# GRADE FIVE

| LITERACY | | KNOW | UNDERSTAND | DO |
|---|---|---|---|---|
| COMMON CORE STANDARDS | | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |
| READING FOUNDATIONS | | | | |
| **PHONICS AND WORD RECOGITION** | **5. RF.3:** Know and apply grade-level phonics and word analysis skills in decoding words. <br>• **5. RF.3a:** 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. | • Know grade-level phonics and word analysis skills in decoding words <br>• Identify syllabication patterns <br>• Identify root words <br>• Explain meanings of prefixes and suffixes <br>• Read words with Latin roots | • Apply grade-level phonics and word analysis in decoding words <br>• Synthesize phonics and word analysis skills to decode words | • Read multisyllabic words in context <br>• Read multisyllabic words out of context |
| **FLUENCY** | **5. RF.4** Read with sufficient accuracy and fluency to support comprehension. <br>• **5. RF.4a:** Read on-level text with purpose and understanding. <br>• **5.RF.4b:** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings <br>• **5. RF.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | • Identify and understand foundational skills for Reading <br>• Identify textual purpose and understanding <br>• Identify oral reading with accuracy, appropriate rate, and expression <br>• Identify rereading as a strategy when confirming or self-correcting words <br>• Understand how context can help to confirm or self-correct word recognition | • Apply foundational skills <br>• Determine the purpose for reading on-level text <br>• Apply reading strategies for accuracy, rate, and expression <br>• Confirm or self-correct word recognition and understanding <br>• Confirm or self-correct words using context | • Read on-level text fluently and accurately <br>• Reread with fluency as necessary <br>• Read with accuracy and expression at the appropriate rate |
| | Instructional Level Expectations | | | |
| | Independent Reading Level | | | |
| | End of Grade (Level) | | | |
| | Oral Reading Rate (WPM) | | | |

# GRADE FIVE

| LITERACY | KNOW | UNDERSTAND | DO |
|---|---|---|---|
| COMMON CORE STANDARDS | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |
| READING INFORMATION | | | |
| **5. RI.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | • Text support<br>• Inference<br>• Prediction<br>• Direct quotations<br>• Generalizations<br>• Background knowledge<br>• Explicitly stated information from the text<br>• Author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used, notes to readers) | • Authors include key details in informational texts which can help a reader ask and answer questions.<br>• Good readers use examples and details from the text to support their inferences.<br>• Good readers use textual evidence connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read. | • Make, test and revise predictions as they read<br>• Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read<br>• Make inferences about author's decision and the content of a text<br>• Differentiate between appropriate and inappropriate textual support<br>• Use quotes from a text when explaining what the text says<br>• Use quotes from the text when drawing inferences from the text<br>• Use quotes from the text to support inferences<br>• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text |
| **5. RI.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | • Informational text (both literary nonfiction and expository/technical texts)<br>• How to explain (e.g., what and why)<br>• Central/main idea<br>• Types of text structures (e.g. sequence/ chronological order, classification, definition, simple process, description, comparison)<br>• Types of text structures (e.g. sequence/ chronological order, classification, definition, simple process, description, comparison)<br>• Different purposes for graphic organizers, based on structure of text<br>• Difference between main ideas and key details in a text<br>• Characteristics of an effective summary for informational texts<br>• How to summarize | • Authors of informational text(s) include key details in order to help readers make meaning of the text.<br>• Good readers use key details in an informational text to identify the main topic.<br>• Good readers develop effective summaries that are supported by key details in informational text(s). | • Determine two or more main ideas of a text<br>• Recognize how ideas are organized in an informational text<br>• Describe or graphically represent the relationship between main ideas and details<br>• Explain how the main ideas are supported by key details<br>• Summarize the main ideas in an informational text, capturing the most important parts of the piece<br>• Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text |

*KEY IDEAS & DETAILS* (vertical label, left column)

# GRADE FIVE

| LITERACY | KNOW | UNDERSTAND | DO |
|---|---|---|---|
| COMMON CORE STANDARDS | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |
| READING INFORMATION | | | |
| **KEY IDEAS & DETAILS** — **5. RI.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | • Informational text (both literary nonfiction and expository/technical texts)<br>• How to explain (e.g., what and why)<br>• Key ideas/concepts, events, steps in informational texts.<br>• Specific details that explain key ideas, events, steps<br>• Key features of content-specific texts (e.g., science, technical and historical texts) based on text features (e.g., events, steps, procedures)<br>• Text structure in informational texts (e.g., time, sequence, cause/effect, steps).<br>• Relationships and interactions (e.g., one piece of text "explains" another or stands in "contrast" to another or "comes before" another)<br>• Transition/linking words that signal explanations (e.g., because, then, as a consequence, in contrast) for informational texts. | • Authors include specific information to explain the what and why of individuals, events, procedures, ideas and concepts in scientific, technical and historical texts<br>• Good readers understand the relationships between and among events, ideas/concepts or steps/procedures and use that information to make sense of what they read. | • Identify multiple individuals, events, key ideas/concepts, procedures, etc. in a variety of informational/ technical texts<br>• Distinguish between key ideas/concepts, procedures, individuals, events and explanatory details/information<br>• Identify the specific details/information that explain individuals, events, procedures, ideas, or concepts in informational and technical texts<br>• Identify words/phrases that signal explanations between and among ideas, events, procedures, individuals<br>• Use text-specific language(e.g., text structure or text features) to explain the relationships or interactions between two or more individuals in an informational/technical text |

# GRADE FIVE

| LITERACY | KNOW | UNDERSTAND | DO |
|---|---|---|---|
| COMMON CORE STANDARDS | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |
| READING INFORMATION | | | |
| **CRAFT AND STRUCTURE** — **5. RI.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area. | • Informational text<br>• Word choice<br>• Context clues<br>• Literal/ Denotative meaning<br>• Connotative meaning<br>• Figurative language or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration) | • Authors make purposeful language choices to enhance the meaning of informational text(s).<br>• Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s). | • Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues<br>• Use context clues to help unlock the meaning of unknown words/phrases<br>• Determine the appropriate definition of words that have more than one meaning<br>• Differentiate between literal and non-literal meaning<br>• Identify and interpret figurative language<br>• Describe how figurative language and other language choices enhance meaning<br>• Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area |
| **5. RI.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | • Informational text (both literary nonfiction and expository/technical texts)<br>• Compare<br>• Contrast<br>• Text structure/patterns of organization (e.g., chronology, comparison, cause/effect, problem/solution) | • Authors of informational text use various structures to share information.<br>• The structure of events, ideas, concepts, or information can vary from one text to another.<br>• Good readers recognize the similarities and differences in text structure to better understand the information in texts. | • Compare the overall structure of events, ideas, concepts, or information in two or more texts<br>• Contrast the overall structure of events, ideas, concepts, or information in two or more texts<br>• Identify the overall structure of events, ideas, concepts, and information in a text<br>• Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts |

# GRADE FIVE

| LITERACY | KNOW | UNDERSTAND | DO |
|---|---|---|---|
| COMMON CORE STANDARDS | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |
| READING INFORMATION | | | |

| | KNOW | UNDERSTAND | DO |
|---|---|---|---|
| **5. RI.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | • Digital sources<br>• Graphics/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages, audio, video)<br>• Media formats (e.g., visual, oral, quantitative)<br>• Relevant vs. irrelevant information<br>• Reliable vs. unreliable resources | • Authors present information in diverse formats and media.<br>• Readers' and viewers' make choices about the most efficient way to retrieve information.<br>• Good readers' and viewers' use information from a variety of text/media sources to answer questions and solve problems. | • Identify media sources<br>• Differentiate between relevant and irrelevant information<br>• Differentiate between reliable and unreliable resources<br>• Deconstruct questions/problems to identify needed information<br>• Access media sources to solve a problem or answer a question<br>• Use relevant information to solve a problem or answer a question<br>• Use a variety of media sources to solve a problem or answer a question<br><br>• 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 |
| **5. RI.8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | • Identify an author's particular points<br>• Identify which evidence and reasons support each point | • Explain how to use reasons to support points<br>• Explain how to use evidence to support points | • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| **5. RI.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | • Informational text (both literary nonfiction and expository/technical texts)<br>• Compare/contrast<br>• Important points/main ideas<br>• Most important vs. least important points<br>• Key/supporting details<br>• Purpose for gathering information<br>• Methods to manage and organize selected information (e.g., graphic organizers, electronic notes)<br>• How to integrate information in a purposeful way | • Authors of informational text provide information and key details on topics in different ways.<br>• Good readers make meaning of informational texts by integrating important information presented in several texts in order to present it for a specific purpose. | • Establish a purpose for gathering information<br>• Identify the most important points from several texts for a given purpose<br>• Identify the key/supporting details from several texts for a given purpose<br>• Use a method for managing and organizing selected information<br>• Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably |
| **5. RI.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. | • Recall/understand key ideas and details<br>• Identify/understand craft and structure<br>• Recognize/understand integration of knowledge | • Comprehend key ideas and details<br>• Comprehend craft and structure<br>• Comprehend integration of knowledge | • 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. |

*(left vertical label: INTEGRATION OF KNOWLEDGE)*

# GRADE FIVE

| LITERACY | KNOW | UNDERSTAND | DO |
|---|---|---|---|
| COMMON CORE STANDARDS | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |
| READING LITERATURE | | | |

<table>
<tr>
<td rowspan="3" style="writing-mode:vertical">KEY IDEAS & DETAILS</td>
<td><b>5. RL.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td><ul><li>Textual evidence/text support</li><li>Inference</li><li>Prediction</li><li>Author's decisions (e.g., word choice, point of view, literary elements)</li><li>Generalizations</li><li>Background knowledge</li><li>Explicitly stated information</li><li>Conclusion</li></ul></td>
<td><ul><li>Authors include key details in literary texts which can help a reader ask and answer questions.</li><li>Good readers use examples, details, and quotes from the text to support their inferences.</li><li>Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read.</li></ul></td>
<td><ul><li>Make, test and revise predictions as they read</li><li>Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li><li>Make implied inferences about author's decisions and literary elements in a text</li><li>Differentiate between appropriate and inappropriate textual support</li><li>Use quotes from a text when explaining what the text says</li><li>Use quotes from the text when drawing inferences from the text</li><li>Use quotes from the text to support inferences</li></ul></td>
</tr>
<tr>
<td><b>5. RL.2:</b> 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.</td>
<td><ul><li>Literary texts</li><li>How to summarize</li><li>Central idea(s)</li><li>Theme</li><li>Difference between central ideas and details in a story</li><li>Role characters or speakers play in stories, drama, or poems.</li><li>Characteristics of an effective summary for literary texts</li></ul></td>
<td><ul><li>Authors of literary texts include details that help readers determine the theme or central idea(s).</li><li>Good readers create effective summaries that capture the central idea(s) or theme of the text.</li></ul></td>
<td><ul><li>Describe or graphically represent the relationship between central idea(s) and details</li><li>Determine a theme in literary text(s)</li><li>Determine characters' or speakers' roles in stories, dramas, poems (e.g., actions and reactions)</li><li>Explain how particular details (e.g., characters' or speakers' actions and reactions) reveal a theme</li></ul></td>
</tr>
<tr>
<td><b>5. RL.3:</b> 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).</td>
<td><ul><li>Literary texts</li><li>Key ideas</li><li>Important/supporting key details</li><li>Story Elements</li><li>Plot (e.g., events, climax/turning point, resolution,)</li><li>Conflict (man vs. man, man vs. self, man vs. nature, etc.)</li><li>Characters and character roles (hero/villain, major/minor, protagonist/ antagonist)</li><li>Setting (e.g., time, place)</li><li>Drama Elements</li><li>Scenes</li><li>Dialogue</li><li>Stage directions</li><li>Character traits, actions, feelings, words</li></ul></td>
<td><ul><li>Authors use specific details in a story or drama to describe characters, settings, or events.</li><li>Good readers use details from literary texts to support their thinking about and analysis of characters, setting or events.</li></ul></td>
<td><ul><li>Identify and describe the plot events in a story or drama</li><li>Describe the setting of a story or drama</li><li>Determine important details that support key ideas</li><li>Describe (or graphically represent) characters and their interactions using specific details from the text</li><li>Compare and contrast characters, settings, events using appropriate graphic or written representations, and using specific details from the text(s)</li></ul></td>
</tr>
</table>

# GRADE FIVE

| LITERACY | KNOW | UNDERSTAND | DO |
|---|---|---|---|
| COMMON CORE STANDARDS | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |
| READING LITERATURE | | | |

| CRAFT AND STRUCTURE | | | | |
|---|---|---|---|---|
| | **5. RL.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | • Literary text<br>• Word choice<br>• Context clues<br>• Literal/ Denotative  meaning<br>• Connotative meaning<br>• Mood<br>• Figurative language or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration, idiom)<br>• Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) | • Authors make purposeful language choices to enhance the meaning of literary text(s).<br>• Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of literary text(s). | • Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues<br>• Use context clues to help unlock the meaning of unknown words/phrases<br>• Determine the appropriate definition of words that have more than one meaning<br>• Differentiate between literal and non-literal meaning<br>• Identify and interpret figurative language and literary devices<br>• Describe how figurative language, literary devices, and other language choices enhance meaning<br>• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes |
| | **5. RL.5:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | • Literary text<br>• How to explain<br>• Various text structures (e.g., sentences, paragraph, chapter, section, stanza, scenes)<br>• Characteristics of genres (e.g., poetry, drama, stories)<br>• Relationships between parts of text and whole text | • Authors' choices of text structures vary according to genre.<br>• Good readers understand the structure of a text and use this information to make sense of what they read. | • Identify genre<br>• Identify text structures<br>• Explain how a series of chapters fit together to provide the overall structure of a story<br>• Explain how a series of scenes fit together to provide the overall structure of a drama<br>• Explain how the stanzas fit together to provide the overall structure of a poem |

# GRADE FIVE

| LITERACY | KNOW | UNDERSTAND | DO |
|---|---|---|---|
| COMMON CORE STANDARDS<br>READING LITERATURE | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |
| **CRAFT AND STRUCTURE**<br><br>**5. RL.6:** Describe how a narrator's or speaker's point of view influences how events are described. | • Literary text(s)<br>• How to describe<br>• Point of view (limited, first-person, third-person, all-knowing)<br>• Perspective<br>• View point/Attitude<br>• Author's purpose<br>• Speaker/Narrator<br>• Audience<br>• Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text | • An author develops texts by making choices, including point of view, to achieve his/her purpose.<br>• Authors use the narrator and speaker (point of view) to develop plot, character, and central message or theme.<br>• Good readers recognize that the narrator's or speaker's point of view influences how events are described. | • Describe the author's overall purpose for writing a text<br>• Describe how point of view affects a literary text<br>• Describe how a narrator's or speaker's point of view influences how events are described |

# GRADE FIVE

| LITERACY | KNOW | UNDERSTAND | DO |
|---|---|---|---|
| **COMMON CORE STANDARDS** | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |
| **READING LITERATURE** | | | |

| | | KNOW | UNDERSTAND | DO |
|---|---|---|---|---|
| **INTEGRATION OF KNOWLEDGE & IDEAS** | **5. RL.7:** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | • | • | • 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). |
| | **5. RL.9:** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | • How to analyze<br>• Visual and multimedia elements (e.g., text, graphics, sound, photos, pictures, animations, audio, video)<br>• Versions of text (e.g., written, audio, visual, live, print, digital)<br>• Genres (e.g., graphic novel, multimedia presentation, fiction, folktale, myth, poem)<br>• Narrative elements (e.g., character, setting, plot, tone, mood, theme/central idea) | • Authors'/directors' choices of visual and multimedia elements in a literary text convey meaning and contribute to/create an aesthetic appeal.<br>• Good readers analyze the visual and oral elements in a literary text to enhance their understanding. | • Identify the visual and multimedia elements in a literary text<br>• Determine the meaning and tone of a literary text<br>• Explain how authors'/directors' choices contribute to the meaning of a literary text<br>• Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text |
| **READING RANGE** | **5.RL.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. | • Identify/understand key ideas and details<br>• Identify/understand craft and structure | • Comprehend key ideas and details<br>• Comprehend craft and structure | • 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. |

# GRADE FIVE

| LITERACY | KNOW | UNDERSTAND | DO |
|---|---|---|---|
| COMMON CORE STANDARDS | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |
| SPEAKING & LISTENING | | | |

| | COMMON CORE STANDARDS | KNOW | UNDERSTAND | DO |
|---|---|---|---|---|
| **COMPREHENSION & COLLABORATION** | **5. SL.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.<br>• **5. SL.1a.** 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.<br>• **5. SL.1b.** Follow agreed-upon rules for discussions and carry out assigned roles.<br>• **5. SL.1c.** 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.<br>• **5. SL.1d.** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | • Identify key ideas from reading material<br>• Identify ways to listen effectively<br>• Describe discussion rules and roles<br>• Know how to pose questions and provide feedback<br>• Identify key ideas presented during discussion | • Relate information read to discussion topics<br>• Evaluate implementation of discussion rules and roles<br>• Formulate questions and responses based on discussion<br>• Explain topics using personal ideas, opinions, and reasoning<br>• Think critically about ideas posed<br>• Justify responses with evidence to support reasoning | • Engage in discussions by sharing knowledge<br>• Listen actively to discussions and presentations<br>• Follow agreed-upon rules during discussion<br>• Carry out assigned roles during discussions<br>• Pose and respond to specific questions to clarify understanding<br>• Connect comments to others' remarks<br>• Express ideas clearly |
| | **5. SL.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | • Summarize a written text read aloud<br>• Summarize information presented in diverse media visually, quantitatively, and<br>• orally | | • |
| | **5. SL.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | • Identify speaker's points, claims, reasons, or evidence | • Summarize speaker's points<br>• Explain how a speaker's claim is supported | • |
| **PRESENTATION OF KNOWLEDGE** | **5. SL.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | • Identify an opinion and facts<br>• Identify descriptive details<br>• Clearly pronounce and enunciate words at an understandable pace. | • Sequence ideas logically<br>• Determine appropriate facts and details to support ideas or themes. | • |
| | **5. SL.5:** Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | • Define multimedia components | • Determine when to add graphics, sound, or visual displays | • Add graphics, sound, and visual displays to enhance the main idea or theme |
| | **5. SL.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | • Identify audience, task, and situation<br>• Identify characteristics of formal and informal speaking | • Distinguish between formal and informal speech<br>• Analyze situation to determine appropriate speech use | • Speak for a variety of contexts and tasks using formal English when appropriate |

# GRADE FIVE

| Literacy | | KNOW | UNDERSTAND | DO |
|---|---|---|---|---|
| COMMON CORE STANDARDS | | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |
| LANGUAGE | | | | |
| **CONVENTIONS OF STANDARD ENGLISH** | **5. L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>• 5. L.1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.<br>• 5. L.1.b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.<br>• c. Use verb tense to convey various times, sequences, states, and conditions.<br>• 5. L.1.d. Recognize and correct inappropriate shifts in verb tense.*<br>• 5. L.1.e. Use correlative conjunctions (e.g., *either/or, neither/nor*). | • Identify relative conjunctions, correlative conjunctions, and interjections<br>• Recognize perfect verb tenses<br>• Recognize inappropriate changes in verb tense | • Recognize inappropriate changes in verb tense<br>• Explain the function of conjunctions, prepositions, and interjections<br>• Determine when/how to form perfect verb tense<br>• Use verb tense to convey various times, sequences, states, or conditions | • Demonstrate command of standard English grammar and usage when speaking<br>• Use perfect verb tenses<br>• Use verb tenses to convey times, sequences, states, and conditions<br>• Correct inappropriate changes in verb tense<br>• Use correlative conjunctions |
| | **5. L.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>• 5. L.2.a. Use punctuation to separate items in a series.*<br>• 5. L.2.b. Use a comma to separate an introductory element from the rest of the sentence.<br>• 5. L.2.c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).<br>• 5. L.2.d. Use underlining, quotation marks, or italics to indicate titles of works.<br>• 5. L.2.e. Spell grade-appropriate words correctly, consulting references as needed | • Apply correct capitalization, punctuation, and spelling<br>• Use commas to separate items in a series<br>• Use a comma to separate introductory element from the sentence<br>• Use a comma to set off the words yes and no<br>• Use a comma to set off a tag question from the sentence<br>• Know use of underlining and italics<br>• Use underlining, quotation marks, or italics to indicate titles<br>• Recall and apply spelling rules<br>• Identify and correct misspelled words<br>• Consult references as needed | • | • . |
| **KNOWLEDGE OF LANGUAGE** | **5. L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>• 5. L.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.<br>• 5. L.3.b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | • Recognize language conventions for reading, writing, listening, and speaking<br>• Recognize various sentence structures | • Apply language knowledge when reading, writing, and speaking<br>• Apply knowledge of language conventions when reading, writing, and listening | • Use knowledge of language conventions when speaking<br>• Expand, combine, and reduce sentences for meaning, interest, or style |

# GRADE FIVE

| LITERACY | KNOW | UNDERSTAND | DO |
|---|---|---|---|
| COMMON CORE STANDARDS | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |
| LANGUAGE | | | |

| VOCABULARY ACQUISITION & USE | | | | |
|---|---|---|---|---|
| | **5. L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.<br>• **5. L.4a**. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.<br>• **5. L.4b**. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).<br>• **5. L.4c**. 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. | • Identify and define Greek and Latin affixes and roots<br>• Identify common context clues<br>• Use common reference materials<br>• Use reference materials to find pronunciation<br>• Use reference materials to determine the meaning of key words | • Determine the meaning of words by examining a text<br>• Determine the meaning of words using Greek and Latin affixes and roots<br>• Choose from a range of vocabulary strategies to determine a word's meaning | • |
| | **5. L.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>• **5. L.5a**. Interpret figurative language, including similes and metaphors, in context.<br>• **5. L.5b**. Recognize and explain the meaning of common idioms, adages, and proverbs.<br>• **5. L.5c**. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | • Define homograph<br>• Identify similes and metaphors<br>• Recognize idioms, adages, and proverbs<br>• Identify synonyms, antonyms, and homographs | • Interpret figurative language using similes and metaphors<br>• Explain the meanings of idioms, adages, and proverbs<br>• Utilize synonyms, antonyms, and homographs | |
| | **5. L.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., however, although, nevertheless, similarly, moreover, in addition). | • Acquire grade appropriate general and domain-specific academic words<br>• Know words that signal contrast, addition, and logical relationships | • Use grade appropriate general and domain-specific academic words<br>• Use vocabulary that signals contrast, addition, and other logical relationships<br>• Use general and domain-specific academic words and phrases<br>• Use words that signal contrast, addition, and other logical relationships | • |

# GRADE FIVE

| Literacy | KNOW | UNDERSTAND | DO |
|---|---|---|---|
| COMMON CORE STANDARDS | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |
| WRITING | | | |
| **5. W.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br><br>*5W1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.*<br><br>*5W1b. Provide logically ordered reasons that are supported by facts and details.*<br><br>*5W1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).*<br><br>*5W1d. Provide a concluding statement or section related to the opinion presented.* | • Difference between relevant and irrelevant evidence<br>• Opinion/position<br>• Reason(s) (e.g., claims, support)<br>• Evidence (e.g., examples, statistics, data, credible personal and expert opinions, facts)<br>• Logical argument<br>• Primary sources<br>• Secondary sources (e.g., UDLib/Search)<br>• Effective introduction (e.g., one that takes a clear position, clarifies the issue, provides necessary background)<br>• Logical order of supporting reasons (e.g., weakest to strongest argument, strongest to weakest argument)<br>• Awareness of audience<br>• Organizational pattern/ structure<br>• Linking/transition words, phrases, clauses (e.g., for instance, in order to, in addition, consequently, specifically)<br>• How to use linking/transition words (e.g., on the other hand) to show relationship<br>• Strategies for dealing with opposing point of view (e.g., rebuttal, concession, acknowledgement)<br>• How to avoid unsupported reasons<br>• Format choices (e.g., letters [business and friendly], simple editorial, advertisements)<br>• Effective conclusion (e.g., one that begins to move beyond summary, call to action, next step) | • Good persuasive writers control the message by addressing the needs of the audience and building a reasoned and logical case to support a clear position.<br>• Good authors use model/examples texts to guide them as they compose their own persuasive pieces. | • Identify an issue in a topic or text<br>• Distinguish the pros and cons<br>• Select an opinion/ position<br>• Develop an opinion/ position /claim<br>• Use primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence for both sides acknowledge the opposing point of view differentiating between relevant and irrelevant reasons/evidence using an appropriate variety of reasons/evidence addressing the needs of the audience prioritizing the reasons/evidence<br>• Select an appropriate writing format<br>• Write opinion/position pieces on topics or texts, supporting a point of view with reasons and information by: introducing a topic or text stating an opinion creating an organizational structure in which related ideas are grouped to support the writer's purpose providing logically ordered reasons that are supported by facts and details acknowledging alternate or opposing claim(s) providing a concluding statement or section related to the opinion/position presented<br>• Linking opinion/position and reasons using words, phrases, and clauses<br>• Using linking/transition words that show relationships |

*TEXT TYPES & PURPOSES*

# GRADE FIVE

| LITERACY | KNOW | UNDERSTAND | DO |
|---|---|---|---|
| COMMON CORE STANDARDS<br>WRITING | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |

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<td rowspan="6" style="writing-mode:vertical"><strong>TEXT TYPES & PURPOSES</strong></td>
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**5. W.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

*5W2a. 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.*

*5W2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*

*5W2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).*

*5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.*

*5W2e. Provide a concluding statement or section related to the information or explanation presented.*

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- Informative/explanatory writing
- Topic
- Relevant information(e.g., facts, definitions, concrete details, personal experiences, quotations, observations, interviews)
- Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect)
- Formatting devices (e.g., headings, paragraphs)
- Graphics
- Multimedia
- Domain-specific vocabulary
- Style (e.g., formal, informal, specific to audience)
- Primary sources
- Secondary sources (e.g., UDLib/Search)
- Effective introduction/ hook (e.g., one that is separate from the body and presents a simple thesis)
- Awareness of audience
- Linking /Transition words, phrases, clauses (e.g., another, for example, also, because)
- Forms (e.g., letters to appropriate individuals/organizations (editor, boards, business), summaries, reports (book, research), essays, articles (newspaper, magazine), messages/memos, notices, biography, autobiography, reviews)
- Effective conclusion/concluding statement or section (e.g., one that moves beyond *The End*)

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- Good authors of informative/ explanatory writing develop texts that examine a topic and convey ideas and information clearly.
- Good authors use informative/explanatory writing to communicate information related to real-world tasks.
- Good authors use model/example texts to guide them as they compose informative/expository texts.
- Good readers and writers write to make meaning of what they read.

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- Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment
- Select an appropriate writing form
- Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, concrete details, quotations or other information and examples differentiating between relevant and irrelevant information addressing the needs of the audience generating new ideas and/or perspectives avoiding plagiarism selecting an organizational pattern appropriate for the topic and purpose
- Write informative/ explanatory texts to examine a topic and convey ideas and information clearly by engaging the reader with an introduction/hook that presents the topic introducing the topic clearly grouping related information in paragraphs and sections addressing the needs of the audience developing topic with facts, definitions, concrete details, quotations or other information and examples related to the topic linking ideas within categories and information using words, phrases, and clauses using formatting devices to aid comprehension when appropriate using precise language and domain-specific vocabulary to inform about or explain the topic providing a concluding statement or section that follows from the information or explanation presented

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# GRADE FIVE

| LITERACY | KNOW | UNDERSTAND | DO |
|---|---|---|---|
| COMMON CORE STANDARDS | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |
| WRITING | | | |

| TEXT TYPES & PURPOSES | KNOW | UNDERSTAND | DO |
|---|---|---|---|
| **5. W.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br><br>**5. W.3a.** *Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.*<br><br>**5. W.3b.** *Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.*<br><br>**5.W.3c.** *Use a variety of transitional words, phrases, and clauses to manage the sequence of events*<br><br>**5. W.3d.** *Use concrete words and phrases and sensory details to convey experiences and events precisely.*<br><br>**5. W.3e.** *Provide a conclusion that follows from the narrated experiences or events.* | • Narrative writing<br>• Topic<br>• Characters<br>• Characters responses to situations<br>• Narrator<br>• Dialogue<br>• Elaboration<br>• Awareness of audience<br>• Description<br>• Relevant, concrete details/examples<br>• Difference between relevant and irrelevant details<br>• Transitional words and phrases<br>• Sequence of events<br>• Closure/ending/conclusion<br>• Forms (e.g., short stories, journals, poems, personal essays)<br>• Organizational pattern(s) (e.g., chronological, reflective, flashback)<br>• Event(s) (topic and situation-what happened. For example, "my dog" is a topic; "my dog ate my homework" is an event)<br>• Reaction/response (e.g., Why was the event important?  How did the event make you feel?)<br>• Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound) | • Good authors of narrative writing effectively develop real or imagined experiences or events to tell a story that engages the reader.<br>• Good authors use model/example texts to guide them as they compose their own narrative pieces.<br>• Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts.<br>• Good authors use sensory images to describe feelings, events, and/or characters. | • Select/identify real or imagined experiences or event(s) to tell about<br>• Select an appropriate writing form<br>• Select/identify details about an event(s) and people differentiating between relevant and irrelevant details addressing  the needs of the audience selecting an organizational pattern appropriate for the topic and purpose<br>• Write narratives to; develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by orienting the reader by establishing a situation and introducing a narrator and/or characters; organizing an event sequence that unfolds naturally using narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations using a variety of transitional words, phrases, and clauses to manage the sequence of events using concrete words and phrases and sensory details to convey experiences and events precisely providing a conclusion that follows from the narrated experiences or events |

# GRADE FIVE

| LITERACY | KNOW | UNDERSTAND | DO |
|---|---|---|---|
| COMMON CORE STANDARDS | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |
| WRITING | | | |

| | | KNOW | UNDERSTAND | DO |
|---|---|---|---|---|
| **PRODUCTION & DISTRIBUTION** | **5. W.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | • | • Analyze the reason for writing to decide the task, purpose, and audience<br>• Determine suitable idea development strategies<br>• Determine suitable organization | • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| | **5. W.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. | • Recognize how to plan, revise, edit, rewrite, and try a new approach to writing<br>• Know how to edit for conventions | • Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach | • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
| | **5. W.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | • Use keyboarding skills<br>• Use technology for collaborating with others | • | • 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.<br>• Produce a writing piece with clear, cohesive idea development and organization<br>• Use technology to develop, revise, edit, and publish writing<br>• Use technology to communicate and collaborate<br>• Use keyboarding skills to type one page |

# GRADE FIVE

| LITERACY | KNOW | UNDERSTAND | DO |
|---|---|---|---|
| COMMON CORE STANDARDS<br>WRITING | *(Factual)* | *(Conceptual)* | *(Procedural, Application, Extended Thinking)* |

**RESEARCH TO BUILD AND PRESNET KNOWLEDGE**

| | KNOW *(Factual)* | UNDERSTAND *(Conceptual)* | DO *(Procedural, Application, Extended Thinking)* |
|---|---|---|---|
| **5. W.7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | • Identify various research sources<br>• Identify the different aspects of a topic | • Discriminate between various research sources<br>• Compare/contrast information from various research sources<br>• Interpret information derived from various sources<br>• Conduct short research projects investigating different aspects<br>• Participate in short research and writing projects<br>• Conduct investigations on different topical aspects<br>• Question information to build topical knowledge | • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| **5. W.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | • Define summarize<br>• Define paraphrase<br>• Recall and gather relevant information from print and digital sources<br>• Identify source list | • Summarize information in notes and finished work<br>• Paraphrase information in notes and finished work | • Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| **5. W.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>• **5. W.9a**. Apply grade 5 Reading standards 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].").<br>• **5. W.9b**. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). | • Identify key ideas and details to support conclusions<br>• Cite textual evidence to analyze explicit text | • Draw evidence as support for research<br>• Analyze key ideas and details as evidence of understanding text<br>• Reflect on key ideas and details as evidence of understanding text | • |

**WRITING RANGE**

| | KNOW *(Factual)* | UNDERSTAND *(Conceptual)* | DO *(Procedural, Application, Extended Thinking)* |
|---|---|---|---|
| **5. W.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | • Identify the various purposes for writing<br>• Identify and understand the various organizational structures<br>• Identify and understand different genres or purposes for writing | • Determine when to write for short or extended time frames<br>• Determine the appropriate organizational structure for specific audiences and purposes | • Write for various purposes<br>• Write for a range of discipline-specific tasks, purposes, and audiences. |