



Course Title: FIFTH GRADE ENGLISH LANGUAGE ARTS

COMPREHENSION

<u>Reporting Topics</u>	<u>Grade Level Standards</u>
<u>Reads Grade Level Text</u>	<ul style="list-style-type: none">• 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. (RI.5.10- DOK 1,2,3,4)• 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. (RI.5.10 DOK 1,2,3,4)• Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (RI.5.IA.1- DOK 2,3)• Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2- DOK 2, 3)
<u>Quotes text evidence to make inferences</u>	<ul style="list-style-type: none">• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1- DOK 1,2,3)• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1- DOK 1,2,3)
<u>Compares and contrasts similar themes or events from text within the same genre</u>	<ul style="list-style-type: none">• 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). (RL.5.3- DOK 2,3)• 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). (RL.5.7- DOK 2,3,4)• Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (RL.5.9- DOK 1,2)• Compare and contrast the varieties of English (i.e., dialects, registers) used in stories, dramas, or poems (L.5.3b)
<u>Evaluating Text Structures</u>	<ul style="list-style-type: none">• Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5- DOK 2, 3) 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. (RI.5.5- DOK 2,3)
<u>Comprehensive Summary of Texts</u>	<ul style="list-style-type: none">• Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2- DOK 2, 3)• 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. (RL.5.2- DOK 2, 3)• Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or



	<p>technical text based on specific information in the text. (RI.5.3- DOK 2, 3)</p>
<p><u>Analyzing Point of View</u></p>	<ul style="list-style-type: none"> Describe how a narrator’s or speaker’s point of view influences how events are described. (RL.5.6- DOK 2,3,4) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6- DOK 2,3,4)
<p><u>FOUNDATIONAL SKILLS</u></p>	
<p><u>Reporting Topics</u></p>	<p><u>Grade Level Standards</u></p>
<p><u>Demonstrates active word solving while reading</u></p>	<ul style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> 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. (RF.5.3- DOK 1)
<p><u>Reads Fluently and Accurately</u></p>	<ul style="list-style-type: none"> Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4- DOK 1,2)
<p><u>VOCABULARY</u></p>	
<p><u>Reporting Topics</u></p>	<p><u>Grade Level Standards</u></p>
<p><u>Expanding Vocabulary</u></p>	<ul style="list-style-type: none"> 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. <ul 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 words (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 keywords and phrases. (L.5.4- DOK 1,2, 3, 4) 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>). (L.5.6- DOK 1,2) 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>. (RI.5.4- DOK 2)



<p><u>Understanding Word Impact</u></p>	<ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4- DOK 2) ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul 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. (L.5.5.- DOK 1,2,3)
<p><u>WRITING</u></p>	
<p><u>Reporting Topics</u></p>	<p><u>Grade Level Standards</u></p>
<p><u>Opinion Writing</u></p>	<ul style="list-style-type: none"> ● Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul 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. (W.5.1.- DOK 3, 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.5.4.- DOK 3,4) ● Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7.- DOK 3, 4) ● 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. (W.5.8.- DOK 1,2) ● 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. (W.5.10.- DOK 2, 3, 4) ● 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. (RI.5.7- DOK 1,2,3) ● Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9- DOK 2, 3, 4) ● Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> ○ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3a- DOK 2, 3, 4)
<p><u>Write to Inform or Explain</u></p>	<ul style="list-style-type: none"> ● Write informative/explanatory texts to examine a topic and convey ideas and information clearly.



	<ul 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 the reader's 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. (W.5.2.- DOK 3,4)● 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.5.4.- DOK 3, 4)● Conduct research that use multiple sources to build knowledge through investigation of different aspects of a topic. (W.5.7.- DOK 3, 4)● 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. (W.5.8.- DOK 1, 2)● 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. (W.5.10.- DOK 2, 3, 4)● 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. (RI.5.7- DOK 1, 2, 3)● Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9- DOK 2, 3, 4)● Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ul style="list-style-type: none">○ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3a- DOK 2, 3, 4)
<p><u>Narrative Writing</u></p>	<ul style="list-style-type: none">● Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<ul 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. (W.5.3.- DOK 3, 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



	<p>standards 1–3 above.) (W.5.4.- DOK 3, 4)</p> <ul style="list-style-type: none"> • 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. (W.5.10.-DOK 1, 2, 3, 4) • Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> ◦ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3a- DOK 2, 3, 4)
<p><u>Write in Response to Reading</u></p>	<ul style="list-style-type: none"> • 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.5.4.- DOK 3, 4) • Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> ◦ 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]"). ◦ 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]"). (W.5.9.- DOK 2, 3) • 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. (W.5.10.- DOK 2, 3, 4) • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8- DOK 2, 3) • Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> ◦ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3a- DOK 2, 3, 4)
<p>Engages in the writing process to improve and publish work</p>	<ul style="list-style-type: none"> • 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) (W.5.5) (DOK 1,2,3,4) • 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. (W.5.6) (DOK 1,2)
<p><u>LANGUAGE</u></p>	
<p><u>Reporting Topics</u></p>	<p><u>Grade Level Standards</u></p>
<p><u>Grammar</u></p>	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1- DOK 1,2) <ul style="list-style-type: none"> ◦ Explain the function of conjunctions, prepositions, and interjections in general and their function in particular



	<p>sentences. (L.5.1a)</p> <ul style="list-style-type: none"> ○ Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. (L.5.1b) ○ Use verb tense to convey various times, sequences, states, and conditions. (L.5.1c) ○ Recognize and correct inappropriate shifts in verb tense.* (L.5.1d) ○ Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). (L.5.1e)
<u>Capitalization & Punctuation</u>	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(L.5.2- DOK 1) <ul style="list-style-type: none"> ○ Use punctuation to separate items in a series.*(L.5.2a) ○ Use a comma to separate an introductory element from the rest of the sentence.(L.5.2b) ○ Use a comma to set off the words yes and no (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>).(L.5.2c) ○ Use underlining, quotation marks, or italics to indicate titles of works.(L.5.2d)
<u>Spelling</u>	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(L.5.2- DOK 1) <ul style="list-style-type: none"> ○ Spell grade-appropriate words correctly, consulting references as needed. (L.5.2e)

SPEAKING & LISTENING

<u>Reporting Topics</u>	<u>Grade Level Standards</u>
<u>Collaborative Conversations</u>	<ul style="list-style-type: none"> ● 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.(SL.5.1- DOK 1,2,3,4) <ul style="list-style-type: none"> ○ 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.(SL.5.1a) ○ Follow agreed-upon rules for discussions and carry out assigned roles.(SL.5.1b) ○ Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.(SL.5.1c) ○ Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SL.5.1d) ● Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3- DOK 2,3) ● Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations) (SL.5.6- DOK 1,2)



**Presentation of Knowledge
and Ideas**

- Perform dramatic readings and presentations. **(SL.5.IA.4- DOK 2)**
- 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.5.4- DOK 1, 2,3)**
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. **(SL.5.5- DOK 2,3)**