

East Penn School District  
Elementary Curriculum

A Planned Course Statement  
for

**5<sup>th</sup> Grade Language Arts**

Course # 15

Length of Period (mins.)	<u>150</u>
Periods per Cycle:	<u>5</u>
Length of Course (yrs.)	<u>1.0</u>

Adopted: June, 2006

Revised: April, 2013

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## Description of Course #15

### Course Title:

K – 5 Language Arts Program

### Description:

The K – 5 Language Arts Program is an integration of reading, writing, listening, and speaking.

This course of study encompasses a combination of literacy immersion and explicit instruction in a meaningful context.

### Goals:

Children will effectively read, write, and communicate with others.

### Requirements:

#### Students will:

- Learn to read independently
- Read critically in all content areas
- Read, analyze, and interpret literature
- Write clearly and effectively in various formats
- Demonstrate speaking and listening skills
- Write legibly in manuscript and cursive

Text: Beck, Farr, Strickland, Ada, Hudson, McKeown, Scarcella, Washington,  
Harcourt Storytown (Ride the Edge), Harcourt School Publishers, 2008

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### Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Eligible Content	Evaluation Options	Standard
<b>1.1 Foundational Skills</b> <b>Phonics and Word Recognition</b>	1	Student will know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>· Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</li> </ul>	R		<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Rubrics</li> <li>• Tests/Quizzes</li> <li>• Checklists</li> <li>• Projects/Reports</li> <li>• Portfolios</li> <li>• District Assessments</li> <li>• Writing Prompts</li> </ul>	C.C.1.1.5.D
<b>1.1 Foundational Skills</b> <i>Fluency</i>	2	Student will read with accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>· Read on-level text with purpose and understanding.</li> <li>· Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>· Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	U			C.C.1.1.5.E
<b>1.2 Reading Informational Text</b> <i>Key Ideas and Details Main Idea</i>	3	Student will determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.	U	<ul style="list-style-type: none"> <li>• Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> </ul> E05.B-K.1.1.2	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Rubrics</li> <li>• Tests/Quizzes</li> <li>• Checklists</li> <li>• Projects/Reports</li> <li>• Portfolios</li> <li>• District Assessments</li> <li>• Writing Prompts</li> </ul>	C.C.1.2.5.A

<p><b>1.2 Reading Informational Text</b> <i>Key Ideas and Details Text Analysis</i></p>	4	<p>Student will cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences</p>	U	<ul style="list-style-type: none"> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text. E05.A-K.1.1.1</li> </ul>		C.C.1.2.5.B
<p><b>1.2 Reading Informational Text</b> <i>Key Ideas and Details Text Analysis</i></p>	5	<p>Student will explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.</p>	U	<ul style="list-style-type: none"> <li>Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact). E05.A-K.1.1.3</li> </ul>		C.C.1.2.5.C
<p><b>1.2 Reading Informational Text</b> <i>Craft and Structure Point of View</i></p>	6	<p>Student will analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	U	<ul style="list-style-type: none"> <li>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.B-C.2.1.1</li> </ul>		C.C.1.2.5.D
<p><b>1.2 Reading Informational Text</b> <i>Craft and Structure Text Structure</i></p>	7	<p>Student will use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p>	U	<ul style="list-style-type: none"> <li>Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts. E05.B-C.2.1.2</li> </ul>		C.C.1.2.5.E
<p><b>1.2 Reading Informational Text</b> <i>Craft and Structure Vocabulary</i></p>	8	<p>Student will determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.</p>	U	<ul style="list-style-type: none"> <li>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.</li> </ul>		CC.1.2.5.F

				<ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>c. Determine the meaning of general academic and domain-specific words and phrases used in a text.</li> </ul> <p>E05.B-V.4.1.1</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Interpret figurative language (simile, metaphor, personification) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> </li> </ul> <p>E05.B-V.4.1.2</p>		
<b>1.2 Reading Informational Text</b> <i>Integration of Knowledge and Ideas Diverse Media</i>	9	Student will 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.	U	<ul style="list-style-type: none"> <li>• Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.</li> </ul> <p>E05.B-C.3.1.3</p>		CC1.2.5.G

<p><b>1.2 Reading Informational Text</b> <i>Integration of Knowledge and Ideas</i> <i>Evaluating Arguments</i></p>	10	Student will determine how an author supports particular points in a text through reasons and evidence.	U	<ul style="list-style-type: none"> <li>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). E05.B-C.3.1.1</li> </ul>		CC1.2.5.H
<p><b>1.2 Reading Informational Text</b> <i>Integration of Knowledge and Ideas</i> <i>Analysis Across Texts</i></p>	11	Student will integrate information from several texts on the same topic to demonstrate understanding of that topic.	U	<ul style="list-style-type: none"> <li>Integrate information from several texts on the same topic in order to demonstrate subject knowledge. E05.B-C.3.1.2</li> <li>Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features. E05.B-C.3.1.3</li> </ul>		CC1.2.5.I
<p><b>1.2 Reading Informational Text</b> <i>Vocabulary Acquisition and Use</i></p>	12	Student will acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	U	<ul style="list-style-type: none"> <li>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. <ul style="list-style-type: none"> <li>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> </ul> </li> </ul>		CC1.2.5.J

				<p>c. Determine the meaning of general academic and domain-specific words and phrases used in a text. E05.B-V.4.1.1</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Interpret figurative language (simile, metaphor, personification) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> </li> </ul> <p>E05.B-V.4.1.2</p>		
<p><b>1.2 Reading Informational Text</b> <i>Vocabulary Acquisition and Use</i></p>	13	<p>Student will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>	U	<ul style="list-style-type: none"> <li>• 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. <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> </ul> </li> </ul>		CC1.2.5.K

				<ul style="list-style-type: none"> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>c. Determine the meaning of general academic and domain-specific words and phrases used in a text.</li> </ul> <p>E05.B-V.4.1.1</p>		
<b>1.2 Reading Informational Text</b> <i>Range of Reading</i>	14	<p>Student will read and comprehend literacy non-fiction and informational text on grade level, reading independently and proficiently.</p> <ul style="list-style-type: none"> <li>· use before, during, and after reading strategies (previewing text, make &amp; revise predictions, activate prior knowledge, self-monitor comprehension)</li> </ul>	U			CC1.2.5.L
<b>1.3 Reading Literature</b> <i>Key Ideas and Details Theme</i>	15	<p>Student will determine a theme of a text 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.</p>	U	<ul style="list-style-type: none"> <li>• Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> </ul> <p>E05.B-K.1.1.2</p>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Rubrics</li> <li>• Tests/Quizzes</li> <li>• Checklists</li> <li>• Projects/Reports</li> <li>• Portfolios</li> <li>• District Assessments</li> <li>• Writing Prompts</li> </ul>	CC1.3.5.A
<b>1.3 Reading Literature</b> <i>Key Ideas and Details Text Analysis</i>	16	<p>Student will cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p>	U	<ul style="list-style-type: none"> <li>• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</li> </ul> <p>E05.A-K.1.1.1</p>		CC1.3.5.B



<b>1.3 Reading Literature</b> <i>Key Ideas and Details</i> <i>Literary Elements</i>	17	Student will compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.	U	<ul style="list-style-type: none"> <li>Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact). E05.A-K.1.1.3</li> </ul>		CC1.3.5.C
<b>1.3 Reading Literature</b> <i>Craft Structure</i> <i>Point of View</i>	18	Student will analyze multiple accounts of the same events or topic, noting important similarities and differences in the point of view they represent.	U	<ul style="list-style-type: none"> <li>Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose of a text and explain how it is conveyed in the text. E05.A-C.2.1.1</li> </ul>		CC1.3.5.D
<b>1.3 Reading Literature</b> <i>Craft Structure</i> <i>Text Structure</i>	19	Student will explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem	L			CC1.3.5.E
<b>1.3 Reading Literature</b> <i>Craft Structure</i> <i>Vocabulary</i>	20	Student will determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	U	<ul style="list-style-type: none"> <li>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. <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> </ul> </li> </ul>		CC1.3.5.F

				<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>E05.A-V.4.1.1</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Interpret figurative language (e.g., simile, metaphor, personification) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> </li> </ul> <p>E05.A-V.4.1.2</p>		
<p><b>1.3 Reading Literature</b>  <i>Integration of Knowledge and Ideas</i>  <i>Sources of Information</i></p>	21	<p>Student will 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).</p>	L			CC1.3.5.G

<p><b>1.3 Reading Literature</b> <i>Integration of Knowledge and Ideas</i> <i>Text Analysis</i></p>	22	<p>Student will compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.</p>	U	<ul style="list-style-type: none"> <li>Compare and contrast stories in the same genre on their approaches to similar themes and topics. <b>Note:</b> “Stories” means narration of events told through the text types of stories, dramas, or poems. E05.A-C.3.1.1</li> </ul>		CC1.3.5.H
<p><b>1.3 Reading Literature</b> <i>Vocabulary Acquisition and Use Strategies</i></p>	23	<p>Student will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>	U	<ul style="list-style-type: none"> <li>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. <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> </ul> </li> </ul> <p>E05.A-V.4.1.1</p>		CC.1.3.5.I
<p><b>1.3 Reading Literature</b> <i>Vocabulary Acquisition and Use</i></p>	24	<p>Student will acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>	U	<ul style="list-style-type: none"> <li>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. <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> </ul> </li> </ul>		CC1.3.5.J

				<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>E05.A-V.4.1.1</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Interpret figurative language (e.g., simile, metaphor, personification) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> </li> </ul> <p>E05.A-V.4.1.2</p>		
<b>1.3 Reading Literature</b> <i>Range of Reading</i>	25	Student will read and comprehend literary fiction on grade level, reading independently and proficiently.	U			CC1.3.5.K
<b>1.4 Writing</b> <i>Informational/ Explanatory</i>	26	Student will write informative/explanatory texts to examine a topic and convey ideas and information clearly.	U		<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Rubrics</li> <li>• Tests/Quizzes</li> <li>• Checklists</li> <li>• Projects/Reports</li> <li>• Portfolios</li> <li>• District Assessments</li> </ul>	CC1.4.5.A

					• Writing Prompts	
<b>1.4 Writing</b> <i>Informational/</i> <i>Explanatory</i> <i>Focus</i>	27	Students will identify and introduce the topic clearly.	U	<ul style="list-style-type: none"> <li>• Introduce a topic for the intended audience a general observation and focus, and group related information logically to support the writer’s purpose. E05.C.1.2.1</li> <li>• Introduce text(s) for the intended audience topic, state a topic and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. E05.E.1.1.1</li> </ul>		CC1.4.5.B
<b>1.4 Writing</b> <i>Informational/</i> <i>Explanatory</i> <i>Content</i>	28	Student will develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.	U	<ul style="list-style-type: none"> <li>• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. E05.C.1.2.2</li> <li>• Develop the analysis using a variety of evidence from text(s) to support claims, opinions, and inferences. E05.E.1.1.2</li> </ul>		CC1.4.5.C
<b>1.4 Writing</b> <i>Informational/</i> <i>Explanatory</i> <i>Organization</i>	29	Student will group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.	U	<ul style="list-style-type: none"> <li>• Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer’s purpose. E05.C.1.2.1</li> </ul>		CC1.4.5.D

				<ul style="list-style-type: none"> <li>• Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E05.C.1.2.3</li> <li>• Provide a concluding section related to the information or explanation presented. E05.C.1.2.6</li> <li>• Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E05.E.1.1.1</li> <li>• Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E05.E.1.1.3</li> <li>• Provide a concluding section related to the analysis presented. E05.E.1.1.6</li> </ul>		
<b>1.4 Writing</b> <i>Informational/ Explanatory Style</i>	30	Student will write with an awareness of style. <ul style="list-style-type: none"> <li>· Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>· Use sentences of varying length.</li> </ul>	L/U	<ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic. E05.C.1.2.4</li> <li>• Establish and maintain a formal style. E05.C.1.2.5</li> </ul>		CC.1.4.5.E

				<ul style="list-style-type: none"> <li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. E05.D.2.1.1</li> <li>Choose words and phrases to convey ideas precisely. E05.D.2.1.2</li> <li>Choose punctuation for effect. E05.D.2.1.3</li> <li>Choose words and phrases for effect. E05.D.2.1.4</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic. E05.E.1.1.4</li> <li>Establish and maintain a formal style. E05.E.1.1.5</li> </ul>		
<b>1.4 Writing</b> <i>Informational/ Explanatory Conventions of Language</i>	31	Student will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	L	<ul style="list-style-type: none"> <li>Explain the function of conjunctions, and interjections in general and particular sentences. E05.D.1.1.1</li> <li>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. E05.D.1.1.2</li> <li>Use verb tense to convey various times, states, and conditions. E05.D.1.1.3</li> </ul>		CC.1.4.5.F

				<ul style="list-style-type: none"><li>• Recognize and correct inappropriate shifts in tense. E05.D.1.1.4</li><li>• Use correlative conjunctions (e.g., either/or, neither/nor). E05.D.1.1.5</li><li>• Produce complete sentences, recognizing correcting inappropriate fragments and run-on sentences. E05.D.1.1.6</li><li>• Correctly use frequently confused words (e.g., too, two; there, their, they're) E05.D.1.1.7</li><li>• Ensure subject-verb and pronoun-antecedent agreement. E05.D.1.1.8</li><li>• Use punctuation to separate items in a series. E05.D.1.2.1</li><li>• Use a comma to separate an introductory element from the rest of the sentence. E05.D.1.2.2</li><li>• Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?) E05.D.1.2.3</li></ul>		
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				<ul style="list-style-type: none"> <li>Use underlining, quotation marks, or italics to indicate titles of works. E05.D.1.2.4</li> <li>Spell grade-appropriate words correctly. E05.D.1.2.5</li> </ul>		
<b>1.4 Writing</b> <i>Opinion/</i> <i>Argumentative</i>	32	Student will write opinion pieces on topics or texts.	U			CC.1.4.5.G
<b>1.4 Writing</b> <i>Opinion/</i> <i>Argumentative</i> <i>Focus</i>	33	Student will introduce the topic and state an opinion on the topic.	U	<ul style="list-style-type: none"> <li>Introduce a topic or text for the intended audience state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E05.C.1.1.1</li> <li>Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E05.E.1.1.1</li> </ul>		CC.1.4.5.H
<b>1.4 Writing</b> <i>Opinion/</i> <i>Argumentative</i> <i>Content</i>	34	Student will provide reasons that are supported by facts and details; draw from credible sources	U	<ul style="list-style-type: none"> <li>Provide logically ordered reasons that are supported by facts and details. E05.C.1.1.2</li> <li>Develop the analysis using a variety of evidence from text(s) to support claims, opinions, and inferences. E05.E.1.1.2</li> </ul>		CC.1.4.5.I

<p><b>1.4 Writing</b> <i>Opinion/</i> <i>Argumentative</i> <i>Organization</i></p>	<p>35</p>	<p>Student will create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.</p>	<p>U</p>	<ul style="list-style-type: none"> <li>• Introduce a topic or text for the intended audience state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. E05.C.1.1.1</li> <li>• Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). E05.C.1.1.3</li> <li>• Provide a concluding section related to the opinion presented. E05.C.1.1.5</li> <li>• Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. E05.E.1.1.1</li> <li>• Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E05.E.1.1.3</li> <li>• Provide a concluding section related to the analysis presented. E05.E.1.1.6</li> </ul>		<p>CC.1.4.5.J</p>
<p><b>1.4 Writing</b> <i>Opinion/</i> <i>Argumentative</i> <i>Style</i></p>	<p>36</p>	<p>Student will write with an awareness of style.</p> <ul style="list-style-type: none"> <li>· Use sentences of varying length.</li> <li>· Expand, combine, and</li> </ul>	<p>L</p>	<ul style="list-style-type: none"> <li>• Establish and maintain a formal style. E05.C.1.1.4</li> </ul>		<p>CC.1.4.5.K</p>

		reduce sentences for meaning, reader/listener interest, and style.	U  U  U  U  U  U	<ul style="list-style-type: none"> <li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. E05.D.2.1.1</li> <li>Choose words and phrases to convey ideas precisely. E05.D.2.1.2</li> <li>Choose punctuation for effect. E05.D.2.1.3</li> <li>Choose words and phrases for effect. E05.D.2.1.4</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic. E05.E.1.1.4</li> <li>Establish and maintain a formal style. E05.E.1.1.5</li> </ul>		
<b>1.4 Writing</b> <i>Opinion/</i> <i>Argumentative</i> <i>Conventions of</i> <i>Language</i>	37	Student will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	L  L  L	<ul style="list-style-type: none"> <li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. E05.D.1.1.1</li> <li>Form and use the perfect (e.g., I had walked, I have walked; I will have walked) verb tenses. E05.D.1.1.2</li> <li>Use verb tense to convey various times, states, and conditions. E05.D.1.1.3</li> </ul>		CC.1.4.5.L

			L	<ul style="list-style-type: none"> <li>Recognize and correct inappropriate shifts in tense. E05.D.1.1.4</li> </ul>		
			L	<ul style="list-style-type: none"> <li>Use correlative conjunctions (e.g., either/or, neither/nor). E05.D.1.1.5</li> </ul>		
			U	<ul style="list-style-type: none"> <li>Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. E05.D.1.1.6</li> </ul>		
			U	<ul style="list-style-type: none"> <li>Correctly use frequently confused words (e.g., to, too, two; there, their, they're) E05.D.1.1.7</li> </ul>		
			U	<ul style="list-style-type: none"> <li>Ensure subject-verb and pronoun-antecedent agreement. E05.D.1.1.8</li> </ul>		
			U	<ul style="list-style-type: none"> <li>Use punctuation to separate items in a series. E05.D.1.2.1</li> </ul>		
			R	<ul style="list-style-type: none"> <li>Use a comma to separate an introductory element from the rest of the sentence. E05.D.1.2.2</li> </ul>		
			L	<ul style="list-style-type: none"> <li>Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?) E05.D.1.2.3</li> </ul>		
			U			

			U	<ul style="list-style-type: none"> <li>Use underlining, quotation marks, or italics to indicate titles of works. E05.D.1.2.4</li> </ul>		
			L	<ul style="list-style-type: none"> <li>Spell grade-appropriate words correctly. E05.D.1.2.5</li> </ul>		
<b>1.4 Writing</b> <i>Narrative</i>	38	Student will write narratives to develop real or imagined experiences or events.	U			CC.1.4.5.M
<b>1.4 Writing</b> <i>Narrative Focus</i>	39	Student will orient the reader by establishing a situation and introducing a narrator and/or characters.	L	<ul style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose; maintain a controlling point. E05.C.1.3.1</li> </ul>		CC.1.4.5.N
<b>1.4 Writing</b> <i>Narrative Content</i>	40	Student will use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	L	<ul style="list-style-type: none"> <li>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations. E05.C.1.3.2</li> </ul>		CC.1.4.5.O
			L	<ul style="list-style-type: none"> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely. E05.C.1.3.4</li> </ul>		
<b>1.4 Writing</b> <i>Narrative Organization</i>	41	Student will organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the	L	<ul style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose; maintain a controlling point.</li> </ul>		CC.1.4.5.P

		narrated experiences and events.		<p>E05.C.1.3.1</p> <ul style="list-style-type: none"> <li>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> </ul> <p>E05.C.1.3.3</p> <ul style="list-style-type: none"> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ul> <p>E05.C.1.3.5</p>		
<b>1.4 Writing</b> <i>Narrative Style</i>	42	<p>Student will write with an awareness of styles.</p> <ul style="list-style-type: none"> <li>Use sentences of varying lengths.</li> <li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul>		<ul style="list-style-type: none"> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> </ul> <p>E05.C.1.3.4</p> <ul style="list-style-type: none"> <li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul> <p>E05.D.2.1.1</p> <ul style="list-style-type: none"> <li>Choose words and phrases to convey ideas precisely.</li> </ul> <p>E05.D.2.1.2</p> <ul style="list-style-type: none"> <li>Choose punctuation for effect.</li> </ul> <p>E05.D.2.1.3</p> <ul style="list-style-type: none"> <li>Choose words and phrases for effect.</li> </ul> <p>E05.D.2.1.4</p>		CC.1.4.5.Q
<b>1.4 Writing</b> <i>Narrative Conventions of Language</i>	43	<p>Student will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>		<ul style="list-style-type: none"> <li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> </ul> <p>E05.D.1.1.1</p>		CC.1.4.5.R

			<ul style="list-style-type: none"><li>• Form and use the perfect (e.g., I had walked, I have walked; I will have walked) verb tenses. E05.D.1.1.2</li><li>• Use verb tense to convey various times, states, and conditions. E05.D.1.1.3</li><li>• Recognize and correct inappropriate shifts in tense. E05.D.1.1.4</li><li>• Use correlative conjunctions (e.g., either/or, neither/nor). E05.D.1.1.5</li><li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. E05.D.1.1.6</li><li>• Correctly use frequently confused words (e.g., to, too, two; there, their, they're) E05.D.1.1.7</li><li>• Ensure subject-verb and pronoun-antecedent agreement. E05.D.1.1.8</li><li>• Use punctuation to separate items in a series. E05.D.1.2.1</li><li>• Use a comma to separate an introductory element from the rest of the sentence. E05.D.1.2.2</li></ul>		
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				<ul style="list-style-type: none"> <li>• Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?) E05.D.1.2.3</li> <li>• Use underlining, quotation marks, or italics to indicate titles of works. E05.D.1.2.4</li> <li>• Spell grade-appropriate words correctly. E05.D.1.2.5</li> </ul>		
<b>1.4 Writing</b> <i>Response to Literature</i>	44	Student will draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.		<ul style="list-style-type: none"> <li>• Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E05.E.1.1.1</li> <li>• Develop the analysis using a variety of evidence from text(s) to support claims, opinions, and inferences. E05.E.1.1.2</li> <li>• Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E05.E.1.1.3</li> </ul>		CC.1.4.5.S



				<ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic. E05.E.1.1.4</li> <li>• Establish and maintain a formal style. E05.E.1.1.5</li> <li>• Provide a concluding section related to the analysis presented. E05.E.1.1.6</li> </ul>		
<b>1.4 Writing</b> <i>Production and Distribution of Writing</i> <i>Writing Process</i>	45	Student will with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				CC.1.4.5.T
<b>1.4 Writing</b> <i>Technology and Publication</i>	46	Student will with some guidance and support, 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.	L			CC.1.4.5.U
<b>1.4 Writing</b> <i>Conducting Research</i>	47	Student will conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	A			CC.1.4.5.V
<b>1.4 Writing</b> <i>Credibility,</i>	48	Students will recall relevant information from experiences or	L			CC.1.4.5.W

<b>Reliability, and Validity of Sources</b>		gather relevant information from print and digital sources; summarizes or paraphrase information in notes and finished work, and provide a list of sources.				
<b>1.4 Writing</b> <i>Range of Writing</i>	49	Students will 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.	U			CC.1.4.5.X
<b>1.5 Speaking and Listening</b> <i>Comprehension and Collaboration</i> <i>Collaboration</i> <i>Discussion</i>	50	Students will engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	R		<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Rubrics</li> <li>• Tests/Quizzes</li> <li>• Checklists</li> <li>• Projects/Reports</li> <li>• Portfolios</li> <li>• District Assessments</li> <li>• Writing Prompts</li> </ul>	CC.1.5.5.A
<b>1.5 Speaking and Listening</b> <i>Comprehension and Collaboration</i> <i>Critical Listening</i>	51	Students will summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	R			CC.1.5.5.B
<b>1.5 Speaking and Listening</b> <i>Comprehension and Collaboration</i> <i>Evaluating Information</i>	52	Students will summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	U			CC.1.5.5.C

<p><b>1.5 Speaking and Listening</b> <i>Presentation of Knowledge and Ideas</i> <i>Purpose, Audience, and Task</i></p>	53	<p>Students will report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate, and clear pronunciation.</p>				CC.1.5.5.D
<p><b>1.5 Speaking and Listening</b> <i>Presentation of Knowledge and Ideas</i> <i>Context</i></p>	54	<p>Students will adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	U			CC.1.5.5.E
<p><b>1.5 Speaking and Listening</b> <i>Presentation of Knowledge and Ideas</i> <i>Multimedia</i></p>	55	<p>Students will include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	U			CC.1.5.5.F
<p><b>1.5 Speaking and Listening</b> <i>Conventions of Standard English</i></p>	56	<p>Students will demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.</p>	U			CC.1.5.5.G
<p><b>1.6 Handwriting</b> <i>Manuscript/ Cursive</i></p>	57	<p>Students will read cursive handwriting.</p> <p>Students will refine cursive and manuscript letter formation and letter joinings.</p>	L  L  L		<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Rubrics</li> <li>• Tests/Quizzes</li> <li>• Checklists</li> <li>• Projects/Reports</li> <li>• Portfolios</li> <li>• District Assessments</li> <li>• Writing Prompts</li> </ul>	

		<p>Students will form legible cursive and manuscript letters.</p> <p>Students will complete legible work in manuscript and/or cursive handwriting.</p>	U			
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