

Reading Standards: Foundational Skills [RF]

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: *In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

Phonics and Word Recognition

5RF3. Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.

CCR. (Not applicable to Foundational Skills)

Enduring Understanding Word analysis and decoding skills are foundational for success as a reader.	Essential Questions How do sounds and letters create words? When a word doesn't make sense, what can I do?
---	---

Suggested Learning Targets

I can recognize that letters and combinations of letters (graphemes) make different sounds (phonemes). (K)

I can use my knowledge of consonant blends, long-vowel patterns and short-vowel patterns to decode words. (S)

I can analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables. (R)

I can use my analysis of word structure to help me decode unfamiliar multi-syllabic words. (S)

Vocabulary

consonant blend, long-vowel pattern, short-vowel pattern, root, prefix, suffix, syllable

Fluency

5RF4. Read with sufficient accuracy and fluency to support comprehension.

- 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.

CCR. (Not applicable to Foundational Skills)

Enduring Understanding Word analysis and decoding skills are foundational for success as a reader.	Essential Questions How do sounds and letters create words? When a word doesn't make sense, what can I do?
---	---

Suggested Learning Targets

I can read grade-level text fluently and show comprehension through voice, timing, and expression. (S)

I can recognize when a word I have read does not make sense within the text. (K)

I can self-correct misread or misunderstood words using context clues. (S)

I can reread with corrections when necessary. (S)

I can read fluently (easy, smooth, and automatic). (S)

Vocabulary

fluency, context clue

Reading Standards for Literature [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

5RL1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCR. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

<u>Enduring Understanding</u> Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	<u>Essential Questions</u> What do good readers do? Am I clear about what I just read? How do I know?
--	--

Suggested Learning Targets

I can quote (“word for word” support) accurately from a text. (S)

I can define inference and explain how a reader uses direct quotes from a text to reach a logical conclusion (“based on what I’ve read, it’s most likely true that...”). (R)

I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. (S)

I can analyze an author’s words and find quotes needed to support both explicit and inferential questions. (S)

Vocabulary

quote, inference explicit

5RL2. 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.

CCR. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

<u>Enduring Understanding</u> Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	<u>Essential Questions</u> What do good readers do? Am I clear about what I just read? How do I know?
--	--

?

Suggested Learning Targets

I can define theme (a lesson the author is revealing - Honesty is the best policy.)(K)

I can analyze details in a text (e.g. how characters respond to challenges or how the speaker in a poem reflects upon a topic) to determine a theme (author’s overall message). (R)

I can define summary (a shortened version of the text that states the key points). (K)

I can compose a summary stating the key points of the text. (P)

Vocabulary

theme, summary

5RL3. 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).
CCR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<u>Enduring Understanding</u> Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	<u>Essential Questions</u> What do good readers do? Am I clear about what I just read? How do I know?
--	--

Suggested Learning Targets

- I can identify characters, settings, and events in a story or drama. (K)
- I can compare (determine similarities) two or more characters, settings, or events in a story or drama using specific details from the text. (R)
- I can contrast (determine differences) two or more characters, settings, or events in a story or drama using specific details from the text. (R)

Vocabulary

compare, contrast

Craft and Structure

5RL4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
CCR. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

<u>Enduring Understanding</u> Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	<u>Essential Questions</u> Author’s choice: Why does it matter? What makes a story a “great” story?
---	--

Suggested Learning Targets

- I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of words and phrases. (S)
- I can define and identify various forms of figurative language (e.g., simile, metaphor, personification, alliteration, onomatopoeia). (K)
- I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean.) (R)

Vocabulary

figurative language, literal language

5RL5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
CCR. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

<u>Enduring Understanding</u> Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	<u>Essential Questions</u> Author’s choice: Why does it matter? What makes a story a “great” story?
---	--

Suggested Learning Targets

- I can recognize that chapters are found in stories, scenes are found in dramas, and stanzas are found in poems. (K)

I can explain how chapters, scenes, and stanza fit together to form stories, dramas, or poems. (R)

Vocabulary

chapter, scene, stanza

5RL6. Describe how a narrator’s or speaker’s point of view influences how events are described.

CCR. Assess how point of view or purpose shapes the content and style of a text.

<u>Enduring Understanding</u> Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	<u>Essential Questions</u> Author’s choice: Why does it matter? What makes a story a “great” story?
---	--

Suggested Learning Targets

I can identify basic points of view as first person (narrator tells about her/himself; “I”), second person (narrator talks directly to reader; “you”), or third person (narrator tells about others; “he/she/it”). (K)

I can describe how events in a text are influenced by point of view. (S)

Vocabulary

point of view, first person, second person, third person, influence

Integration of Knowledge and Ideas

5RL7. 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).

CCR. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

<u>Enduring Understanding</u> To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning and claims in diverse formats.	<u>Essential Questions</u> In what ways does creative choice impact an audience? Whose story is it, and why does it matter?
---	--

Suggested Learning Targets

I can identify visual elements found in a text (e.g., photographs, drawings, cartoons)(K)

I can analyze how visual elements add meaning, create tone, and contribute to the beauty of a text. (R)

I can analyze multimedia presentations of a text and determine how a media presentation adds to the meaning ,tone, and beauty of an original text. (R)

Vocabulary

visual element, multimedia, tone

5RL8. (Not applicable to literature)

CCR. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

5RL9. Compare and contrast stories in the same genre(e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

CCR. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

<u>Enduring Understanding</u> To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content,	<u>Essential Questions</u> In what ways does creative choice impact an audience? Whose story is it, and why does it matter?
--	--

reasoning and claims in diverse formats.	
--	--

Suggested Learning Targets

I can define theme (a lesson the author is revealing -Honesty is the best policy.). (K)

I can identify similar themes and topics found in stories from the same genre. (K)

I can compare (determine similarities) how stories in the same genre can communicate the same theme or topic. (R)

I can contrast (determine differences) how stories in the same genre can communicate the same theme or topic. (R)

Vocabulary

compare, contrast, theme, genre

Range of Reading and Level of Text Complexity

5RL10. 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.

CCR. REad and comprehend complex literary and informational texts independently and proficiently.

<u>Enduring Understanding</u> Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.	<u>Essential Questions</u> What do good readers do? Am I clear about what I just read? How do I know?
--	--

Suggested Learning Targets

I can closely read complex grade level texts. (S)

I can reread a text to find more information or clarify ideas. (S)

I can use reading strategies (e.g., ask questions , make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text. (S)

Vocabulary

reading strategy, comprehension

Reading Standards for Informational Text [RI]

Key Ideas and Details

5RI1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCR. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Enduring Understanding Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Essential Questions What do good readers do? Am I clear about what I just read? How do I know?
---	---

Suggested Learning Targets

I can quote (“word for word” support) accurately from a text. (S)

I can define inference and explain how a reader uses direct quotes from a text to reach a logical conclusion (“based on what I’ve read, it’s most likely true that...”). (R)

I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. (S)

I can analyze an author’s words and find quotes needed to support both explicit and inferential questions. (S)

Vocabulary

quote, inference, explicit

5RI2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCR. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Enduring Understanding Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Essential Questions What do good readers do? Am I clear about what I just read? How do I know?
---	---

Suggested Learning Targets

I can define main idea (who or what a text is mainly about). (K)

I can determine two or more main ideas of a text. (R)

I can identify key details in a text and explain how they support the main ideas. (R)

I can define summary (a shortened version of a text that states the key points). (K)

I can write a summary stating the key points of a text. (P)

Vocabulary

main idea, key detail, summary

5RI3. 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.

CCR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Enduring Understanding Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Essential Questions What do good readers do? Am I clear about what I just read? How do I know?
---	---

Suggested Learning Targets

I can identify individuals, events, ideas, and/or concepts in different types of text. (K)

I can use specific information in a text (e.g., historical, scientific, technical) to identify and explain the relationships between two or more individuals, events, ideas, and/or concepts. (R)
I can use specific information in a text (e.g., historical scientific, technical) to identify and explain the interactions between two or more individuals, events, ideas, and/or concepts. (R)

Vocabulary

relationship, interaction, individual, event, idea, concept

Craft and Structure

5RI4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CCR. Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

<u>Enduring Understanding</u> Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	<u>Essential Questions</u> Author's choice: Why does it matter? What makes a story a "great" story?
---	--

Suggested Learning Targets

I can identify general academic words or phrases (different ways to say the same thing, e.g., saunter instead of walk) in a text. (K)

I can identify domain specific words or phrases (content words, e.g., lava, democracy, pulley) in a text. (K)

I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain-specific words and phrases in a text. (S)

I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining the meaning of unknown words and phrases. (S)

Vocabulary

general academic words, domain-specific words

5RI5. 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.

CCR. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

<u>Enduring Understanding</u> Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	<u>Essential Questions</u> Author's choice: Why does it matter? What makes a story a "great" story?
---	--

Suggested Learning Targets

I can identify and explain different structures used in informational text (e.g., chronology, compare/contrast, cause/effect, problem/solution). (K)

I can determine the overall structure of an informational text. (R)

I can compare (determine similarities) events, ideas, concepts, and/or information in two or more texts. (R)

I can contrast (determine differences) events, ideas, concepts, and/or information in two or more texts. (R)

I can analyze informational texts and determine if the structure chosen effectively relates events, ideas, concepts, or information. (R)

Vocabulary

text structure, compare, contrast

5RI6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCR. Assess how point of view or purpose shapes the content and style of a text.

Enduring Understanding Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Essential Questions Author's choice: Why does it matter? What makes a story a "great" story?
--	---

Suggested Learning Targets

I can define point of view as how the author feels about the situation/topic of a text. (K)

I can determine an author's point of view (What do I know about the author's opinions, values, and/or beliefs?) and explain his/her purpose for writing the text. (R)

I can analyze how various authors develop the same event or topic and determine how each author's point of view affects the text. (R)

Vocabulary

point of view, purpose

Integration of Knowledge and Ideas

5RI7. 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.

CCR. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Enduring Understanding To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Essential Questions In what ways does creative choice impact and audience? Whose story is it, and why does it matter?
---	--

Suggested Learning Targets

I can define point of view as how the author feels about the situation/topic of a text. (K)

I can determine an author's point of view (What do I know about the author's opinions, values, and/or beliefs?) and explain his/her purpose for writing the text. (R)

I can analyze how various authors develop the same event or topic and determine how each author's point of view affects the text. (R)

Vocabulary

point of view, purpose

5RI8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CCR. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Enduring Understanding To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content,	Essential Questions In what ways does creative choice impact and audience? Whose story is it, and why does it matter?
---	--

reasoning, and claims in diverse formats.	
---	--

Suggested Learning Targets

I can locate the reasons and evidence an author uses to support particular points in a text. (K)

I can identify which reasons and evidence support particular points. (K)

I can explain how the reasons and evidence support the particular points in a text. (R)

Vocabulary

reasons, evidence

5RI9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCR. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

<u>Enduring Understanding</u> To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	<u>Essential Questions</u> In what ways does creative choice impact and audience? Whose story is it, and why does it matter?
--	---

Suggested Learning Targets

I can locate information from several texts on the same topic. (S)

I can determine which pieces of information best support my topic. (R)

I can integrate (bring together) information from several texts to display my knowledge of the topic when writing or speaking. (S)

Vocabulary

integrate

Range of Reading and Level of Text Complexity

5RI10. 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.

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

<u>Enduring Understanding</u> Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.	<u>Essential Questions</u> What do good readers do? Am I clear about what I just read? How do I know?
--	--

Suggested Learning Targets

I can closely read complex grade level texts. (S)

I can reread a text to find more information and clarify ideas. (S)

I can use the reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text. (S)

Vocabulary

reading strategy, comprehension

Writing Standards [W]

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Text Types and Purposes

5W1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- 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., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.

CCR. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Enduring Understanding Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	Essential Questions What do good writers do? What's my purpose and how do I develop it?
---	---

Suggested Learning Targets

- I can determine my opinion/point of view on a particular topic or text. (R)
- I can create an organizational structure (chronology, compare/contrast, cause/effect, problem/solution) to logically introduce my topic and opinion. (S)
- I can support my opinion with logically ordered facts and details and link my reasons with words, phrases, and clauses. (S)
- I can write an opinion piece with an introduction, supporting details/facts, and a concluding statement/section. (P)

Vocabulary

opinion, point of view, organizational structure

5W2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- 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.

CCR. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Enduring Understanding Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	Essential Questions What do good writers do? What's my purpose and how do I develop it?
---	---

Suggested Learning Targets

- I can select a topic and gather information (e.g., facts, definitions, concrete details, quotations, examples) to share with my audience. (S)
- I can define common formatting structures and determine structures that will allow me to organize my information best. (R)
- I can introduce my topic by providing my general observation/focus and use formatting structures, illustrations, and multimedia to clarify (make clear) my topic. (S)
- I can link my information (e.g., facts, definitions, details, quotations, examples) using words, phrases, and clauses. (S)
- I can explain my topic using precise language and domain-specific vocabulary. (S)
- I can present my information in a formal style with a concluding statement or section that relates to the information presented. (P)

Vocabulary

formatting structure, observation, focus, multimedia, precise, domain-specific vocabulary

5W3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

CCR. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<u>Enduring Understanding</u> Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	<u>Essential Questions</u> What do good writers do? What's my purpose and how do I develop it?
--	--

Suggested Learning Targets

- I can define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution). (K)
- I can orient (set the scene for) the reader by introducing the narrator, characters, and the event/situation that starts the story in motion.
- I can sequence the events in my story so that one event logically leads to the next. (R)
- I can use narrative techniques (e.g., dialogue, description, pacing) to develop events and/or experiences and show how characters respond to situations. (S)
- I can use concrete words and phrases as well as sensory details (descriptive words and phrases that appeal to the senses) to help my reader understand the experiences and events (create mind pictures). (S)
- I can signal changes in time and place by using transition words, phrases, and clauses. (S)
- I can write a logical conclusion that provides a sense of closure (ties up all the loose ends and leaves the reader satisfied). (P)

Vocabulary

narrative, narrator, sequence, concrete word, sensory detail, transition, conclusion

Production and Distribution of Writing

5W4. 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.)

CCR. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Enduring Understanding Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Essential Questions Writing clearly: What makes a difference? Final Produce: What does it take?
---	--

Suggested Learning Targets

I can identify the writing style (e.g., argument, informative/explanatory, narrative) that best fits my task, purpose, and audience. (K)

I can use organizational/formatting structures (graphic organizers) to develop my writing ideas. (S)

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (P)

Vocabulary

writing style, task, purpose, audience

5W5. 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.)

CCR. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Enduring Understanding Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Essential Questions Writing clearly: What makes a difference? Final Produce: What does it take?
---	--

Suggested Learning Targets

I can use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists). (S)

I can recognize that a well-developed piece of writing requires more than one draft. (K)

I can apply revision strategies (reading aloud, checking for misunderstandings, adding and deleting details) with the help of others. (S)

I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. (S)

I can prepare multiple drafts using revisions and edits to develop and strengthen my writing. (S)

I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach. (K)

Vocabulary

revision strategy, edit

5W6. 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.

CCR. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Enduring Understanding Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Essential Questions Writing clearly: What makes a difference? Final Produce: What does it take?
---	--

Suggested Learning Targets

- I can identify technology (e.g., Word, Publisher, PowerPoint) that will help me produce, edit, and publish my writing. (K)
- I can choose credible websites on the Internet that will help me compose, edit, and publish my writing. (S)
- I can collaborate with peers, teachers, and others to produce and publish my writing. (S)
- I can use proper keyboarding skills (type a minimum of two pages in a single sitting) to compose and prepare my writing for publication. (S)

Vocabulary

publish, credible website

Research to Build and Present Knowledge

5W7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CCR. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Enduring Understanding Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	Essential Questions What do good researchers do? "Cut and Paste:" What's the problem?
---	--

Suggested Learning Targets

- I can define research and explain how research is different from other types of writing. (R)
- I can focus my research around a central question that is provided or determine my own research worthy question (e.g., Why do birds migrate?). (S)
- I can choose several sources (e.g., biographies, non-fiction texts, online encyclopedia) and gather information to answer my research question. (S)
- I can analyze the information found in my sources and determine if it provides enough support to answer my question. (R)

Vocabulary

research, central question, source

5W8. 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.

5W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Range of Writing

5W10. 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.

Speaking and Listening Standards [SL]

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

5SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

5SL2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5SL3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

5SL4. 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.

5SL5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

5SL6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

Language Standards [L]

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Conventions of Standard English

5L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., *either/or, neither/nor*).

5L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words 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?*).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

5L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

5L4. 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.

- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
- 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.

5L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- 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.

5L6. 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*).

MATHEMATICS [M]

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Operations and Algebraic Thinking [5.OA]

Write and interpret numerical expressions.

5MOA1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

5MOA2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

5MOA3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

Number and Operations in Base Ten [5.NBT]

Understand the place value system.

5MNBT1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.

5MNBT2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

5MNBT3. Read, write, and compare decimals to thousandths.

- Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
- Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

5MNBT4. Use place value understanding to round decimals to any place.

5MNBT7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Perform operations with multi-digit whole numbers and with decimals to hundredths.

5MNBT5. Fluently multiply multi-digit whole numbers using the standard algorithm.

5MNBT6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations - Fractions [5.NF]

Use equivalent fractions as a strategy to add and subtract fractions.

5MNF1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)*

5MNF2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.*

5MNF6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

5MNF3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

5MNF4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*

- a. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5MNF5. Interpret multiplication as scaling (resizing), by:

Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

- a. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

5MNF7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.¹

- a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.*
- b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.*
- c. Solve real world problems involving division of unit fractions by non-zero whole numbers and

¹ Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?*

Measurement and Data [5.MD]

Convert like measurement units within a given measurement system.

5MMD1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

- Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
- Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.
- Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Represent and interpret data.

5MMD2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

5MMD3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

- A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
- A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

5MMD4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

Geometry [5.G]

Graph points on the coordinate plane to solve real-world and mathematical problems.

5MG1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

5MG2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

5MG3. Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*

5MG4. Classify two-dimensional figures in a hierarchy based on properties.

