u> (L1000) <u>The Land of Opportunity</u> (L1170) <u>The Incredible Alexander Graham Bell</u> (L720) <u>The California Gold Rush</u> (L720)</p>	<p><u>Conflict in the American West</u> (L 950) <u>The Growing United States</u> (L 840) <u>The Search for Land, Gold, and a New Life</u> (L 970) <u>Westward Expansion</u> (L 1140) <u>Following the Golden Dream</u> (L 1060) <u>Civil War Heroines</u> (L 830) <u>Saving an American Symbol</u> (L 850) <u>The United States Moves West</u> (L 860)</p>	

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<p>Standard 5 Students will address the causes, consequences and implications of the emergence of the United States as a world power.</p>	<p>U4 W4 D1 Read Aloud: <u>A Legacy of Courage</u></p>	<p><u>Code Breakers: Uncovering German Messages</u> (L670) <u>Danger! Children at Work</u> (L960) <u>Land of Plenty</u> (L710) <u>Operation Inspiration</u> (L810) <u>Equality in American Schools</u> (L1010) <u>The Civil Rights Movement</u> (L1090) <u>The Women’s Movement</u> (L860) <u>Navajo Code Talkers</u> (L1100) <u>Number the Stars</u> (G5) <u>A Safe Haven</u> (L870) <u>Innocent Prisoners! Life in a Japanese American Internment Camp</u> (L820) <u>Great Women in U.S. History</u> (L680) <u>Tulips for Annie’s Mother</u> (L480) <u>It’s Our Right</u> (L920) <u>The Most Dangerous Woman in America</u> (L870) <u>Making a Difference in Denmark</u> (G5)</p>	<p><u>Churchill and the World at War</u> (G6) <u>The Home Front</u> (L1030) <u>The War at Home</u> (L980) <u>We’re in this Together</u> (G5, G6) <u>The Great Depression</u> (L1080) <u>The Great Depression: It’s Impact & America’s Reaction</u> (G5) <u>Hard Times</u> (L1030) <u>Danger: Children at Work</u> (G4) <u>The Civil Rights Movement</u> (L1090)</p>	

INSTRUCTIONAL SORT

3rd – 5th Grades

Refer to the AIMSwab Instructional Recommendation Report to R-CBM. Use that information to establish four groups. Select criterion report based on CSD benchmarks. Using the criteria outlined in the table below, begin to group students accordingly. An additional, blank sort is provided at the back of this section to record groups.

Group 1: Accurate & Fluent Met benchmark on R-CBM with at least 98% accuracy	Group 2: Accurate & Slow Reader Below benchmark on R-CBM with at least 98% accuracy
Group 3: Inaccurate & Slow Reader Below benchmark on R-CBM with less than 98% accuracy	Group 4: Inaccurate & Fluent Met benchmark on R-CBM with less than 98% accuracy

3rd – 5th Grades Focus of Instruction & Materials

<p>Group 1: Accurate & Fluent</p> <p>Focus of Instruction: Comprehension</p> <ul style="list-style-type: none"> • Monitoring for meaning • Identifying, summarizing, and extending main ideas • Self-monitoring and fix-up strategies and awareness of reading for understanding • Teaching important words directly and word-learning strategies • Inquiry based questioning based on Hess’ Cognitive Rigor Matrix (Revised Bloom and DOK) <p>Instructional Materials:</p> <ul style="list-style-type: none"> • Reading Street Leveled Readers • Literary and Informational Text • Reading Street Small Group: Advanced Level lessons (AI) • Word Study (vocabulary, derivations, etc.) • Reading Street Rit Kit (Comprehension and Vocabulary lessons) • Junior Great Books • Extended Learning Activities • Research and Inquiry • 21st Century Unit Writing Projects • Writing Process Writing Projects (turquoise pages) • Project-Based Learning 	<p>Group 2: Accurate & Slow Reader</p> <p>Focus of Instruction: Fluency</p> <ul style="list-style-type: none"> • Building automaticity, but do not ignore making meaning. • Repeated readings • Word or phrase level automaticity in addition to passages, if necessary • Grouping words to make meaning, pacing punctuation • Read for main idea, summarizing, and/or text elements <p>Instructional Materials:</p> <ul style="list-style-type: none"> • Reading Street Decodable Readers • Reading Street Leveled Readers • Reading Street Fluency passages • Literary and Informational Text • Reading Street Small Group: On-Level lessons (OI) • Reading Street Rit Kit (Fluency and Comprehension lessons)
<p>Group 3: Inaccurate & Slow Reader</p> <p>Focus of Instruction: Phonics and/or Phonological Awareness</p> <ul style="list-style-type: none"> • Missing phonemic awareness skills • Missing decoding skills • Missing sight words skills • Missing multi-syllabic decoding skills • Applying skills to connected text at instructional level • Building fluency at independent level • Substantial practice applying phonics to new text and writing <p>Instructional Materials:</p> <ul style="list-style-type: none"> • Reading Street Decodable Readers • Reading Street Leveled Readers • Reading Street Phonics and Word Analysis • Reading Street Small Group: Strategic Intervention lessons (SI) • My Sidewalks materials • Florida Center on Reading Research • Reading Street Rit Kit (Phonics lessons) • Empowering Teachers Resources (www.fcrr.org) 	<p>Group 4: Inaccurate & Fluent Reader</p> <p>Focus of Instruction: Digging Deeper into Needs</p> <ul style="list-style-type: none"> • Explicit modeling of accurate reading • Self-monitoring—table tap when student makes and error. This will help the student slow down and read more accurately. • Challenge student to read a portion of the text with 2 or less errors • Teach student to adjust rate of reading to type of text and purpose for reading <p>Instructional Materials:</p> <ul style="list-style-type: none"> • Reading Street Decodable Readers • Reading Street Leveled Readers • Reading Street Phonics and Word Analysis • Reading Street Small Group: Strategic Intervention lessons (SI) • Reading Street Rit Kit (Phonics lessons)

My Class Instructional Sort

<p>Group 1: Accurate & Fluent Met benchmark on R-CBM with at least 98% accuracy</p>	<p>Group 2: Accurate & Slow Reader Below benchmark on R-CBM with at least 98% accuracy</p>
<p>Group 3: Inaccurate & Slow Reader Below benchmark on R-CBM with less than 98% accuracy</p>	<p>Group 4: Inaccurate & Fluent Met benchmark on R-CBM with less than 98% accuracy</p>



STANDARDS FOR

English Language Arts

&

**Literacy in History/Social Studies,
Science, and Technical Subjects**

3-5

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

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. 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. 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 content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Reading Standards for Literature **3-5**

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	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.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	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).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Distinguish their own point of view from that of the narrator or those of the characters.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas		
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	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.

Reading Standards for Informational Text 3–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	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.
Craft and Structure		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	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.
6. Distinguish their own point of view from that of the author of a text.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	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.
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8. Explain how an author uses reasons and evidence to support particular points in a text.	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).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity		
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 2–3 text complexity band independently and proficiently.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	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.

Reading Standards: Foundational Skills (3–5)

Grade 3 students:	Grade 4 students:	Grade 5 students:
Phonics and Word Recognition		
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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.
Fluency		
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry 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. 	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry 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. 	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry 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.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content of student writing

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. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and 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 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.

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

Writing Standards 3–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Text Types and Purposes		
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons. Provide a concluding statement or section. 	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>). Provide a concluding statement or section related to the opinion presented. 	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). Provide a concluding statement or section related to the opinion presented.
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. Provide a concluding statement or section. 	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. 	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. 	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. 	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

Writing Standards 3–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Production and Distribution of Writing		
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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.)	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.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)	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 on pages 28 and 29.)
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	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 one page in a single sitting.	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.
Research to Build and Present Knowledge		
7. Conduct short research projects that build knowledge about a topic.	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	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.
9. (Begins in grade 4)	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
Range of Writing		
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.	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.	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.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

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. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and Listening Standards 3–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Comprehension and Collaboration		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
<p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
Presentation of Knowledge and Ideas		
<p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	<p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p>	<p>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 on pages 28 and 29 for specific expectations.)</p>

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Language Standards 3-5

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Grade 3 students:	Grade 4 students:	Grade 5 students:
Conventions of Standard English		
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., <i>childhood</i>). Form and use regular and irregular verbs. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. Ensure subject-verb and pronoun-antecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.* Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed. 	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation to separate items in a series.* Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.

Language Standards 3–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Knowledge of Language		
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written standard English. 	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). 	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

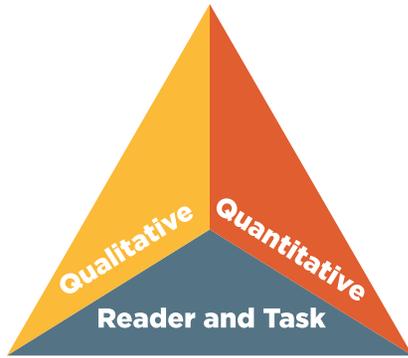
*Subsumed by L.7.3a

†Subsumed by L.9–10.1a

‡Subsumed by L.11–12.3a

Standard 10: Range, Quality, and Complexity of Student Reading K-5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

A Visual Representation of the Range and Complexity of Text in the Existing Core Compared to the Common Core*

