



**School District
of the City of St.
Charles**

K-6 Communication Arts Curriculum: Grade 5

Approved by the Board of Education
May 9, 2013



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Harris Elementary
Monroe Elementary
Coverdell Elementary
Lincoln Elementary
Null Elementary
Harris Elementary
Blackhurst Elementary
Monroe Elementary
Blackhurst Elementary
Monroe Elementary
Coverdell Elementary
Lincoln Elementary
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Jefferson Intermediate
Blackhurst Elementary
Lincoln Elementary
Harris Elementary
Null Elementary
Coverdell Elementary
Monroe Elementary
Jefferson Intermediate
St. Charles R-6 School District
St. Charles R-6 School District

Kindergarten
Kindergarten
1st Grade
1st Grade
1st Grade
2nd Grade
2nd Grade
3rd Grade
3rd Grade
Reading Specialist
4th Grade
4th Grade
5th Grade
5th Grade
5th Grade
6th Grade
6th Grade
Reading Specialist
ELL Teacher
Special Education
Instructional Coach
Instructional Coach
Instructional Coach
Instructional Coach
Principal
Principal
Asst. Super., Human Resources
Assoc. Super., Curriculum & Instruction

Grade 5 Communication Arts

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English Language Arts Glossary of Terms

Depth of Knowledge (DOK) Levels

Balanced Literacy Terms

Helpful Links (WEB) for Communication Arts

K-6 Collective Commitments Reading Workshop

Show Me Standards

GLEs

Standards Crosswalk for English Language Arts – Grade 5

The District's Mission, Vision, Values, and Goals

OVERVIEW

The City of Saint Charles School District community works continuously to improve the education for all students through the quality of our schools and program offerings.

The Comprehensive School Improvement Plan (CSIP) serves as a long range, strategic planning document which directs the overall improvement of our educational programs and services (MSIP 8.2).

Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

Value Statements

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment

- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity

- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices

- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

K-6 Communication Arts Curriculum Committee: Mission Statement

The Mission of the K-6 Communication Arts Program in the City of St. Charles School District is to establish a foundation for life-long learning through reading, writing, spelling, listening, speaking, and informational literacy, using a comprehensive balanced literacy approach.

The program will instill in students a strong background in reading and writing, understanding that these areas affect all aspects of future learning. This program will provide students an opportunity to make connections to the world beyond the classroom. We will empower students to become life-long learners by challenging them to be critical thinkers who can apply classroom skills to real life situations.

Communication Arts Curriculum Committee Rationale

The rationale for Communication Arts in the City of St. Charles School District is to provide a solid foundation for all students in the areas of reading, writing, spelling, listening, and speaking. By exposing students to a balanced literacy approach, students will become critical thinkers and will be able to apply their skills within and beyond the classroom. Differentiating instruction enhances the student's learning by broadening their experiences through guided, shared, and modeled instruction. Teachers are equipped with the necessary resources to assess and expand this balanced approach. Because we live in a global society, the City of St. Charles School District believes we must provide all students with a balanced program of integrated study that includes emphasis on the understanding and appreciation of diverse cultures, gender equity, and handicapped conditions.

K-6 Communication Arts Curriculum Committee: Vision

What do we want our students to look like after they graduate from the City of St. Charles School District?

The students in the City of St. Charles School District will have an enriching experience at each grade level and will grow as citizens in academic and moral standards. Throughout the elementary process students will receive constant support, feedback, and a strong academic foundation for future years facilitated with high expectations. In the middle school years students will gain more responsibility for their learning while still being guided and attention given to social, emotional, and academic challenges of this ages group, facilitated with high expectations. During students' final years in the City of St. Charles School District, application of the characteristics socially, emotionally, and academically will manifest, producing life-long learners that have been guided with high expectations.

Essential Understandings

The fifth grade student will:

Reading

- Reads and comprehends text at a level V
- When reading a level V text, the student reads with appropriate rate (115-150 wpm), phrasing, pausing and expression with accuracy.
- Determines the meanings of words and phrases as they are used in a level V text.

In a level V text, the student:

- Compares and contrasts characters, settings, and events in a story, drawing on specific details in the text.
- Compares and contrasts stories in the same genre on their approaches to similar themes and topics.
- Explains how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
- Constructs a summary that is concise and reflects the important and overarching ideas.
- Makes logical predictions and inferences, using support from personal experience or drawing on specific details in the text.
- Changes opinions or understandings based on new information or insights gained.
- Analyzes author's use of craft and structure and its effect on a story.

In a grade appropriate text, the student:

- Explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.
- Constructs a summary that is concise and reflects the main ideas and supporting details
- Identifies nonfiction text features and structures used to convey information in a grade appropriate text
- Compares and contrasts events, ideas, concepts, and points of view, in two or more texts
- Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably
- Explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text

Writing

The student writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

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

The student writes 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.
- Provide a concluding statement or section related to the opinion presented.

The student writes informative/explanatory text 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, 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.
- 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.

Language

- Uses grade appropriate punctuation and capitalization.
- Spells grade-appropriate words correctly, consulting references as needed.
- Use verb tense to convey various times, sequences, states, and conditions while recognizing and correcting inappropriate shifts in verb tense.
- Expand, combine and reduce sentences for meaning, reader/listener interest and style.

Speaking/Listening

- 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.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 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.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- 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 [here](#) for specific expectations.)

City of Saint Charles School District
Communication Arts Scope and Sequence Grades K-6

Reading Standards for Literature: Key Ideas and Details						
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text • With prompting and support, retell familiar stories, including key details • With prompting and support, identify characters, settings, and major events in a story 	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text • Retell stories, including key details, and demonstrate understanding of their central message or lesson • Describe characters, settings, and major events in a story using key details 	<ul style="list-style-type: none"> • Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text • Recount stories, including fables & folktales from diverse cultures, and determine their central message, lesson, or moral • Describe how characters in a story respond to major events or changes 	<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers • Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text • Describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events 	<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text • Determine a theme of a story, drama, or poem from details in the text; summarize the text • Describe in depth a character, setting, or event in a story, drawing specific details of the text (character's thoughts, words, or actions) 	<ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text • 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 • Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (how characters interact) 	<ul style="list-style-type: none"> • Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments • Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

Reading Standards for Literature: Craft and Structure

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • Ask and answer questions about unknown words in a text • Recognize common types of texts (storybooks, poems) • With prompting and support, name the author and illustrator and define the role of each in telling the story 	<ul style="list-style-type: none"> • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses • Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types • Identify who is telling the story at various points in a text 	<ul style="list-style-type: none"> • Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song • Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action • Acknowledges differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language • Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections • Distinguish their own point of view from that of the narrator or those of the characters 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (Herculean) • Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (verse, rhythm, meter) and drama (cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text • Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes • Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem • Describe how a narrator’s or speaker’s point of view influences how events are described 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone • Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot • Explain how an author develops the point of view of the narrator or speaker in a text

Reading Standards for Literature: Integration of Knowledge and Ideas

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • With prompting and support, describe the relationship between illustrations and the story in which they appear (what moment in a story an illustration depicts) • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories 	<ul style="list-style-type: none"> • Use the illustrations and details in a story to describe its characters, setting, or events • Compare and contrast the adventures and experiences of characters in stories 	<ul style="list-style-type: none"> • Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot • Compare and contrast two or more versions of the same story (Cinderella stories) by different authors or from different cultures 	<ul style="list-style-type: none"> • Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting) • Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (in books from a series) 	<ul style="list-style-type: none"> • Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text • Compare and contrast the treatment of similar themes and topics (opposition of good and evil) and patterns of events (the quest) in stories, myths, and traditional literature from different cultures 	<ul style="list-style-type: none"> • Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (graphic novel, multimedia presentation of fiction, folktale, myth, poem) • Compare and contrast stories in the same genre (mysteries, and adventure stories) on their approaches to similar themes and topics 	<ul style="list-style-type: none"> • Compare and contrast the experience of reading a story, drama, or poem listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch • Compare and contrast texts in different forms or genres (stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics

Reading Standards for Literature: Range of Reading and Level of Text Complexity

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none">Actively engage in group reading activities with purpose and understanding	<ul style="list-style-type: none">With prompting and support, read prose and poetry of appropriate complexity for grade 1	<ul style="list-style-type: none">By the end of the year, read and comprehend literature, including stories and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range	<ul style="list-style-type: none">By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently	<ul style="list-style-type: none">By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range	<ul style="list-style-type: none">By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently	<ul style="list-style-type: none">By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range

Reading Standards for Informational: Key Ideas and Details

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • With prompting and support, ask, and answer questions about key details in text • With prompting and support, identify the main topic and retell key details of a text • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text 	<ul style="list-style-type: none"> • Ask and answer questions about key details in a text • Identify the main topic and retell key details of a text • Describe the connection between two individuals, events, ideas, or pieces of information in a text 	<ul style="list-style-type: none"> • Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text • Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text 	<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers • Determine the main idea of a text; recount the key details and explain how they support the main idea • Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect 	<ul style="list-style-type: none"> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text • Determine the main idea of a text and explain how it is supported by key details; summarize the text • Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information from the text 	<ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from text • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text • Explain the relationships of interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text 	<ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments • Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (through examples anecdotes)

Reading Standards for Informational: Craft and Structure

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about unknown words in a text • Identify the front cover, back cover, and title page of a book • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text 	<ul style="list-style-type: none"> • Ask and answer questions to help determine or clarify meaning of words and phrases in a text • Know and use various text features (headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area • Know and use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently • Identify the main purpose of a text, including what the author wants to answer, explain, or describe 	<ul style="list-style-type: none"> • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area • Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently • Distinguish their own point of view from that of the author of a text 	<ul style="list-style-type: none"> • Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic of subject area • Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text • Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided 	<ul style="list-style-type: none"> • Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic of subject area • Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative language, connotative, and technical meanings • Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas • Determine author’s point of view or purpose in a text and explain how it is conveyed in the text

Reading Standards for Informational: Integration of Knowledge and Ideas

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • With prompting and support, describe the relationship between illustrations and the text in which they appear (what person, place, thing, or idea in the text an illustration depicts) • With prompting and support, identify the reasons an authors gives to support points in a text • With prompting and support, identify basic similarities and differences between two texts on the same topic (illustrations, descriptions, or procedures) 	<ul style="list-style-type: none"> • Use illustrations and details in a text to describe its key details • Identify the reasons an author gives to support points in a text • Identify basic similarities and differences between two texts on the same topic (in illustrations, descriptions, or procedures) 	<ul style="list-style-type: none"> • Explain how specific images (a diagram showing how a machine works) contributes to and clarify a text • Describe how reasons support specific points the author makes in a text • Compare and contrast the most important points presented by two texts on the same topic 	<ul style="list-style-type: none"> • Use information gained from illustrations (maps, photographs) and the words in a text to demonstrate understanding of the text (where, when why, ad how key events occur) • Describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence) • Compare and contrast the most important points and key details presented in two texts on the same topic 	<ul style="list-style-type: none"> • Interpret information presented visually, orally, or quantitatively (in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the txt in which it appears • Explain how an author uses reasons and evidence to support particular points in a text • Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably 	<ul style="list-style-type: none"> • Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably 	<ul style="list-style-type: none"> • Integrate information presented in different media or formats (visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue • Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not • Compare and contrast one author’s presentation of events with that of another (memoir written by and a biography on the same person)

Reading Standards for Informational: Range of Reading and Level of Text Complexity						
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding 	<ul style="list-style-type: none"> With prompting and support, read informational texts appropriately for complex for grade 1 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 band proficiently, with scaffolding as needed at the high end of the range 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 band independently and proficiently 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 band proficiently, with scaffolding as needed at the high end of the range 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 band independently and proficiently 	<ul style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 6-8 band proficiently, with scaffolding as needed at the high end of the range

Reading Standards for Foundational Skills: Print Concepts

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print • Follow words from left to right, top to bottom, and page by page • Recognize that spoken words are represented in written language by specific sequences of letters • Understand that words are separated by spaces in print • Recognize and name all upper- and lowercase letters of the alphabet 	<ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print • Recognize the distinguishing features of a sentence (e.g.-first word, capitalization, ending punctuation) 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable

Reading Standards for Foundational Skills: Phonological Awareness

Kindergarten	1st Grade	2nd Grade	3rd Grade	Kindergarten	1st Grade	2nd Grade
<ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Recognize and produce rhyming words • Count, pronounce, blend and segment syllables in spoken words • Blend and segment onsets and rimes of single-syllable spoken words • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words (This does not include CVC's ending with /l/, /r/, or /x/) • Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words 	<ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Distinguish long from short vowel sounds in spoken single-syllable words • Orally produce single-syllable words by blending sounds (phonemes) including consonant blends • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words • Segment spoken single syllable words into their complete sequence of individual sounds (phonemes) 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Not Applicable 	<ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Recognize and produce rhyming words • Count, pronounce, blend and segment syllables in spoken words • Blend and segment onsets and rimes of single-syllable spoken words • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words (This does not include CVC's ending with /l/, /r/, or /x/) • Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words 	<ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Distinguish long from short vowel sounds in spoken single-syllable words • Orally produce single-syllable words by blending sounds (phonemes) including consonant blends • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words • Segment spoken single syllable words into their complete sequence of individual sounds (phonemes) 	<ul style="list-style-type: none"> • Not Applicable

Reading Standards for Foundational Skills: Fluency

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • Read emergent-reader texts with purpose and understanding 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level text orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level text orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<ul style="list-style-type: none"> • Not Applicable

Writing Standards K-6 – Text Types and Purposes

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader they the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...) • Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events 	<ul style="list-style-type: none"> • Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened , use temporal words to signal event order, and provide some sense of closure 	<ul style="list-style-type: none"> • Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and , also) to connect opinion and reasons, and provide a concluding statement or section • Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure 	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases to connect opinion and reasons. Provide a concluding statement or section. • Write information/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases 	<ul style="list-style-type: none"> • 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 related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases. Provide a concluding statement or section related to the opinion presented. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections: include 	<ul style="list-style-type: none"> • 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. Provide a concluding statement or section related to the opinion presented. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and 	<ul style="list-style-type: none"> • Write arguments to support claims with clear reasons and relevant evidence. Introduce claim and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection,

<p>the order in which they occurred, and provided a reaction to what happened</p>			<p>to connect ideas within categories of information. Provide a concluding statement or section.</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize and event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. 	<p>formatting, illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and 	<p>focus, and group related information logically: include formatting, 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. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event 	<p>organization, and analyses of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows form the</p>
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				<p>introducing a narrator and/or characters: organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters: organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>information or explanation presented.</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive
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						details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
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Writing Standards K-6 – Production and Distribution of Writing

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers 	<ul style="list-style-type: none"> • With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers 	<ul style="list-style-type: none"> • With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers 	<ul style="list-style-type: none"> • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing • With guidance and support from adults, use technology to produce and publish writing using keyboard skills as well as to interact and collaborate with others 	<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. 	<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying new approach. • 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. 	<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • 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 three pages in a single sitting.

Writing Standards K-6 – Range of Writing

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none">• Begins in grade 3	<ul style="list-style-type: none">• Begins in grade 3	<ul style="list-style-type: none">• Begins in grade 3	<ul style="list-style-type: none">• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	<ul style="list-style-type: none">• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	<ul style="list-style-type: none">• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	<ul style="list-style-type: none">• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Speaking and Listening Standards: Comprehension and Collaboration

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups • Follow agreed up on rules for discussions • Continue a conversation through multiple exchanges • Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. • Ask and answer questions in order to seek help, get information, or clarify 	<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups • Follow agreed up on rules for discussions • Build on other’s talk in conversations by responding to the comments of others through multiple exchanges. • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. 	<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups • Follow agreed up on rules for discussions • Build on other’s talk in conversations by linking their comments to the remarks of others • Ask for clarification and further explanation as needed about the topics and texts under discussion. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. • Ask and 	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. • Follow agreed upon rules for discussions. • Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • Explain their own ideas and understanding in light of the 	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. • Follow agreed upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. • Follow agreed upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics and texts, building on others’ ideas and expressing their own clearly. • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. • Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comment that contribute to the topic, text, or issue

<p>something that is not understood.</p>		<p>answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>discussion.</p> <ul style="list-style-type: none"> • Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 	<ul style="list-style-type: none"> • Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Identify the reasons and evidence a speaker provides to support particular points. 	<ul style="list-style-type: none"> • Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. 	<p>under discussion.</p> <ul style="list-style-type: none"> • Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. • Delineate a speaker's argument and specific claims that are supported by reasons and evidence from claims that are not.
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Speaking and Listening Standards: Presentation of Knowledge and Ideas

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
<ul style="list-style-type: none"> • Describe familiar people, places, things, and events, with prompting and support, provide additional detail. • Add drawings or other visual displays to descriptions as desired to provide additional details. • Speak audibly and express thoughts, feelings, and ideas clearly 	<ul style="list-style-type: none"> • Describe familiar people, places, things, and events, with relevant details, expressing ideas and feelings clearly. • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings • Produce complete sentences when appropriate to task and situation. 	<ul style="list-style-type: none"> • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> • Report on a topic of text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. • Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> • Report on a topic of text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace. • Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. • Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation. 	<ul style="list-style-type: none"> • Report on a topic of text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace • Include multimedia component and visual displays in presentations when appropriate to enhance the development of main ideas or themes. • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. 	<ul style="list-style-type: none"> • Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clean pronunciation. • Include multimedia components and visual displays in presentations to clarify information. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards: Conventions of Standard English

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	Kindergarten
<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. <ul style="list-style-type: none"> -Print many upper and lower case letters. -Use frequently occurring nouns and verbs. -Form regular plural nouns orally by adding /s/ or /es/. -Understand and use question words. -Use the most frequent occurring prepositions. -Produce and expand complete sentences in shared language activities. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing. <ul style="list-style-type: none"> -Capitalize the first word in a sentence and the pronoun I. -Recognize and name end punctuation. -Write a letter or letters for most consonant and short vowel sounds. 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> -Print all upper- and lowercase letters. -Use common, proper, and possessive nouns. -Use singular and plural nouns with matching verbs in basic sentences. -Use personal, possessive, and indefinite pronouns. -Use verbs to convey a sense of past, present, and future. -Use frequently occurring adjectives. - Use frequently occurring conjunctions. - Use determiners. - Use frequently occurring prepositions. -Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> - Use collective nouns. - Form and use frequently occurring irregular plural nouns. -Use reflexive pronouns. -Form and use the past tense of frequently occurring irregular verbs. -Use adjectives and adverbs, and choose between them depending on what is to be modified. -Produce, expand, and rearrange complete simple and compound sentences. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> -Capitalize holidays, product names, and 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. - Form and use regular and irregular plural nouns. - Use abstract nouns. - Form and use regular and irregular verbs. - Form and use the simple verb tenses. - Ensure subject-verb and pronoun-antecedent agreement. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. - Use coordinating and subordinating conjunctions. - Produce simple, compound, and complex sentences. • Demonstrate command of the 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> - Use relative pronouns and relative adverbs. - Form and use the progressive verb tenses. - Use modal auxiliaries to convey various conditions. - Order adjectives within sentences according to conventional patterns. - Form and use prepositional phrases. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. - Correctly use frequently confused words. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> - Use correct capitalization. - Use commas and 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. - Form and use the perfect verb tenses. - Use verb tense to convey various times, sequences, states, and conditions. - Recognize and correct inappropriate shifts in verb tense. - Use correlative conjunctions. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> - Capitalize the first word in a sentence and the pronoun I. -Recognize and name end punctuation. -Write a letter or letters for most consonant and short vowel sounds. -Spell simple words 	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. <ul style="list-style-type: none"> -Print many upper and lower case letters. -Use frequently occurring nouns and verbs. -Form regular plural nouns orally by adding /s/ or /es/. -Understand and use question words. -Use the most frequent occurring prepositions. -Produce and expand complete sentences in shared language activities. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing. <ul style="list-style-type: none"> -Capitalize the first word in a sentence and the pronoun I. -Recognize and name end punctuation. -Write a letter or letters for most consonant and short vowel sounds. -Spell simple words

<p>-Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>to prompts.</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>-Capitalize dates and names of people.</p> <p>- Use end punctuation for sentences.</p> <p>- Use commas in dates and to separate single words in a series.</p> <p>- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>geographic names.</p> <ul style="list-style-type: none"> - Use commas in greetings and closings of letters. -Use an apostrophe to form contractions and frequently occurring possessives. - Generalize learned spelling patterns when writing words. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> - Capitalize appropriate words in titles. - Use commas in addresses. - Use commas and quotation marks in dialogue. - Form and use possessives. - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. - Use spelling patterns and generalizations in writing words. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>quotation marks to mark direct speech and quotations from a text.</p> <ul style="list-style-type: none"> - Use a comma before a coordinating conjunction in a compound sentence. - Spell grade-appropriate words correctly, consulting references as needed. 	<ul style="list-style-type: none"> - Use a comma to set off the words <i>yes</i> and <i>no</i> to set off a tag question from the rest of the sentence, and to indicate direct address. - Use underlining, quotation marks, or italics to indicate titles of works. - Spell grade-appropriate words correctly, consulting references as needed. 	<p>phonetically, drawing on knowledge of sound-letter relationships.</p>
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Language Standards: Knowledge of Language

Begins in grade 2	Begins in grade 2	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Compare formal and informal uses of English. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases for effect. - Recognize and observe differences between the conventions of spoken and written standard English. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases to convey ideas precisely. - Choose punctuation for effect. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate. 	<ul style="list-style-type: none"> • 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., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Vary sentence patterns for meaning, reader/listener interest, and style. - Maintain consistency in style and tone.
Begins in grade 2	Begins in grade 2	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Compare formal and informal uses of English. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases for effect. - Recognize and observe differences between the conventions of spoken and written standard English. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases to convey ideas precisely. - Choose punctuation for effect. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate. 	<ul style="list-style-type: none"> • 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., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems. 	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Vary sentence patterns for meaning, reader/listener interest, and style. - Maintain consistency in style and tone.

Language Standards: Vocabulary Acquisition and Use

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. - Identify new meanings for familiar words and apply them accurately. -Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. • With guidance and support from adults, explore word relationships and nuances in word meanings. - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. -Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. -Use sentence-level context as a clue to the meaning of a word or phrase. - Use frequently occurring affixes as a clue to the meaning of a word. - Identify frequently occurring root words and their inflectional forms. • With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning. - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. -Define words by category and by one or more key attributes. - Identify real-life 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. -Use sentence-level context as a clue to the meaning of a word or phrase. - Determine the meaning of the new word formed when a known prefix is added to a known word. -Use a known root word as a clue to the meaning of an unknown word with the same root. -Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). - Use glossaries and 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. - Use sentence-level context as a clue to the meaning of a word or phrase. - Determine the meaning of the new word formed when a known affix is added to a known word. - Use a known root word as a clue to the meaning of an unknown word with the same root. - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. • Demonstrate understanding of figurative language, word relationships and nuances in word meanings. - Distinguish the literal and nonliteral meanings of words and phrases in 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. - Consult reference, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Explain the meaning of simple similes and metaphors in context. - Recognize and explain the meaning of common idioms, 	<ul style="list-style-type: none"> • 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 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. - Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • 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. 	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. - Use context as a clue to the meaning of a word or phrase. - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. - Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. - Verify the preliminary determination of the meaning of a word or phrase. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figures of speech (e.g., personification) in context.

<p>- Identify real-life connections between words and their use. -Distinguish shades of meaning among verbs describing the same general action.</p> <ul style="list-style-type: none"> • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 	<p>connections between words and their use. - Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.</p> <ul style="list-style-type: none"> • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. 	<p>beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <ul style="list-style-type: none"> • Demonstrate understanding of word relationships and nuances in word meanings. -Identify real-life connections between words and their use. -Distinguish shades of meaning among closely related verbs and closely related adjectives. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. 	<p>context. - Identify real-life connections between words and their use. - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p> <ul style="list-style-type: none"> • Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. 	<p>adages, and proverbs. - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <ul style="list-style-type: none"> • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being. 	<p>- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <ul style="list-style-type: none"> • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. 	<p>- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. - Distinguish among the connotations (associations) of words with similar denotations (definitions).</p> <ul style="list-style-type: none"> • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5	Reading Essential Standard: Reads and Comprehends Text Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	The student: <ul style="list-style-type: none"> • Reads and comprehends text at a level V 	<ul style="list-style-type: none"> - Teacher College Running Records - A-Z reading passages - Fountas & Pinnell - Easy CBM passages
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Reads and comprehends text at a level S-U 	<ul style="list-style-type: none"> - Teacher College Running Records - A-Z reading passages - Fountas & Pinnell - Easy CBM passages
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	The student reads and comprehends at a level R or below	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5	Reading Essential Standard: Reads Fluently Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	The student: <ul style="list-style-type: none"> When reading a level V text, the student reads with appropriate rate (115-150 wpm), phrasing, pausing and expression with accuracy. 	<ul style="list-style-type: none"> - Teacher College Benchmarks - Running Records - Fountas & Pinnell - DIBELS - Easy CBM Passages - Use a variety of poems to model and teach fluency components
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> When reading a level S-U text, the student reads with appropriate rate, phrasing, pausing and expression with accuracy. 	<ul style="list-style-type: none"> - Teacher College Benchmarks - Running Records - Fountas & Pinnell - DIBELS - Easy CBM Passages - Use a variety of poems to model and teach fluency components
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	The student is unable to read fluently.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5	Reading Essential Standard: Develops Vocabulary Through Text Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student:</p> <ul style="list-style-type: none"> Determines the meanings of words and phrases as they are used in a level V text. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> - Determine the meaning of words and phrases from a selected response list with a level V text. (Obtrusive) - Develops vocabulary conferencing form - Identify the correct meaning from a mentor text at a level V text - Identify the connotative, figurative, or technical meaning or phrase using a mentor text with a level V text - Identify specific word choice or tone on meaning of words or phrases through conferencing -Identify affixes and how they influence meaning of word -Seek Find examples of word work in mentor text
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Identifies the meanings of words and phrases as they are used in a level S-V text. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> - Determine the meaning of words and phrases from a selected response list with a level T or U text (Obtrusive) - Develops vocabulary conferencing form - Identify the correct meaning from a mentor text at a level T-U text - Identify the connotative, figurative, or technical meaning word or phrase using a mentor text with a level T or U text - Seek and Find examples of word work in mentor text - Identify specific word choice or tone on meaning of words or phrases through conferencing
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5	Reading Essential Standard: Compare/Contrast in Fiction Text Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>In a level V text, the student:</p> <ul style="list-style-type: none"> Compares and contrasts characters, settings, and events in a story, drawing on specific details in the text. Compares and contrasts stories in the same genre on their approaches to similar themes and topics. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> - Read alouds - Book clubs - Turn and Talk - Using independent reading text identify and support the theme of a story - Using two different Level V texts compare genre and story elements of each - Infer characters' feelings and motivations from description, from what they do or say - Independent reading (Level V text) - Conferencing with student
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes similarities and differences among characters, settings, events in a story, and themes in a level S-V texts <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> - Read alouds - Book clubs - Turn and Talk - Independent reading (Level S-V) text - Using two different texts at levels S-V compare genre and story elements of each - Using mentor text identify the theme of the text - Recognize characters' feelings from what they do or say - Student self-selected text - Conferencing with student
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5	Reading Essential Standard: Summarizes Fiction Text with Story Elements Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>In a level V text, the student:</p> <ul style="list-style-type: none"> • Explains how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. • Constructs a summary that is concise and reflects the important and overarching ideas. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> - Uses graphic organizer to plot story elements - Use retell conferencing guide to assist in retelling of Level V text - Read alouds - Book clubs - Independent reading (Level V text) - Summarize fiction text - Uses <i>somebody, wanted, but, so, then</i> to guide retelling
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Sequences events in a level S-V text. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> -Uses <i>somebody, wanted, but, so, then</i> - Use retell conferencing guide to assist in retelling of Level S-U text - Read alouds - Book clubs - Independent reading (Levels S-V texts) - Summarize fiction text - Use graphic organizer to plot story elements
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5	Reading Essential Standard: Thinks Beyond the Text - Fiction Revised 6/29/12
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>In a level V text, the student:</p> <ul style="list-style-type: none"> • makes logical predictions and inferences, using support from personal experience or drawing on specific details in the text. • changes opinions or understandings based on new information or insights gained. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> - Read alouds -Independent reading - Book clubs -Stop and jot or stop and draw predicting what will come next in a story - Reading Response (Thoughts, Questions, Answers) - Using text and personal knowledge or opinions infer how the plot changes, or character changes within a story
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • makes predictions and inferences in a level S-V text, using support from personal experience or the text. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> -Read alouds - Independent reading - Book clubs - Stop and jot or stop and draw predicting what will come next in a story - Reading Response (Thoughts, Questions, Answers) - Using graphic organizers illustrate how the plot changes or character changes within a story
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5	Reading Essential Standard: Analyzes Fiction Text Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	In a level V text the student: <ul style="list-style-type: none"> Analyzes author's use of craft and structure and its effect on a story. The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> - Read alouds - Independent reading - Book clubs - Provide variety of texts (poems, fairy tales, science fiction, folk tales, etc.) infer the importance of the text structures and author's craft used in multiple genres
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Identifies the author's use of craft and structure in a level S-V text. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> - Read alouds - Independent reading - Book clubs - Provide a variety of texts (stories, fairy tales, science fiction, folk tales, etc) to identify the importance of the text structure and author's craft used in multiple genres
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5	Reading Essential Standard: Summarizes Nonfiction Text using Main Idea and Supporting Details Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	In a grade appropriate text, the student: <ul style="list-style-type: none"> Explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. Constructs a summary that is concise and reflects the main ideas and supporting details. 	<ul style="list-style-type: none"> - Read alouds - Turn and Talk - Turn and Teach a partner - Use main idea templates (box and bullets, fist of five) - Nonfiction passages - Independent reading _ Summarize nonfiction text - Utilize text feature to determine main ideas _ Use of variety of graphic organizers for main idea and supporting details - From a passage determine relevant and irrelevant information
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	The student: <ul style="list-style-type: none"> Determines the main idea of a text; recounts the key details and explains how they support the main idea. 	<ul style="list-style-type: none"> - Read alouds - Turn and Talk - Turn and Teach a partner - Use main idea templates (fist of five, boxes and bullets) - Nonfiction passages - Independent reading - Summarize nonfiction text - Use of variety of graphic organizers for main idea and supporting details - Utilize text features to teach main idea - From a passage determine relevant and irrelevant information
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5	Reading Essential Standard: Analyzes Nonfiction Text Revised March 2013
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student:</p> <ul style="list-style-type: none"> identifies nonfiction text features and structures used to convey information in a grade appropriate text compares and contrasts events, ideas, concepts, and points of view, in two or more texts integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> - Read alouds - Nonfiction passages - Independent reading - Look for structure in a nonfiction text using multiple nonfiction passages - Use nonfiction passages to identify text features - Science and social studies texts -Using variety of texts identify author's point of view - Provide students with 2 passages and compare and contrast ideas, events, concepts, and points of view of texts
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> -Read alouds - Nonfiction passages - Independent reading - Look for structure in a nonfiction text using multiple non-fiction passages - Use nonfiction passages to identify text features - Science and social studies texts - Using a variety of texts identify author's point of view - Provide students with 2 passages and compare and contrast ideas, events, concepts, and points of view of texts
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5th		Narrative Writing: Structure (Overall, Lead, Transitions, Ending, and Organization) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The writing sample may include:</p> <ul style="list-style-type: none"> • tension, resolution, and realistic characters and convey an idea or lesson; a beginning where the plot or story is set in motion & a hint at the larger meaning the story will convey; transitional phrases to connect what happened to why it happened such as <i>if he hadn't...he might not of...because of... although...and little did she know...that...</i>; an ending that connects to what the story was really about; a sense of closure by showing a new realization, insight, change in character or narrator; purposeful paragraphs to show time or setting changes, new parts of the story, or to create suspense; a sequence of events that are clear 	
3	<p>The writer:</p> <ul style="list-style-type: none"> • wrote a story of an important moment that read like a story even though it might be a true event • wrote a beginning in which he/she not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character • used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (meanwhile, at the same time) or flashback and flash-forward (early that morning, three hours later) • wrote an ending that connected to the main part of the story where the character said, did, or realized something at the end that came from what happened in the story to give the reader a sense of closure • used paragraphs to separate different parts or time of the story and to show when a new character was speaking (some parts of the story were longer and more developed than others) <p>The student exhibits no major errors or omissions.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the writer:</p> <ul style="list-style-type: none"> • wrote the important part of an event bit by bit and took out unimportant parts • wrote a beginning in which he/she showed what was happening and where, getting readers into the world of the story • showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happen quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed) • wrote an ending that connected to the beginning or the middle of the story and used action, dialogue, or feeling to bring story to a close • used paragraphs to separate the different parts or times of the story or to show when a new character was speaking <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:</p> <ul style="list-style-type: none"> • told the story bit by bit • wrote a beginning in which he/she helped readers know who the characters were and what the setting was in the story • told his/her story in order by using phrases such as <i>a little later</i> and <i>after that</i> • chose the action, talk, or feeling that would make a good ending and worked to write it well • used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in the story 	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5th		Narrative Writing: Development (Elaboration & Craft) Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks	
4	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The writing sample may include:</p> <ul style="list-style-type: none"> • developed realistic characters, details, action, dialogue, and internal thinking that contributed to the deeper meaning of the story; developed character traits and emotions through what characters said and did; character relationships to show why they acted and spoke as they did while including the internal story as well as the external story; several key parts to stretch out and several to move through more quickly; precise descriptions, figurative language, and symbolism; varied sentence length, language that fits the story’s meaning (in parts that had dialogue, different characters used different kinds of language) to engage readers 		
3	<p>The writer:</p> <ul style="list-style-type: none"> • developed characters, setting, and plot throughout his story, especially the heart of the story by using a blend of description, action, dialogue, and thinking • showed why characters did what they did by including their thinking and their responses to what happened • slowed down the heart of the story by making less important parts of the story shorter and less detailed and by blending storytelling and summary as needed • included precise details and used figurative language so that readers could picture the setting, characters, and events by using some objects or actions as symbols to bring forth his/her meaning • varied his/her sentences to create the pace and tone of the narrative <p>The student exhibits no major errors or omissions.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>	
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2	<p>There are no major errors or omissions regarding the simpler details and processes as the writer:</p> <ul style="list-style-type: none"> • added more to the heart of his/her story, including not only actions and dialogue but also thoughts and feelings • showed why characters did what they did by including their thinking • made some parts of the story go quickly, and some slowly • included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his/her story to life • used a storytelling voice and conveyed the emotion or tone of his/her story through description, phrases, dialogue, and thoughts <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.		
1	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:</p> <ul style="list-style-type: none"> • worked to show what was happening to (and in) his characters • not only told his/her story, but also wrote it in ways that got readers to picture what was happening and that brought the story to life 	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5th		Narrative Writing: Language Conventions (Spelling & Punctuation) Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks	
4	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>The writing sample may include:</p> <ul style="list-style-type: none"> • evidence that the writer used resources to be sure the words in his/her writing were spelled correctly; punctuation to help set a mood, convey meaning, and/or build tension in the story 		
3	<p>The writer:</p> <ul style="list-style-type: none"> • used what he/she knew about word families and spelling rules to help him/her spell and edit • used the word wall and dictionaries as needed • used commas to set off introductory parts of sentences such as <i>One day at the park, I went on the slide</i>, he/she also used commas to show talking directly to someone, such as <i>Are you mad, Mom?</i> <p>The student exhibits no major errors or omissions.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>	
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2	<p>There are no major errors or omissions regarding the simpler details and processes as the writer:</p> <ul style="list-style-type: none"> • used what he/she knew about word families and spelling rules to help her spell and edit • used the word wall and dictionaries when needed • when writing long, complex sentences, the writer uses commas to make them clear and correct <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>	
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.		
1	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:</p> <ul style="list-style-type: none"> • used what he/she knew about spelling patterns to help him/her spell and edit before he/she wrote final draft • got help from others to check his/her spelling and punctuation before he/she wrote final draft • punctuated dialogue correctly with commas and quotation marks • put punctuation at the end of every sentence • wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in on sort of voice and others in another 	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5th		Opinion Writing: Structure (Overall, Lead, Transitions, Ending, and Organization) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>The writing sample may include:</p> <ul style="list-style-type: none"> a staked position that could be supported by a variety of trustworthy sources, but also built his/her argument and led to a conclusion in each part of the text; an introduction that helped readers to understand and care about the topic or text; an introduction with backwards thought between the piece and the introduction to make sure that the introduction fits with the whole; a clearly stated claim and reasons that would develop later; transitional phrases to help readers understand how the different parts of the piece fit together to support the argument; a conclusion that restates the main points of the essay and strengthened the overall argument; arranged paragraphs, reasons, and evidence purposefully, leading readers from one claim to another with more than one paragraph to develop a claim or reason 	
3	<p>The writer:</p> <ul style="list-style-type: none"> made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason wrote an introduction that led to a claim or thesis and got his/her readers to care about the opinion by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic worked to find the precise words to state his/her claim; he/she let readers know the reasons that would be developed later used transitional words and phrases such as <i>this shows that...</i> to connect evidence back to the reasons helped readers follow his/her thinking with phrases such as another reason, the most important reason, consequently, because of, & specifically worked on a conclusion in which he/she connected back to and highlighted what the text was mainly about, not just the preceding paragraph grouped information and related ideas into paragraphs and put the parts of the writing in the order that helped him/her prove his/her reason and claim <p>The student exhibits no major errors or omissions</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the writer:</p> <ul style="list-style-type: none"> made a claim about a topic or a text and tried to support his/her reasons wrote a few sentences to hook the reader by: asking a question, explaining why the topic mattered, telling a surprising fact, or giving background info stated his/her claim used words and phrases to glue parts of the piece together (<i>for example, one time, for instance</i> to show when shifting from saying reasons to giving evidence), (<i>in addition to</i>, and <i>another</i> to show when he/she wanted to make a new point) wrote an ending which restated and reflected on his/her claim, perhaps suggesting an action or response based on what he/she had written separated sections of information using paragraphs <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:</p> <ul style="list-style-type: none"> told readers his/her opinion and ideas on a text or a topic and helped them understand his/her reasons wrote a beginning in which she set readers up to expect that his would be a piece of opinion writing, but also tried to hook them into caring about the opinion connected his ideas and reasons with examples using words such as <i>for example</i> and <i>because</i> and connected one reason or example using words such as <i>also</i> and <i>another</i> worked on an ending, perhaps a thought or comment related to the opinion wrote several reasons or examples why readers should agree with the opinion and wrote several sentences about each reason organized information so that each part of the writing is mostly about one thing 	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5th		Opinion Writing: Development (Elaboration & Craft) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>The writing sample may include:</p> <ul style="list-style-type: none"> a variety of evidence to support reasons; trusted sources of information; how his/her evidence strengthened the argument; an explanation of which evidence supported which point; an acknowledgment of different sides to the argument; deliberate word choice; an explanation of how and why evidence was presented; precise phrases, metaphors, analogies, or images that would strengthen the argument; shifts in tone to help readers follow argument 	
3	<p>The writer:</p> <ul style="list-style-type: none"> gave reasons to support his/her opinion that were parallel and did not overlap and put them in an order that he/she thought would be most convincing included evidence such as facts, examples, quotations, micro-stories, and information to support his/her claim discussed and unpacked the way that the evidence went with the claim made deliberate word choice to have an effect on readers reached for the precise phrase, metaphor, or image that would convey his/her ideas made choices about how to angle his/her evidence to support his/her points tried to use a scholarly voice and varied sentences to create the pace and tone of different sections of the piece <p>The student exhibits no major errors or omissions.</p>	<p>-On Demand Narrative Assessment-Prompt</p> <p>-Conferring Notes</p> <p>-Published Pieces</p>
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the writer:</p> <ul style="list-style-type: none"> gave reasons to support his/her opinion included examples and information to support his reasons, perhaps from a text, his/her knowledge, or life made a deliberate word choice to convince readers, perhaps by emphasizing or repeating words that make readers feel emotions chose precise details and facts to help make points and used figurative language to draw readers into the line of thought made choices about which evidence was best to include or not to include to support points and used a convincing tone <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-On Demand Narrative Assessment-Prompt</p> <p>-Conferring Notes</p> <p>-Published Pieces</p>
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:</p> <ul style="list-style-type: none"> not only named his/her reasons to support his/her opinion, but also wrote about each one not only told readers to believe him/her, but also wrote in ways that got them thinking or feeling in certain ways 	<p>-On Demand Narrative Assessment-Prompt</p> <p>-Conferring Notes</p> <p>-Published Pieces</p>

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5th		Opinion Writing: Language Conventions (Spelling & Punctuation) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>The writing sample may include:</p> <ul style="list-style-type: none"> • evidence of the writer using resources to be sure the words in his/her writing were spelled correctly, including returning to sources to check spelling; punctuation such as dashes, colons, parentheses, and semicolons to help him/her include or connect extra information in some sentences 	
3	<p>The writer:</p> <ul style="list-style-type: none"> • used what he/she knew about word patterns to spell correctly and used references to help spell words when needed • correctly spelled words that were important to the topic • used commas to set off introductory parts of sentences, for example, <i>At this time in history and it was common to...</i> • used a variety of punctuation to fix any run-on sentences • used punctuation to cite sources <p>The student exhibits no major errors or omissions.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the writer:</p> <ul style="list-style-type: none"> • used what he/she knew about word families and spelling rules to help spell and edit • used word wall and dictionaries to help when needed • used commas in writing long, complex sentences to make them clear and correct • used periods to fix run-on sentences <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:</p> <ul style="list-style-type: none"> • punctuated dialogue correctly with commas and quotation marks • put punctuation at the end of every sentence • wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another 	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5th		Information Writing: Structure (Overall, Lead, Transitions, Ending, and Organization) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>The writing sample may include:</p> <ul style="list-style-type: none"> ● ideas and information about a subject sometimes incorporated into essays, explanations, stories, or procedural passages; an introduction that interests readers, perhaps with a quote or significant fact; writing that lets readers know the subtopics that will be developed later and how the text will unfold; transition words to help readers understand how different bits of information and different parts of the writing fit together; transitions such as <i>for instance</i>, <i>in addition</i>, <i>therefore</i>, <i>such as</i>, <i>because of</i>, <i>as a result of</i>, etc. to connect, compare, contrast, and imply relationships; a conclusion that restated the important ideas and offered a final insight or implication for readers to consider; subheadings and/or clear introductory transitions to separate sections; deliberate structures and text features to emphasize key points; transitions, introductions, and topic sentences to pop out the main points in multiple paragraphs in some sections 	
3	<p>The writer:</p> <ul style="list-style-type: none"> ● used different kinds of information to teach about the subject and sometimes included little essays, stories, or how-to sections ● wrote an introduction in which he/she helped readers get interested in and understand the subject by letting readers know the subtopics that would develop later as well as the sequence ● when writing about the results, he/she used words and phrases such as <i>consequently</i>, <i>as a result</i>, and <i>because of this</i>; when comparing information he/she used phrases such as <i>in contrast</i>, <i>by comparison</i>, and <i>especially</i>; in narrative parts he/she used phrases that go with stories such as <i>a little later</i> and <i>three hours later</i>; in sections stating an opinion, used words such as <i>but the most important reason</i>, & <i>for example</i> ● wrote a conclusion in which he restated the main points and may have offered a final thought or question for readers to consider ● organized writing into a sequence of separate sections (may have used headings, subheadings) ● wrote each section according to an organizational plan shaped partly by the genre of the section <p>The student exhibits no major errors or omissions.</p>	<p>-On Demand Narrative Assessment-Prompt</p> <p>-Conferring Notes</p> <p>-Published Pieces</p>
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the writer:</p> <ul style="list-style-type: none"> ● taught readers different things about a subject by putting facts, details, quotes, and ideas into each part of the writing ● hooked the reader by explaining why the subject mattered, telling a surprising fact or giving a big picture ● let the reader know that he/she would teach them different things about a subject ● used words in each section that helped readers understand how one piece of information connected with others (if the section was written in sequence, used words such as <i>before</i>, <i>next</i>, <i>then</i>), (if section was organized in kinds or parts, used words such as <i>another</i>, <i>also</i>, and <i>for example</i>) ● wrote an ending in which he/she reminded readers of her subject and may have suggested a follow-up action or left readers with a final insight by adding thoughts, feelings, and questions about the subject at the end ● grouped information into sections and used paragraphs and sometimes chapters to separate those sections with each section having information that was mostly about the same thing (may have used headings and subheadings) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-On Demand Narrative Assessment-Prompt</p> <p>-Conferring Notes</p> <p>-Published Pieces</p>
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:</p> <ul style="list-style-type: none"> ● taught readers information about a subject by putting in ideas, observations, and questions ● wrote a beginning in which he/she got readers ready to learn a lot of information about the subject ● used words to show sequence such as <i>before</i>, <i>after</i>, <i>then</i>, and <i>later</i> and used words to show what did not fit such as <i>however</i> and <i>but</i> ● wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond ● grouped his information into parts with each part being mostly about one thing that connected to the big topic 	<p>-On Demand Narrative Assessment-Prompt</p> <p>-Conferring Notes</p> <p>-Published Pieces</p>

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5th		Information Writing: Development (Elaboration & Craft) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The writing sample may include: a focused subject including a variety of information with organized points to best inform the reader; information from trusted sources on the topic with credit given for important excerpts in the text and bibliography; ways of making information clearer by referring to earlier parts of the text, summarizing background information, raising questions, and considering possible implications; different organizational structures including stories, essays, and how-to sections; domain specific vocabulary; exact phrases comparisons, analogies, and/or images to keep readers engaged, language and sentence structure that matches with the teaching purpose throughout the piece</p>	
3	<p>The writer:</p> <ul style="list-style-type: none"> ● worked to make information understandable to readers by referring to earlier parts of the text and summarizing background information ● let readers know when he/she was discussing facts and when offering own thinking ● made deliberate word choices to have an effect on readers by using vocabulary of experts and explaining key terms ● worked to include the exact phrase, comparisons or image that would explain information and concepts ● not only made choices about which details and facts to include but also made choices about how to convey his/her information so it would make sense to readers by blending storytelling, summary, and other genres as needed and used text features ● used a consistent, inviting, teaching tone and varied his/her sentences to help readers take in and understand the information <p>The student exhibits no major errors or omissions.</p>	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the writer:</p> <ul style="list-style-type: none"> ● got his/her information from talking to people, reading books, and from his/her own knowledge and observations ● made choices about organization, perhaps using compare/contrast, cause/effect, or pro/con (may have used diagrams, charts, headings, bold words, and definition boxes to help teach readers) ● made deliberate word choices to teach readers by using and repeating key words about the topic ● may have used interesting comparisons and figurative language to clarify points ● made choices about which information to include or not include and used a teaching tone using phrases such as that means... what that really means is..., and let me explain... <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:</p> <ul style="list-style-type: none"> ● wrote facts, definitions, details, and observations about his/her topic and explained some of them ● chose expert words to teach readers a lot about the subject and in a way that is interesting to readers ● may have used drawings, captions, or diagrams 	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5th		Information Writing: Language Conventions (Spelling & Punctuation) Revised 6/13/13
Score	Expectation Descriptor	Sample Tasks
4	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>The writing sample may include:</p> <ul style="list-style-type: none"> • evidence of the writer using resources to be sure the words in his/her writing were spelled correctly, including technical vocabulary; punctuation such as dashes, parentheses, colons, and semicolons to help include extra information in some sentences 	
3	<p>The writer:</p> <ul style="list-style-type: none"> • used what he/she knew about word families and spelling rules to help him/her spell and edit • used the word wall and dictionaries to help when needed • used commas to set off introductory parts of sentences (As you might know,) • used a variety of punctuation to fix any run-on sentences • used punctuation to cite sources <p>The student exhibits no major errors or omissions.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the writer:</p> <ul style="list-style-type: none"> • used what he/she knew about word families and spelling rules to help spell and edit • used word wall and dictionaries to help when needed • used commas in writing long, complex sentences to make them clear and correct <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:</p> <ul style="list-style-type: none"> • used what he/she knew about spelling patterns to help spell and edit before the final draft • got help from others to check spelling and punctuation before writing the final draft • punctuated dialogue correctly with commas and quotation marks • put punctuation at the end of every sentence • wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another 	<p>-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces</p>

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 5	Writing Essential Standard: Applies Grammar Skills to Written Work Revised 10/19/12
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Score	Expectation Descriptor	Sample Tasks
4	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3	<p>The student demonstrates command of English grammar and usage:</p> <ul style="list-style-type: none"> • Use verb tense to convey various times, sequences, states, and conditions while recognizing and correcting inappropriate shifts in verb tense. • Expand, combine and reduce sentences for meaning, reader/listener interest and style. <p>The student exhibits no major errors or omissions.</p>	<p>-Assess within authentic writing.</p> <p>-Fanboys</p> <p>-Seek and Find simple and compound sentences</p> <p>-Word Sorts</p>
2+	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Inconsistent use of verb tense • Produces simple, compound, and complex sentences. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>-Assess within authentic writing</p> <p>-Fanboys</p> <p>-Teach use of thesaurus, glossary, dictionary</p> <p>-Seek and Find examples of simple and compound sentences</p>
1+	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

<p>Reader’s Workshop Big Ideas: August-</p> <ul style="list-style-type: none"> ● Readers establish routines in order to be active participants in reading workshop ● Turn and talk to build and clarify understanding ● Readers use a variety of fix up strategies to determine the meaning of unknown words <p>September-</p> <ul style="list-style-type: none"> ● Fiction stories have a predictable structure <p>Thinking Strategy:</p> <ul style="list-style-type: none"> ● Monitoring <ul style="list-style-type: none"> ○ Readers monitor their inner voice to focus thinking <p>Comprehension Strategy:</p> <ul style="list-style-type: none"> ● Story Elements ● Point of View <p>Shared Reading:</p> <ul style="list-style-type: none"> ● Nonfiction <ul style="list-style-type: none"> ○ Readers read nonfiction for information and ideas 	<p>Writer’s Workshop Big Ideas: August-</p> <ul style="list-style-type: none"> ● Writers establish routines in order to be active participants in the writing workshop ● Writers use a writer’s notebook for collecting ideas and gathering a variety of entries (prewriting) <p>September-</p> <ul style="list-style-type: none"> ● A personal narrative tells a story from the writer’s life <p>Conventions of Writing:</p> <ul style="list-style-type: none"> ● Writers use appropriate punctuation, capitalization, spelling <p>Grammar:</p> <ul style="list-style-type: none"> ● Writers apply grammar skills to written work
<p>Common Language: Book shopping, just right books, reader’s notebook, reading log, conference, book talk, fluency, accuracy, turn and talk, story map, mini lesson, independent reading, stamina, plot</p>	<p>Common Language: FANBOYS (conjunctions), Writer’s Notebook, seed story vs watermelon story</p>
<p>Assessment/ Report Card Standards: Essential Standard: Reads and Comprehends Text</p> <ul style="list-style-type: none"> ● Teachers College Benchmark- S <p>Essential Standard: Develops Vocabulary Through Text Essential Standard: Reads Fluently</p>	<p>Assessment/ Report Card Standards: Essential Standard: Composes Narrative Piece Essential Standard: Composes Writing Using Appropriate Conventions Essential Standard: Applies Grammar Skills to Written Work</p>
<p>Resources:</p> <ul style="list-style-type: none"> ● Lucy Calkins Unit of Study: Building a Reading Life 	<p>Resources:</p> <ul style="list-style-type: none"> ● Continuum of Literacy Learning

<ul style="list-style-type: none"> • Continuum of Literacy Learning • Strategies That Work • A Curricular Plan for The Reading Workshop 2011-2012 Grade 5 	<ul style="list-style-type: none"> • A Curriculum Plan for the Writing Workshop 2011-2012
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<p>Word Work:</p> <ul style="list-style-type: none"> • Readers use fix-up strategies to “problem solve” unknown words • Vowel patterns in accented syllables <ul style="list-style-type: none"> ○ long a, long i, long o, long u, long e <p>Resources:</p> <ul style="list-style-type: none"> • Continuum of Literacy Learning • Words Their Way- Word Sorts for Syllables and Affixes Spellers (Green Book) Pages 45-50 	<p>Assessment/ Report Card Standards:</p> <p>Essential Standard: Composes Writing Using Appropriate Conventions</p> <p>Essential Standard: Applies Grammar Skills to Written Work</p> <p>Words Their Way Spell Check 3- Assessment for Long-Vowel Patterns in Accented Syllables Page 50</p>
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Reader’s Workshop Big Ideas:

- Fluent readers attend to punctuation and read in meaningful phrases
- Readers make, confirm and revise predictions
- Readers build theories about characters in stories

Thinking Strategy:

- Visualizing
 - Readers visualize by making movies in their mind as they read, living in the world of the story

Comprehension Strategy:

- Compare and Contrast (characters)
- Summarizing

Shared Reading:

- Nonfiction
 - Readers use nonfiction features to add to their understanding of the text.
 - Readers use strategies for understanding domain specific language

Common Language: Book shopping, fluency, accuracy, somebody-wanted-but-so, then, stop and jot, book club, story map

Assessment/ Report Card Standards:

- Essential Standard: Reads and Comprehends Text
- Teachers College Benchmark- T
- Essential Standard: Develops Vocabulary Through Text
- Essential Standard: Reads Fluently
- Essential Standard: Summarizes Text with Story Elements
- Essential Standard: Thinking Beyond the Text
- How do you use the author’s details to visualize
 - How does the character change
 - How do your predictions change throughout a text

Writer’s Workshop Big Ideas:

- Fiction is a short story about an event in the life of the main character
- Understand the purpose of a short story is to explore a theme or teach a lesson.

Conventions of Writing:

- Writers use appropriate punctuation, capitalization, spelling

Grammar:

- Writers apply grammar skills to written work

Common Language:

Assessment/ Report Card Standards:

- Essential Standard: Composes Narrative Piece
- Essential Standard: Composes Writing Using Appropriate Conventions
- Essential Standard: Applies Grammar Skills to Written Work

Resources:

- Lucy Calkins Unit of Study: Following Characters Into Meaning
- Continuum of Literacy Learning
- Strategies That Work
- A Curricular Plan for The Reading Workshop 2011-2012 Grade 5

Resources:

- Continuum of Literacy Learning
- A Curricular Plan for the Writing Workshop 2011-2012

Word Work:

- Ambiguous Vowels in Accented Syllables
 - (*oy/oi and ou/ow*) and (*au, aw, al*)
- r-Influenced *a* in Accented Syllables
- r-Influenced *o* in Accented Syllables

Resources:

- Continuum of Literacy Learning
- Words Their Way- Word Sorts for Syllables and Affixes Spellers (Green Book) Pages 51-53

Assessment/ Report Card Standards:

Essential Standard: Conventions of Writing

<p>Reader’s Workshop Big Ideas:</p> <ul style="list-style-type: none"> • Biographies are typically stories of achievement or disaster • Historical figures are main characters in their own life story <p>Shared Reading:</p> <ul style="list-style-type: none"> • Nonfiction <ul style="list-style-type: none"> ◦ Writers organize information into categories (main idea and details) to help the reader understand <p>Thinking Strategy:</p> <ul style="list-style-type: none"> • Determining importance <p>Comprehension Strategy:</p> <ul style="list-style-type: none"> • Compare and contrast (narrative nonfiction vs. expository) 	<p>Writer’s Workshop Big Ideas:</p> <ul style="list-style-type: none"> • An essay is a short literary composition used to clearly state the author’s point of view. <p>Conventions of Writing:</p> <ul style="list-style-type: none"> • Writers use appropriate punctuation, capitalization, spelling <p>Grammar:</p> <ul style="list-style-type: none"> • Writers apply grammar skills to written work
<p>Common Language: Narrative nonfiction, expository nonfiction</p>	<p>Common Language: determining importance, reliable</p>
<p>Assessment/ Report Card Standards:</p> <p>Essential Standard: Reads and Comprehends Text</p> <ul style="list-style-type: none"> • Teachers College Benchmark- T <p>Essential Standard: Develops Vocabulary Through Text</p> <p>Essential Standard: Reads Fluently</p> <p>Essential Standard: Summarizes Text with Story Elements</p> <p>Essential Standard: Thinking Beyond the Text</p>	<p>Assessment/ Report Card Standards:</p> <p>Essential Standard: Composes Opinion Piece</p> <p>Essential Standard: Composes Writing Using Appropriate Conventions</p> <p>Essential Standard: Applies Grammar Skills to Written Work</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Lucy Calkins Unit of Study: Navigating Nonfiction in Narrative and Hybrid Text • Continuum of Literacy Learning • Strategies That Work • A Curricular Plan for The Reading Workshop 2011-2012 Grade 5 	<p>Resources:</p> <ul style="list-style-type: none"> • Continuum of Literacy Learning • A Curriculum Plan for the Writing Workshop 2011-2012
<p>Word Work:</p> <ul style="list-style-type: none"> • Words with the w or /w/ sound before the vowel • Schwa + r spelled er, ir, and ur in First Syllables 	<p>Assessment/ Report Card Standards:</p> <p>Essential Standard: Conventions of Writing</p> <p>Words Their Way Spell Check 4 Assessment for r-Influenced and</p>

<ul style="list-style-type: none">• Schwa + r and r-influenced and e in Accented Syllables (er, ear, ere) <p>Unaccented Syllables</p> <ul style="list-style-type: none">• Unaccented Final syllable (le) <p>Resources:</p> <ul style="list-style-type: none">• Continuum of Literacy Learning• Words Their Way- Word Sorts for Syllables and Affixes Spellers (Green Book) Pages 53-55	Ambiguous Vowels in Accented Syllables
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<p>Reader’s Workshop Big Ideas: Biography Research</p> <ul style="list-style-type: none"> ● Researchers collect information and make notes ● While taking notes, researchers examine the many sides of a topic <p>Shared Reading:</p> <ul style="list-style-type: none"> ● Nonfiction <ul style="list-style-type: none"> ○ Readers summarize using main idea and details <p>Thinking Strategy:</p> <ul style="list-style-type: none"> ● synthesizing <p>Comprehension Strategy:</p> <ul style="list-style-type: none"> ● Fact and opinion ● Main idea and details 	<p>Writer’s Workshop Big Ideas: Biographical Opinion Writing Pieces:</p> <ul style="list-style-type: none"> ● Biographical essays reflect an opinion of a person’s character and contribution to the world. <p>Conventions of Writing:</p> <ul style="list-style-type: none"> ● Writers use appropriate punctuation, capitalization, spelling <p>Grammar:</p> <ul style="list-style-type: none"> ● Writers apply grammar skills to written work
<p>Common Language: writing long and strong, writing off a post-it</p>	<p>Common Language:</p>
<p>Assessment/ Report Card Standards: Essential Standard: Reads and Comprehends Text</p> <ul style="list-style-type: none"> ● Teachers College Benchmark- T <p>Essential Standard: Develops Vocabulary Through Text</p> <p>Essential Standard: Reads Fluently</p> <p>Essential Standard: Summarizes Text with Story Elements</p> <p>Essential Standard: Thinking Beyond the Text</p> <p>Essential Standard: Analyzes Fiction Text</p> <p>Essential Standard: Summarizes Nonfiction Text</p>	<p>Assessment/ Report Card Standards: Essential Standard: Composes Opinion Piece</p> <p>Essential Standard: Composes Writing Using Appropriate Conventions</p> <p>Essential Standard: Applies Grammar Skills to Written Work</p>
<p>Resources:</p> <ul style="list-style-type: none"> ● Lucy Calkins Unit of Study: Navigating Nonfiction in Narrative and Hybrid Texts ● Continuum of Literacy Learning ● Strategies That Work ● A Curricular Plan for The Reading Workshop 2011-2012 Grade 5 	<p>Resources:</p> <ul style="list-style-type: none"> ● Continuum of Literacy Learning ● A Curriculum Plan for the Writing Workshop 2011-2012

Word Work:

- Unaccented Final syllable
 - (le, el, il, al) and (er, ar, or) and (/chur/zhur/yur)
- Agents and Comparatives

Resources:

- Continuum of Literacy Learning
- Words Their Way- Word Sorts for Syllables and Affixes Spellers (Green Book) Pages 71-73

Assessment/ Report Card Standards:

Essential Standard: Conventions of Writing

<p>Reader’s Workshop Big Ideas:</p> <ul style="list-style-type: none"> • Readers of historical fiction construct sense of another time and place <p>Shared Reading:</p> <ul style="list-style-type: none"> • Nonfiction <ul style="list-style-type: none"> ◦ Authors use a variety of text structures to present information <p>Thinking Strategy:</p> <ul style="list-style-type: none"> • Schema (build with supplementary textual and media resources) • Inferring (tone and mood) • Synthesizing <p>Comprehension Strategy:</p> <ul style="list-style-type: none"> • Cause and effect • Point of view • Sequencing • Fact and opinion 	<p>Writer’s Workshop Big Ideas:</p> <ul style="list-style-type: none"> • Opinion writing can take a variety of forms. <p>Conventions of Writing:</p> <ul style="list-style-type: none"> • Writers use appropriate punctuation, capitalization, spelling <p>Grammar:</p> <ul style="list-style-type: none"> • Writers apply grammar skills to written work
<p>Common Language: What does the setting feel like? What is the trouble brewing?</p>	<p>Common Language: fact vs. opinion, argument, point of view</p>
<p>Assessment/ Report Card Standards:</p> <p>Essential Standard: Reads and Comprehends Text</p> <ul style="list-style-type: none"> • Teachers College Benchmark- T/U <p>Essential Standard: Develops Vocabulary Through Text</p> <p>Essential Standard: Reads Fluently</p> <p>Essential Standard: Summarizes Text with Story Elements</p> <p>Essential Standard: Thinking Beyond the Text</p> <p>Essential Standard: Analyzes Text</p> <ul style="list-style-type: none"> • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent • How does the setting contribute to the plot? • What is the underlying theme of the story? <p>Essential Standard: Summarizes Nonfiction Text</p> <p>Essential Standard: Analyzes Nonfiction Text</p>	<p>Assessment/ Report Card Standards:</p> <p>Essential Standard: Composes Opinion Piece</p> <p>Essential Standard: Composes Writing Using Appropriate Conventions</p> <p>Essential Standard: Applies Grammar Skills to Written Work</p>

<p>Resources:</p> <ul style="list-style-type: none"> ● Lucy Calkins Unit of Study: Tackling Complex Texts, Historical Fiction in Book Clubs ● Continuum of Literacy Learning ● Strategies That Work ● A Curricular Plan for The Reading Workshop 2011-2012 Grade 5 	<p>Resources:</p> <ul style="list-style-type: none"> ● Continuum of Literacy Learning ● A Curriculum Plan for the Writing Workshop 2011-2012
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<p>Word Work:</p> <ul style="list-style-type: none"> ● Unaccented final syllables (<i>en, on, ain, in</i>) and (<i>et, it, ate</i>) ● Final <i>-y, -ey, and -ie</i> ● <i>y</i> + inflected endings <p>Resources:</p> <ul style="list-style-type: none"> ● Continuum of Literacy Learning ● Words Their Way- Word Sorts for Syllables and Affixes Spellers (Green Book) Pages 74-76 	<p>Assessment/ Report Card Standards:</p>
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<p>Reader’s Workshop Big Ideas: Continue with Historical Fiction Unit. While students are in their book clubs teach questioning:</p> <ul style="list-style-type: none"> ● Readers ask critical questions whose answers require thought and discussion ● Readers can write longer and stronger to deepen their understanding <p>Shared Reading:</p> <ul style="list-style-type: none"> ● Nonfiction <ul style="list-style-type: none"> ○ Compare/contrast articles (structure, topic, point of view) <p>Thinking Strategy:</p> <ul style="list-style-type: none"> ● questioning <p>Comprehension Strategy:</p> <ul style="list-style-type: none"> ● author’s message ● figurative language 	<p>Writer’s Workshop Big Ideas:</p> <ul style="list-style-type: none"> ● Poetry is unique way to communicate about and describe feelings, sensory images, ideas or stories <p>Conventions of Writing:</p> <ul style="list-style-type: none"> ● Writers use appropriate punctuation, capitalization, spelling <p>Grammar:</p> <ul style="list-style-type: none"> ● Writers apply grammar skills to written work
<p>Common Language:</p>	<p>Common Language: refrain, repetition, line, stanza, rhythm, rhyming, prose, free-verse</p>
<p>Assessment/ Report Card Standards: Essential Standard: Reads and Comprehends Text</p> <ul style="list-style-type: none"> ● Teachers College Benchmark- T/U <p>Essential Standard: Develops Vocabulary Through Text Essential Standard: Reads Fluently Essential Standard: Summarizes Text with Story Elements Essential Standard: Thinking Beyond the Text Essential Standard: Analyzes Fiction Text Essential Standard: Summarizes Nonfiction Text Essential Standard: Analyzes Nonfiction Text</p>	<p>Assessment/ Report Card Standards: Essential Standard: Composes Opinion Piece Essential Standard: Composes Writing Using Appropriate Conventions Essential Standard: Applies Grammar Skills to Written Work</p>
<p>Resources:</p> <ul style="list-style-type: none"> ● Lucy Calkins Unit of Study: Tackling Complex Texts, Historical Fiction in Book Clubs ● Continuum of Literacy Learning 	<p>Resources:</p> <ul style="list-style-type: none"> ● Continuum of Literacy Learning ● A Curriculum Plan for the Writing Workshop 2011-2012

<ul style="list-style-type: none"> • Strategies That Work • A Curricular Plan for The Reading Workshop Grade 5 	
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<p>Word Work:</p> <ul style="list-style-type: none"> • Unaccented Initial Syllables (<i>a-</i>, <i>de-</i>, <i>be-</i>) • Initial hard and soft <i>g</i> and <i>c</i> • <i>s</i> and soft <i>c</i> and <i>g</i> in the final syllable • More words with <i>g</i> <p>Resources:</p> <ul style="list-style-type: none"> • Continuum of Literacy Learning • Words Their Way- Word Sorts for Syllables and Affixes Spellers (Green Book) Pages 76-92 	<p>Assessment/ Report Card Standards:</p> <p>Words Their Way Spell Check 5- Assessment for Unaccented Syllables page 77</p>
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<p>Reader’s Workshop Big Ideas:</p> <ul style="list-style-type: none"> • Test takers must be smart readers and able to decipher test language and structure <p>Shared Reading:</p> <ul style="list-style-type: none"> • Nonfiction <ul style="list-style-type: none"> ○ Test prep <p>Thinking Strategy:</p> <ul style="list-style-type: none"> • Readers use multiple thinking strategies together to construct meaning from text <p>Comprehension Strategy:</p> <ul style="list-style-type: none"> • Reader’s notice aspects of the writer’s craft. 	<p>Writer’s Workshop Big Ideas:</p> <ul style="list-style-type: none"> • Procedural texts are written to tell the reader how to achieve a particular goal or how to follow a set of procedures <p>Conventions of Writing:</p> <ul style="list-style-type: none"> • Writers use appropriate punctuation, capitalization, spelling <p>Grammar:</p> <ul style="list-style-type: none"> • Writers apply grammar skills to written work
<p>Common Language:</p>	<p>Common Language: leads, endings, show not tell</p>
<p>Assessment/ Report Card Standards:</p> <p>Essential Standard: Reads and Comprehends Text</p> <ul style="list-style-type: none"> • Teachers College Benchmark- U <p>Essential Standard: Develops Vocabulary Through Text</p> <p>Essential Standard: Reads Fluently</p> <p>Essential Standard: Summarizes Text with Story Elements</p> <p>Essential Standard: Thinking Beyond the Text</p> <p>Essential Standard: Analyzes Fiction Text</p> <p>Essential Standard: Summarizes Nonfiction Text</p> <p>Essential Standard: Analyzes Nonfiction Text</p>	<p>Assessment/ Report Card Standards:</p> <p>Essential Standard: Composes Informational Piece</p> <p>Essential Standard: Composes Writing Using Appropriate Conventions</p> <p>Essential Standard: Applies Grammar Skills to Written Work</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Lucy Calkins Unit of Study: Constructing Curriculum, Alternate Units of Study • Continuum of Literacy Learning • Strategies That Work • A Curricular Plan for The Reading Workshop 2011-2012 Grade 5 	<p>Resources:</p> <ul style="list-style-type: none"> • Continuum of Literacy Learning • A Curriculum Plan for the Writing Workshop 2011-2012

Word Work:

- The sound of *k* spelled *ck*, *ic*, and *x*
- spellings with *qu*
- Words with silent consonants
- *gh* and *ph*

Resources:

- Continuum of Literacy Learning
- Strategies That Work
- Words Their Way- Word Sorts for Syllables and Affixes Spellers (Green Book) Pages 92-94

Assessment/ Report Card Standards:

Essential Standard: Conventions of Writing

Words Their Way Spell Check 6 Assessment for Consonants

<p>Reader’s Workshop Big Ideas:</p> <ul style="list-style-type: none"> ● Nonfiction readers synthesize information from multiple sources <p>Shared Reading:</p> <ul style="list-style-type: none"> ● Nonfiction <ul style="list-style-type: none"> ○ Synthesize information from multiple sources <p>Thinking Strategy:</p> <ul style="list-style-type: none"> ● schema (connecting past learning to new learning) <p>Comprehension Strategy:</p> <ul style="list-style-type: none"> ● main idea and detail 	<p>Writer’s Workshop Big Ideas:</p> <ul style="list-style-type: none"> ● Writers build on expository structures to write lively, voice filled nonfiction picture books <p>Conventions of Writing:</p> <ul style="list-style-type: none"> ● Writers use appropriate punctuation, capitalization, spelling <p>Grammar:</p> <ul style="list-style-type: none"> ● Writers apply grammar skills to written work
<p>Common Language: researching “on the go”, conflict</p>	<p>Common Language: text features, text structure, voice, transition words, topic</p>
<p>Assessment/ Report Card Standards:</p> <p>Essential Standard: Reads and Comprehends Text</p> <ul style="list-style-type: none"> ● Teachers College Benchmark- U/V <p>Essential Standard: Develops Vocabulary Through Text</p> <p>Essential Standard: Reads Fluently</p> <p>Essential Standard: Summarizes Text with Story Elements</p> <p>Essential Standard: Thinking Beyond the Text</p> <p>Essential Standard: Analyzes Fiction Text</p> <p>Essential Standard: Summarizes Nonfiction Text</p> <p>Essential Standard: Analyzes Nonfiction Text</p>	<p>Assessment/ Report Card Standards:</p> <p>Essential Standard: Composes Informational Piece</p> <p>Essential Standard: Composes Informational Piece</p> <p>Essential Standard: Composes Writing Using Appropriate Conventions</p> <p>Essential Standard: Applies Grammar Skills to Written Work</p>
<p>Resources:</p> <ul style="list-style-type: none"> ● Lucy Calkins Unit of Study: Navigating Nonfiction in Expository Text ● Continuum of Literacy Learning ● Strategies That Work ● A Curricular Plan for The Reading Workshop 2011-2012 Grade 5 	<p>Resources:</p> <ul style="list-style-type: none"> ● Continuum of Literacy Learning ● A Curriculum Plan for the Writing Workshop 2011-2012

Word Work:

Affixes

- Prefixes (*re-*, *un-*, *dis-*, *mis-*, *pre-*, *ex-*, *non-*, *in-*, *fore-*, *uni-*, *bi-*, *tri-*)

Resources:

- Continuum of Literacy Learning
- Words Their Way- Word Sorts for Syllables and Affixes Spellers (Green Book) Pages 103-107

Assessment/ Report Card Standards:

Essential Standard: Conventions of Writing

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READING	Grade: 5	Unit of Study: Building a Reading Life	Timeline: August/September
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Big Idea: Readers establish routines in order to be active participants in the Reading Workshop

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Understand and utilize a reading log to record their reading life● Use post its and a reader's notebook to write about their reading● Choose just right books● Turn and talk to build and clarify understanding● Follow established classroom routines during the workshop time such as:<ul style="list-style-type: none">○ completing the reading log○ reading at home○ coming to the meeting area○ responding to read aloud (Stop and Jot)○ respecting others thoughts, opinions, time, and space○ respecting classroom library materials○ expectations for independent reading time○ teacher and student roles during a reading conference	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach children to gather quickly and efficiently for whole class instruction, emphasizing the importance of listening during the mini-lesson. Teach children that during the mini-lesson they will be learning a strategy to help them build a reading life. Teach children that starting today they will be learning many skills and strategies to add to their reading toolbox that will help them become better readers.● Teach children about logs and the importance of recording their reading as a way to analyze their reading data. Show them how to determine how many pages that they should be reading a day based on their reading level*. Teach children about reading long and strong to increase the volume of books that they read.● Teach children to continue reading and logging their reading at home. Chart ways children can find quiet places to read at home and problem solve ways to find reading time at home everyday.● Teach children how to work in a reading partnership. Teach partners to post it confusing words, and during partner time they can solve the meaning of these words together. Teach children to be ready to talk with their partner about places in the book that confused them.● Create a "Read with Respect" chart, listing expectations to ensure classroom library books are properly cared for. Have each student sign the chart as a promise to follow these expectations.
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Speaking/Listening Objectives:

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

Assessment for Learning:

- check reading logs for volume and stamina
- TC Benchmarks
- Engagement survey
- conferring notes
- post-its/reading notebook
- observation

Re-teaching:

- Some students may need help with stamina and fluency at this point. You may need to confer with small groups on engagement, stamina, and using logs. If a child is not engaged, confer on book interest, feelings about reading, and reading life at home.
- **For ELL students-**Beginning language learners will benefit from a chart with pictures illustrating activities and procedures common to the workshop like recording independent reading and turn and talk. Point to the picture when giving this instruction for the first month. Use the same phrase like "record your reading" when asking students to follow that instruction while pointing to the picture. Avoid using synonyms until the routine is well established.
- **For ELL students-** Beginning English learners reading below a level J may need help planning their reading time and finding effective ways to build stamina with short books. Consider one on one lessons that address why rereading can be helpful, finding ways the student can listen to reading and follow text through books on tape or a reading partner, or finding native

Enrichment:

- Students who are reading above grade level may be able to begin jotting about their reading in a reader's notebook

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texts that the student can use for a portion of their reading time.	
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<p>Resources:</p> <ul style="list-style-type: none"> • Lucy Calkins Unit of Study for Teaching Reading grades 3-6 Unit 1: Building a Reading Life • Strategies That Work (Chapters 1-5) 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • Think about how you want students to respond to their reading through writing. Post Its? A Reader’s Notebook? If you are incorporating reader’s notebooks, consider their purpose how you want them to be set up. One idea might be to divide the notebook into sections. Some possible sections might include independent reading, read aloud, and partner/book clubs. You might also want to include a section for students to keep a record of reading strategies they are learning or graphic organizers they can use to aid in comprehension. This section could include anchor charts you have typed up for students to glue in and use for reference. • The Turn and Talk lesson plans include poems that can be used with each lesson. Since this is the beginning of the year and you are building community and teaching procedures and expectations, you might consider using picture books that focus on aspects of character education. Some titles include: <ul style="list-style-type: none"> ○ <u>Just Kidding</u> by Trudy Ludwig ○ <u>My Secret Bully</u> by Trudy Ludwig ○ <u>My Mouth is a Volcano</u> by Julia Cook ○ <u>Dude, That’s Rude! (Get Some Manners)</u> by Pamela Espeland
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2 CA 4 CA 6	Goal 3.3 Goal 1.5 Goal 1.6 Goal 1.10	LS1a	SL.1.b SL.1.c

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READING	Grade: 5	Unit of Study: Thinking Strategies (MONITORING)	Timeline: August/September
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Big Idea: Readers use fix-up strategies to “problem solve” unknown words

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use strategies to figure out what a new words says● Use strategies to figure out what a new word means, including complex, specialized, and technical words● Recognize new meanings for known words by using context, including words used figuratively	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that when they get stuck on a word they cannot keep reading. If they keep reading, their comprehension will be impacted.● Teach students that readers use a variety of strategies to figure out unknown words. Some of them may include:<ul style="list-style-type: none">○ Look closely at the picture and think about what word would make sense○ Sound it out by looking across the word in chunks. Look at the first few letters, then the middle letters, and finally the ending letters. Then put them together to form a word that makes sense○ Find a part of the new word that you already know and use that to figure out the rest of the word. (Look for a word inside a word.)○ Skip the word and read to the end of the sentence○ Reread the sentence and think about what word would make sense○ Ask your teacher or a reading partner● Provide students a story with some words blacked out. Have students discuss what they think the story is about. Help students discover that missing an occasional word adds up over time! Continue looking at the the same story with fewer and fewer of the words blacked out. Students will discover the importance of having at least 96% accuracy!
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- Do a cloze activity and teach students to combine strategies- guess the words that make sense, show the first letter and adjust predictions.
- Model these strategies a few at a time. Teach students how the strategies are interchangeable and sometimes you have to try a few different ones before you find one that works.
- In addition to word attack strategies, teach children how to use context clues to figure out the meaning of unknown words to build their vocabulary.
 - Look for a definition or synonym
 - Look for lists or examples
 - Look for an antonym
 - Look for clues in the sentence and the sentences surrounding the word
 - Use your background knowledge to make a substitution. Replace the unfamiliar word with a “prediction” word to see if it makes sense.
- Provide students with a short piece of text in which you’ve replaced certain words in the story with nonsense words. Guide students in using the context clues to determine the meaning of the unfamiliar words.
- Have students create the chart below in their reader's notebook

I know it and can use it in a sentence	I think I know the meaning	I’ve heard it before	I don’t know the word
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Before reading aloud, write on the board a few words that will be read during the read aloud. Do not read aloud the words or provide any clues to for the pronunciation or meaning. Have students record each word in one column of the chart they have

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	<p>created based on their knowledge of the word. When you get to each word in the text, stop and have students practice using strategies to figure out the pronunciation and/or meaning of the word. After deciding on the meaning as a class have students record the new word under the “I know it” column on their chart if they didn’t have it there in the beginning. They should also add the meaning of the word. Keep an ongoing chart of examples from the text and strategies used to solve unknown words. You could also put these new words on a word wall or “wondrous words” bulletin board and encourage students to use them in their writing.</p>
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<p>Speaking/Listening Objective SL1. 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. SL4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes: speak clearly at an understandable pace.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Words Their Way Spelling Inventory (to determine which word attack strategies students need assistance with)● TC Benchmarks● Running Records (be sure to code for MSV)● conferring notes● observation
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<p>Re-teaching:</p> <ul style="list-style-type: none">● Meet with small groups to practice using spelling strategies to decode words, as well as using context clues to determine the meaning of unknown words.● Have students make note of words in their independent reading books that were tricky and what strategies they used to figure them out. Confer with them to identify which strategies they are	<p>Enrichment:</p> <ul style="list-style-type: none">● Students with advanced word attack skills and higher vocabulary will be reading higher level books. Encourage students to build their vocabulary by using the new words in their writing.
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using well and which they need more practice with.

- **For ELL students-** Consider introducing (or reminding students) about cognates. Cognates are words that sound similar in two different languages and have related meanings (photo in English and foto in Spanish). Remind students that some words sound really similar in the two languages but can mean two totally different things (Embarrassed in English and Embarazado, Pregnant, in Spanish).

Resources:

- The Continuum of Literacy Learning Grades 3-8
- Words Their Way

Teacher Notes:

- The lessons teaching word attack strategies and context clues can be taught during reading workshop time. A short Roald Dahl book can be completed in 1-2 weeks, and would be full of words that would present a challenge for many students.
- Help students understand that they must be able to read their books fluently in order to fully comprehend. Reading with accuracy is just one component of fluency. Briefly remind them of characteristics of a fluent reader (You'll be explicitly teaching the additional components in upcoming months). You could create an anchor chart referencing these characteristics.
 - accuracy
 - appropriate rate
 - phrasing
 - pausing
 - expression

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1	Goal 3.1 Goal 3.2 Goal 3.3 Goal 3.4 Goal 3.7	R.1.C R.1.E R.1.G.a, b	RL.3.a RL.4 SL.1 SL.4

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READING	Grade: 5	Unit of Study: Thinking Strategies (MONITORING)	Timeline: August/September
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Big Idea: Readers monitor their inner voice to focus thinking

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Stop, think, and react to information as they read● Follow their inner conversation and leave tracks of their thinking● Notice when they stray from the inner conversation and use strategies to repair comprehension	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that reading is not simply saying words on a page. Reading is Thinking! Teach readers listen to their inner conversations as they read and leave “tracks of their thinking” through stop and jots. This can be done on post its or in a reader’s notebook. Create a chart called “Reading is Thinking” and list different types of thoughts a reader might have as they read. Examples might include:<ul style="list-style-type: none">○ reactions○ questions○ connections○ predictions○ author’s message/themes○ thoughts about the characters○ inferences○ If I was the character...○ My thinking was wrong (but I realized it!)○ I don’t understand● Model your inner conversation through an interactive read aloud. Many of Eve Bunting’s more mature picture books such as <u>The Memory String</u>, <u>Jin Woo</u>, and <u>Your Move</u> provide many opportunities for students to stop, think, and react. As you read, have students turn and talk and stop and jot about their thinking.● Teach students how to organize their thoughts into a graphic
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	organizer, such as:	
	My Thoughts	My Questions
<ul style="list-style-type: none"> • Teach students how to recognize when comprehension has broken down. Create an anchor chart, “Why Meaning Breaks Down/What to Do About It.” • Teach students to use a variety of fix up strategies to read and understand the meaning of unknown words. Create an anchor chart for reference. Model these strategies through interactive read aloud and word work lessons (see word work lessons for August/September for specific strategies). 		

<p>Speaking/Listening Objectives: SL1 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. SL1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Conferring notes • Graphic organizers or post-its that show thinking
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Confer with small groups and read together, model again how to notice when you’re not monitoring your thinking. Have students read in their independent reading book (keeping the group with you at the table) while you observe the group and jump in when needed. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Students can reflect in their reading notebooks on the monitoring they do as they read and how stopping to clarify understanding helps them comprehend on a deeper level.
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<ul style="list-style-type: none"> • Teach students who tend to rush through their reading to think of the bottom of a page as a red light that signals them to stop and think about what they have read before continuing on. • For ELL students-Any visual support that can be provided to aid students when discussing metacognitive processes will be helpful (for instance, a picture of what is going on in the reader's head). • For ELL students- If students are having difficulty with monitoring, consider having students begin monitoring only for words they do not know or cannot pronounce. Have them begin to notice these words and make lists of new words. Once this is mastered, move on to monitoring for comprehension of the text as a whole. 	
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<p>Resources:</p> <ul style="list-style-type: none"> • Lucy Calkins Unit of Study for Teaching Reading grades 3-6 <p>Unit 1: Building a Reading Life</p> <ul style="list-style-type: none"> • Strategies That Work (chapter 6) • The Continuum of Literacy Learning Grades 3-8 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • When modeling for students how to listen to your inner conversation, it may help to mark places in your interactive read aloud ahead of time with post its. Mark places that you find yourself reacting, questioning, and predicting, as well as places that were confused (or you feel might cause confusion for students). • Keep a visual record (anchor chart) of your thinking during an interactive read aloud. Record your thoughts and questions on a graphic organizer or on large post its. This will serve as a model for students when they are asked to do the same work in their independent reading books.
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
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x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology		x	Workplace Readiness Skills
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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2 CA 4 CA 6	Goal 3.1 Goal 3.2 Goal 3.3 Goal 3.7	R.1.C R.1.E R.1.G. a,b	RL.3 RL.4.c SL.1.a

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READING	Grade: 5	Unit of Study: Elements of Fiction	Timeline: August/September
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Big Idea: Fiction stories have a predictable structure

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Gather and understand details from the text that will aid in their understanding of characters, setting, and problem.● Identify and discuss the problem, the events in the story, and the solution● Use a graphic organizer to identify important information about a fiction text (characters, setting, problem, sequence of events, climax, and solution, theme)● Recognize the writer's choice of first, second, or third person, and hypothesize the reasons for this decision.● Recognize that a fiction text is told from the perspective of one or more characters and hypothesize the writer's rationale for choosing a particular perspective	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach children to read and identify clues to determine the elements of setting in their books (time and place). Have students highlight clues for the time period in one color and clues for place in another.● Teach children that chapter books have a predictable structure that can be compared to a roller coaster. Authors take you for a ride as you read. You encounter many highs and lows, twists and turns, and may even be thrown for a loop or two! Just like a ride on a rollercoaster, you feel the emotions as you read and must be ready for the unexpected. Help students understand that while sometimes the beginning of a story may seem uninteresting, the author is providing important information about characters and setting that will support their understanding of the plot. Encourage them to stick with the book, because just as a roller coaster starts out slow, it gets to a point when it picks up speed and the action really begins!● Read a variety of picture books and have students fill out a graphic organizer for the elements of the stories. Additionally, students can write about the story elements in their independent reading books and discuss them with reading partners.● Teach children the difference between a first and third person narrator in stories. Share examples of texts with differing points
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	of view. Discuss how the story would read differently if told from an alternate point of view. What other perspectives could the story be told from?
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<p>Speaking/Listening Objectives:</p> <p>SL1 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.</p> <p>SL3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● graphic organizers● TC Benchmarks● conferring notes● post-its/reading notebook● observation
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<p>Re-teaching:</p> <ul style="list-style-type: none">● Pull strategy groups to review story elements, point of view, and flashback● Remind students to monitor for time changes, and to “move the clock forward and back.”● For ELL students- Some ELL students, even more advanced ELL students, may have difficulty monitoring for time change because they do not notice when verb endings change. With stories that are written with present and past, consider having them highlight the verb endings and discuss the differences.● For ELL students- Consider having students use the same plot diagram for the entire year.● For ELL students- Some ELL students will need extra help and English language structure mini-lessons with first, second, or third person.	<p>Enrichment:</p> <ul style="list-style-type: none">● Encourage students to reflect on how a change in setting would affect the plot of their story.● Have students rewrite a scene/chapter, telling it from the perspective of another character● Students who are reading above grade level may be able to identify complex plots with one or more subplots
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Resources: <ul style="list-style-type: none"> • The Continuum of Literacy Learning Grades 3-8 • Story Rollercoaster Plot Diagram 	Teacher Notes: <ul style="list-style-type: none"> • When teaching story structure, considering identifying the story elements of the books you've chosen for modeling your inner conversation during interactive read aloud (reading workshop), and also the books you've chosen to read aloud in your study of personal narratives (writing workshop).
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2 CA 4 CA 6	Goal 2.3 Goal 4.1	R.1.H R.2.C.f R.3.C	RL.2 RL.5 RL.6 SL.1 SL.3

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READING	Grade: 5	Unit of Study: Shared Reading	Timeline: August/September
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Nonfiction Big Idea: Readers read nonfiction for information and ideas

<p>Nonfiction The student will:</p> <ul style="list-style-type: none"> ● Read nonfiction for information and ideas ● Preview and predict using text features ● Confirm, revise, or add to one’s initial expectations about the text 	<p>Suggested Learning Activities: Nonfiction</p> <ul style="list-style-type: none"> ● Provide students with copies of each shared piece of nonfiction to keep in a folder/notebook for use throughout the school year. ● Teach children to read nonfiction with power. One way that nonfiction readers do this is that we ‘rev’ up our minds for reading. Even before we shift into ‘go’ and read a sentence or paragraph of the text, we read the title and subtitles, look over chunks of the text and pay attention to text features, and we think, ‘I think this book is mostly about... and then it will also tell...’
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<p>Speaking/Listening Objectives: SL4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details SL6 Adapt speech to a variety of contexts and task, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● post its/reading notebook ● observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Continue reinforcing the poetry and nonfiction concepts introduced through shared reading and strategy groups ● For ELL students- Some students who are proficient in other areas of reading may struggle with fluency when reading aloud 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Encourage readers to choose nonfiction for their independent reading. ● Students could engage in additional reading of a topic presented in shared reading.
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because of their oral proficiency. Consider having students listen to other students reading or listen to adult reading samples. Have students discuss what aspects of the read aloud were fluent and discuss any areas that could use improvement. Avoid having ELL students provide samples unless they volunteer and seem eager to read for others.

Resources:

- Units of Study for Teaching Reading - Navigating Nonfiction in Expository Text (Session 1)
- A Curricular Plan for the Reading Workshop - Grade 5, Unit 3

Teacher Notes:

- Devote a small portion of your workshop each day to shared reading (approximately 15 minutes). Use this time for your nonfiction study. One way to structure your lessons might be to devote 2 or 3 days to a short piece of nonfiction (article or two-page spread from a book), looking at different aspects of the piece on subsequent days.
- When choosing nonfiction, consider using topics present in your current read aloud or focus in science or social studies. For example, an article on bicycle safety while reading Mick Harte Was Here, or a poem written from a loyalist perspective during the American Revolution. *Time For Kids* and *Scholastic News* are also excellent resources for nonfiction articles and current events. Use the digital edition on the magazines' websites for additional resources.
- Reinforce the concepts you are teaching during your reading workshop mini-lessons by encouraging students to monitor their thinking for accuracy and comprehension during shared reading lessons. Model your own inner conversation through a think aloud.

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2 CA 3 CA 6	Goal 1.5	R.2.A R.3.A	RL.4.a RL.4.b RI.1 RI.2 SL.4 SL.6

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WRITING	Grade: 5	Unit of Study: Building a Writing Life	Timeline: August/September
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Big Idea: Writers establish routines in order to be active participants in the Writing Workshop

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Understand and utilize a writer’s notebook● Follow established classroom routines during the workshop time such as:<ul style="list-style-type: none">○ where to write○ writing at home○ coming to the meeting area○ respecting others ideas, opinions, time, and space○ expectations for independent writing time○ teacher and student roles during a writing conference● Build writing stamina	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach children to gather quickly and efficiently for whole class instruction emphasizing the importance of listening during the mini-lesson. Teach children that during the mini-lesson they will be learning a strategy to help them become a better writer. Teach children that starting today they will be learning many skills and strategies to add to their writer’s toolbox that will help them become better readers and writers.● Teach children about writer’s notebooks and the importance of recording their ideas. To do that, students must write something. Teach students the classroom expectation - Write as much as you can, as fast as you can, as well as you can.● Teach children to continue writing at home. Writing is about what’s important to you and your world. Teach them to gather ideas and inspiration from books, articles, television shows, internet sites, conversations, and current events you encounter every day. Ideas are everywhere, writers just need to pay attention. Encourage children to write at home a few times a week. If applicable, give them a prompt that goes with the work you are working on in class.● Teach children how to work with a partner. Teach them that writers can use the conversation to get even more ideas for their own stories.
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	<ul style="list-style-type: none">● Teach students to build writing stamina and get over their “page fright” by spending several days generating ideas in their writer’s notebooks. Set a timer, recording the number of minutes spent writing. On the following day challenge students to write for an additional minute or two, building the amount of time up each day. ● Teach students the strategy of Power Writing. Display two words (music, vegetables, bullying, etc.) Each student should select one. Tell students to “Write as much as you can, as fast as you can, as well as you can in one minute. Go!” After a minute of writing, have students draw a line underneath what they wrote and count the number of words, recording the total underneath the line. Find the class total, and record the results for each round on a chart. Repeat for a total of three rounds. ● Teach students the “5-7-10” strategy. Make a list of hot topics on the board such as makeup, skateboarding, dancing, sports . . . Invite students to write for five minutes. After five minutes of writing, students turn to a partner and read what they have written. They have seven minutes to read their writing aloud to one another and discuss their writing. Ask, “What happens when you hear other people’s writing?” Have them jot down ideas that spark more of their own writing. Students write for ten more minutes.
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<p>Speaking/Listening Objectives: SL1 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Personal Narrative On Demand Writing Prompt● Check writing notebooks for volume and stamina● Conferring notes
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<p>their own clearly</p> <p>SL1a. Come to discussions prepared, having read or studied required material: explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL1b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	
<p>Re-teaching:</p> <ul style="list-style-type: none">• Work with a small group and generate ideas together. Pull small groups and reteach how to use capitals, punctuation, and spelling strategies.• Some students will need additional guided practice focusing their story by zooming in on small moment.• For ELL students- Some students at beginning and early intermediate levels may need additional help with making writing territory lists. Consider using photographs or pictures of common experiences such as eating lunch in the cafeteria, being sad alone, laughing with friends, etc. Have students record their story ideas in English or their home language. Help students make a vocabulary lists of words related to these topics for their reference as they write.	<p>Enrichment:</p> <ul style="list-style-type: none">• Encourage advanced writers to write more complex stories that include the elements of a personal narrative.
<p>Resources:</p> <ul style="list-style-type: none">• The Writing Teacher’s Strategy Guide- Steve Peha www.ttms.org• <u>10 Things Every Writer Needs to Know</u> by Jeff Anderson• <u>How to Write Your Life Story</u> Ralph Fletcher• Topic T-Chart Handout	<p>Teacher Notes:</p> <ul style="list-style-type: none">• Plan to give the Personal Narrative On Demand Writing Prompt as soon as possible. This will give you ample time to make notes about student strengths and weaknesses early in the year, providing you with an immediate plan for instruction.• Think about how you want your writer’s notebooks to be set up.

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<ul style="list-style-type: none"> ● On-Demand narrative writing prompt protocol 	<p>Consider dividing it into sections</p> <ul style="list-style-type: none"> ○ Writing Ideas ○ My Writing ○ Writer's Toolbox (a place for notes and/or pictures of anchor charts created in class)
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 4	Goal 2.3	W.1.A W.2.C W.2.D W.3.A	SL.1.a SL.1.b

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WRITING	Grade: 5	Unit of Study: Building a Writing Life	Timeline: August/September
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Big Idea: Writers use a writer's notebook for collecting ideas and gathering a variety of entries (prewriting)

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Utilize a variety of prewriting strategies to generate ideas• Gather a variety of entries (character map, timeline, sketches, observations, freewrites, drafts, lists)	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Begin a “Notes about Personal Narratives” chart with characteristics of personal narratives. Characteristics could include:<ul style="list-style-type: none">○ In personal narratives, authors tell true stories that have happened to them.○ They ZOOM in on a significant moment or event.○ They use sensory details to help the reader see, hear, smell, taste, and feel what is happening.○ They describe characters by what they do, say, think, and how others feel about them.• Teach children strategies for generating personal narratives. List the strategies on a chart named “Strategies for Generating Personal Narratives”:<ul style="list-style-type: none">○ Think of a person, place, or thing that matters to you. Then list special moments you remember. (people boxes)○ Think of proud moments and regretful moments. (topic t-charts)○ Think of a time in your life when you learned a lesson or realized something important.○ Think of first times and last times.○ Sketch out a map of a place that is important to you. Try to capture small details in your picture, then write about your experiences. (memory map)
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	<ul style="list-style-type: none">○ Think of a strong feeling, then list small moments related to that feeling. (emotion boxes)○ Take a phrase like, “I remember...” and start listing topics to write about.○ Use a timeline of your life to remember events/experiences <ul style="list-style-type: none">● Teach students how to create Topic T-charts in their writer’s notebooks. The idea is to make two lists at the same time based on opposites. Like/Hate (things you like and things you hate), Typical/Unusual (typical experiences that happen almost every day and unusual experiences that have happened only once or twice in your entire life), Fun/Have To (things you do for fun and things you do because you have to), Regret/Proud Of (things you regret and things you are proud of).● Have students create a memory map of their neighborhood or a place that holds special memories for them. Students may discover that the more details they add the more things they remember. Mark different story ideas on the map with a symbol.<ul style="list-style-type: none">○ a place where something happened (you lost a tooth, buried a pet)○ a power spot (where all the neighborhood kids gathered)○ a danger spot (a place you had to avoid)○ a favorite place○ a secret place
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<p>Speaking/Listening Objectives: SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade topics and texts, building on others’ ideas and expressing their own clearly.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Personal Narrative On Demand Writing Prompt● Conferring Notes
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<p>Re-teaching:</p> <ul style="list-style-type: none">● Hold individual writing conferences or strategy groups for additional guided practice for the concepts introduced in whole group mini lessons.	<p>Enrichment:</p> <ul style="list-style-type: none">● Start teaching students how to introduce theme into their writing. Encourage them to share with their audience, “What’s the big idea?”● Encourage students to experiment with different time structures (for example, single-day flashback)● Experiment with literary language (powerful nouns and verbs, figurative language)
<p>Resources:</p> <ul style="list-style-type: none">● The Writing Teacher’s Strategy Guide - Steve Peha www.ttms.org● <u>Teaching the Qualities of Writing</u> by JoAnn Portalupi and Ralph Fletcher● <u>How to Write Your Life Story</u> by Ralph Fletcher● A Curricular Plan for the Reading Workshop, Grade 5 - Unit 1● “What’s a Good Idea?” handout● Idea-Detail handout	<p>Teacher Notes:</p> <ul style="list-style-type: none">● Explain to students they’ll be doing a lot a personal narrative writing this year, so it will be helpful to have lots of ideas to choose from. This is the purpose for creating the “Notes About” and “Strategies for Generating” personal narrative charts.● Start a “Notes About Personal Narratives” chart. As you add each “note” to the chart, show students a generating strategy to assist them in writing.● Consider reading personal narratives (to be used as mentor text later), and using them as springboard for student writing. Prompt students to write about a special time with someone, first times, last times, a time they learned a lesson, etc.● If your students’ writer’s notebooks contain a Writing Ideas section, the Topic T-charts, memory maps, and graphic organizers you will work on this month could go there. Students could refer to these lists, maps, etc. when they “don’t have anything to write about.”● Make sure students are not just making lists and drawing maps, but they are writing stories too! For example, after making a list of times they were proud in the “Writing Ideas” section of their notebook, students should choose one of those times and write

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	<p>the story of it in the “My Writing” section.</p> <ul style="list-style-type: none"> ● Possible Mentor Texts: <ul style="list-style-type: none"> ○ <u>Knots on My Yo Yo String</u> by Jerry Spinelli ○ <u>Marshfield Dreams</u> by Ralph Fletcher ○ <u>The House on Mango Street</u> by Sandra Cisneros ○ <u>Boy Tales of Childhood</u> by Roald Dahl ○ <u>Saturdays and Teacakes</u> by Lester Laminack ○ Most titles by Patricia Polacco ● Make a point of sharing your own writing! For example share your own memory map and stories you wrote from it. Do the same with Topic T-Charts.
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Marzano Strategies:

Equity/Workplace Readiness:

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 4	Goal 2.1 Goal 2.2 Goal 2.3	W.1.A W.2.A W.2.B W.2.C W.2.D W.2.E W.3.A	W.3.a W.3.b W.3.d W.3.e W.4 W.5 W.10 SL.1

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WRITING	Grade: 5	Unit of Study: Personal Narrative Writing	Timeline: August/September
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Big Idea: A personal narrative tells a story from the writer's life

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Understand that personal narratives have many characteristics of fiction, including setting, characters, and plot● Focus their pieces by writing “seed” stories, not “watermelon” stories● Provide details that are accurate, relevant, interesting, and vivid● Describe characters by what they do, say, and think, and how others feel about them● Understand and utilize revision techniques● Understand and utilize editing techniques● Draft, revise, edit, and publish a personal narrative piece	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach children you do not have to have lived an amazing life to be a writer. In most cases, writers are people who simply find and tell the most interesting stories in their ordinary lives. Often when we write about small, ordinary moments, we're surprised to find that other people, even total strangers, will relate to what we have written.● Teach children how to purposefully reread and select an entry from their writer's notebook they'd like to develop further by taking it through the writing process. Model choosing a story seed that leaves you, the writer, thinking, “Hey, I know I can really do something with this one!” Create an anchor chart “What's a Good Idea?*” Have students meet with a writing partner to discuss the reasons why the seed they've chosen is a good idea.● Teach students that a detail is the answer to question a reader might have. Model for students how to create an Idea-Details chart* and use a writing partner's questions to fill it out.● Teach students that authors use sensory details to help the reader see, hear, smell, taste, and feel what is happening in the story. (Tie this to visualizing in reading)● Teach students to develop and describe characters by what
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	<p>they do, say, and think, and also what others think about them. (TQW Idea Lessons)</p> <ul style="list-style-type: none"> • Teach students to incorporate the qualities of a personal narrative and all they've learned about what effective writers do (from mini-lessons) each time they draft a new piece. Display anchor charts throughout the classroom and encourage students to use them for reference.
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<p>Speaking/Listening Objectives: SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • On-Demand Narrative Writing Prompt • Conferring Notes • Personal Narrative Scoring Guide
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Hold individual writing conferences or strategy groups for additional guided practice for the concepts introduced in whole group minilessons. • For ELL students- Provide extra models. Help students focus on the words that were used to make leads and endings more interesting. Teach vocabulary mini lessons as needed. For students who are literate in their native language, consider students bringing in copies of their favorite leads and endings in their native language and sharing summaries. Have them discuss what made these leads interesting to them. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Help students understand that memoirs are brief, often intense, memories of an event or a person <u>with reflection.</u> • Explain to writers that a series of vignettes can work together to communicate a message. • Encourage students to experiment with different time structures (for example, single-day flashback) • Experiment with literary language (powerful nouns and verbs, figurative language)
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<p>Resources:</p> <ul style="list-style-type: none"> • The Writing Teacher's Strategy Guide - Steve Peha www.ttms.org • <u>Teaching the Qualities of Writing</u> by JoAnn Portalupi and 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • After sufficient time in writing workshop (August) has been spent learning and practicing routines, building writing stamina through prewriting in their writer's notebook, have students choose one
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<p>Ralph Fletcher</p> <ul style="list-style-type: none"> • <u>How to Write Your Life Story</u> by Ralph Fletcher • A Curricular Plan for the Reading Workshop, Grade 5 - <p>Unit 1</p> <ul style="list-style-type: none"> • “What’s a Good Idea?” handout • Idea-Detail handout 	<p>seed story to develop further and take through the writing process. Have students spend one day (and evening if needed) drafting outside the notebook. Engage students in revision mini lessons geared toward adding significant details. Editing minilessons should review the proper way to punctuate dialogue and the way to structure paragraphs within a narrative story. Additional focus during editing time for this cycle will be reviewing conventions of writing previously taught (capitalization, punctuation, spelling). Celebrate students’ published work.</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 4	Goal 2.1 Goal 2.2 Goal 2.3	W.1.A W.2.A W.2.B W.2.C W.2.D W.2.E W.3.A	W.3.a W.3.b W.3.d W.3.e W.4 W.5 W.10 SL.1

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WRITING	Grade: 5	Unit of Study: Conventions of Writing	Timeline: August/September
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Big Idea: Writers use correct punctuation, capitalization, grammar, and spelling (review of previous skills)

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Use more complex capitalization with increasing accuracy, such as abbreviations and within quotation marks● Write complete sentences with noun and verb agreement, both simple and compound● Write interrupted and uninterrupted dialogue with correct punctuation● Understand and use paragraphing to show speaker change in dialogue● Consistently use periods, exclamation points, and question marks as ending marks● Edit for capitalization, punctuation, grammar, and spelling	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach children to recognize and collect a variety of capitalization examples (excluding the first word of a sentence) from a sample text. List these words on a chart. Guide students in discovering the principles of capitalization from the patterns they see in the words on the chart. Repeat this activity with ending punctuation. Create an anchor chart to show what you've learned.● Teach children that dialogue moves a narrative along and/or reveals something about a character, and that quotation marks serve as visual clues to show readers when dialogue is used in written work. Provide dialogue examples for students to analyze, discovering the "rules" for writing dialogue correctly.● Teach students how to write compound sentences correctly using FANBOYS (for, and, nor, but, or, yet, so - conjunctions). Have students find examples of compound sentences in their independent reading books or in a sample text. Discuss reasons why the author chose a particular conjunction to join two simple sentences. Have students practice writing sentences of their own using each of the FANBOYS. You could also provide students with two simple sentences and have students combine them with an appropriate conjunction.● Teach children to edit their writing with the use of a checklist that focuses on the conventions of writing. Students could also
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	engage in peer editing conferences.
<p>Speaking/Listening Objectives:</p> <p>SL1. 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.</p> <p>SL1b. Follow agreed-upon rules for discussions and carry out assigned roles</p> <p>SL1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Use the Conventions of Writing Scoring Guide to score<ul style="list-style-type: none">○ personal narrative○ writing journal entries/seed stories
<p>Re-teaching:</p> <ul style="list-style-type: none">● Some students may need help with writing dialogue and editing their work, you will bring these students to small group instruction where you can write and edit it together. Use graphic novels or comic strips to help students visualize what words need quotation marks around them. Quotation marks (just like speech bubbles) only go around the words that actually come out of the character's mouth.● For ELL students- For students literate in their native language whose native language uses the Roman alphabet, consider having the students explain the differences between the mechanics of their native language and English for that specific skill if they are having difficulty. For instance, in English, we always capitalize the names of languages but in Spanish we do not. This may help to reduce the interference from their native language in learning a concept.	<p>Enrichment:</p> <ul style="list-style-type: none">● Encourage advanced writers to write more complex stories with interrupted and uninterrupted dialogue.

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<p>Resources:</p> <ul style="list-style-type: none"> • <u>Mechanically Inclined</u> by Jeff Anderson • <u>Everyday Editing</u> by Jeff Anderson chs 3 & 10 • Teaching the Qualities of Writing by Ralph Fletcher, P-10, L-19, L-17 • The Reader’s Workshop Activity Organizer “Master Mechanics” Steve Peha www.ttms.org 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • For the first writing cycle- review conventions of the capitals, punctuation, grammar and spelling that students should already know (taught up to and including grade 4 - refer to common core standards). • Focus your first editing checklist on things they should already know (capitals, punctuation and spelling). Model how to use the checklist so students become comfortable.
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1	Goal 2.1 Goal 2.2	W.2.E	W.5 L.2.d L.2.e SL.1.b SL.1.c

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WORD WORK	Grade: 5	Unit of Study: Word Work	Timeline: August/September
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Big Idea: Vowel Patterns in Accented Syllables

<p>Learning Objectives: The student will spell:</p> <ul style="list-style-type: none">● Long -a patterns in accented syllables● Long -i patterns in accented syllables● Long -o patterns in accented syllables● Long -u patterns in accented syllables● Long -e patterns in accented syllables	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● All activities in this unit will follow the same format as the long-a pattern in accented syllable words.● This activity will take more than one day. Provide students with list of long a words from pg 56 in Words Sorts for Syllables and Affixes Spellers (green version), read the list aloud with class. Ask students what they notice about this collection of words. They should notice that all the words have the long a sound. Have students sort word list with the headers (rainbow, awake oddball), explaining that the column oddball is for words that don't follow the pattern. After word sort help students see that the long a sound is in the first syllable of rainbow and the second syllable of awake, pointing out if the a sound is in the first syllable that is the syllable that receives the stress and the long a sound is in the second syllable that is the syllable that receives the most stress. After the first sort, have students think of another way to sort the long a words (ai, ake ay and oddball). After modeling each sort have students repeat the sorts (both by syllable stress and vowel pattern), have them check their sorts by looking for the pattern in each column. In these sorts students can tell where the accented syllable is by where the long -a pattern was. Encourage students to reflect by asking them how the words in each column are alike and what they have learned.
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<p>Speaking/Listening Objectives:</p> <p>SL1. 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</p> <p>SL1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Spell Check 4 Assessment for R-Influenced and Ambiguous Vowels in Accented Syllables
<p>Re-teaching:</p> <ul style="list-style-type: none">● Repeated work with words, have students keep words from word sort in plastic bags to repeat activity for practice and Re-teaching.● Students can record their words by writing their words in columns in their notebooks under the same headings used in word sort. Afterwards have students reflect and declare what they learned.	<p>Enrichment:</p> <ul style="list-style-type: none">● Send students on a word hunt to find more words that will fit in these categories● Play the game of Oygo from Chapter 7 in Words Their Way
<p>Resources:</p> <p>Words their Way by Donald Bear</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none">● When teaching accented syllables share with the students that sometimes they can “feel” the stress if they gently place the top of their hand under their chin as they say the words.● All activities can be found in Words Their Way Study for Phonics, Vocabulary and Spelling Instruction or Their Way Word Sorts for Syllables and Affixes

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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 Ca6	Goal 1.5 Goal 1.6 Goal 2.2 Goal 1.10	W2d LS1a	SL.1 LI.b-e SL.4 RF.3

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Grammar	Grade: 5	Unit of Study: Grammar	Timeline: Aug-May
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Big Idea: Writers apply grammar skills to written work

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none">● explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences● form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses● use verb tense to convey various times, sequences, states, and conditions● recognize and correct inappropriate shifts in verb tense● use correlative conjunctions (e.g., either/or, neither.nor)● 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	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students how to write compound sentences correctly using FANBOYS (for, and, nor, but, or, yet, so - conjunctions). Have students find examples of compound sentences in their independent reading books or in a sample text. Discuss reasons why the author chose a particular conjunction to join two simple sentences. Have students practice writing sentences of their own using each of the FANBOYS. You could also provide students with two simple sentences and have students combine them with an appropriate conjunction.● Teach students that subjects and verbs must agree and verb tense must stay consistent within a paragraph. Share a passage from any read aloud. Have students highlight the verb(s) in one sentence and identify the tense. Then guide them in changing the past tense verbs to present tense and vice versa. Engage students in a discussion of how it changes the meaning of the sentence, and what else needs to be changed in the remainder of the passage to maintain consistency. Remind students of the teaching point, “Subjects and verbs must agree and verb tense must stay consistent within a paragraph”.● Teach students revise a paragraph changing the tense from past to present. Display a passage written in past tense, and model changing the tense from <i>already happened</i> to <i>right now</i>. Students could practice by writing about an event in their life
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	that has already happened then revising it to change the tense from past to present.
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<p>Speaking/Listening Objectives: SL1. 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● formal and informal observation ● on demand writing prompts ● writer's notebook entries ● writing conferences ● any and all pieces of writing in all subject areas
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Confer with students using data from informal and formal observation to assess individual needs of students. Re-teach in small groups and one on one as needed. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning</u> look at the writing behaviors at higher level text, and teach to the demands at the higher level in small groups or one on one as needed.
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<p>Resources: <u>Mechanically Inclined</u> by Jeff Anderson <u>Everyday Editing</u> by Jeff Anderson</p>	<p>Teacher Notes: Students in fifth grade are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades - refer to the common core language standards for all grades prior to ensure all skills are being taught and assessed.</p>
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Marzano Strategies:

Equity/Workplace Readiness

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x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.1.a-e L.3.a,b

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Conventions	Grade: 5	Unit of Study: Conventions of Writing	Timeline: Aug-May
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Big Idea: Writers use appropriate punctuation, capitalization, spelling

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none"> ● use punctuation to separate items in a series ● use a comma to separate an introductory element from the rest of the sentence ● use a comma to set off the words yes and no (<i>e.g., Yes, thank you</i>), to set off a tag questions from the rest of the sentence (<i>e.g., It's true, isn't it?</i>), and to indicate direct address (<i>e.g., Is that you, Steve?</i>) ● use underlining, quotation marks, or italics to indicate titles of works ● spell grade-appropriate words correctly, consulting references as needed 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children that dialogue moves a narrative along and/or reveals something about a character, and that quotation marks serve as visual clues to show readers when dialogue is used in written work. Provide dialogue examples for students to analyze, discovering the “rules” for writing dialogue correctly. ● Teach children to edit their writing with the use of a checklist that focuses on the conventions of writing. Students could also engage in peer editing conferences.
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<p>Speaking/Listening Objectives: SL1. 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● formal and informal observation ● on demand writing prompts ● writer’s notebook entries ● writing conferences ● any and all pieces of writing in all subject areas
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Confer with students using data from informal and formal observation to assess individual needs of students. Re-teach in small groups and one on one as needed. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning</u> look at the writing behaviors at higher level text, and teach to the demands at the higher level in small groups or one on one as needed.
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<p>Resources: <u>Mechanically Inclined</u> by Jeff Anderson <u>Everyday Editing</u> by Jeff Anderson</p>	<p>Teacher Notes: Students in fifth grade are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades - refer to the common core language standards for all grades prior to ensure all skills are being taught and assessed.</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.2.a-e

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READING	Grade: 5	Unit of Study: Elements of Fiction	Timeline: October
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Big Idea: A summary is a brief retelling of key points in a story

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Include appropriate and important details when summarizing texts orally and in written form	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach children to write a summary that reflects literal understanding of the story. Explain that when readers summarize, they pull out the most important information and put it in their own words to remember it. Provide a basic framework to help students begin to summarize information through a brief retelling of a story. When readers summarize they:<ul style="list-style-type: none">○ Remember to tell what is important (main ideas)○ Tell it in a way that makes sense○ Try not to tell too much● Teach children to use a graphic organizer to record important story elements. Model how to use the organizer to orally retell the story. Create an anchor chart for reference.● Teach children to use “Somebody, Wanted, But, So, Then” to recall information from text. Create an anchor chart for reference. Model through interactive read aloud.<ul style="list-style-type: none">○ Somebody (who is the main character? - character and setting)○ Wanted (what did the character want?)○ But (what is preventing the character from getting what they want? - problem)○ So (how did the character try to solve the problem? -
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	<p align="center">climax)</p> <ul style="list-style-type: none"> ○ Then (how did the story end? - solution and resolution) <ul style="list-style-type: none"> ● Teach students how to construct a Summary/Response chart in their reader's notebooks to show both their literal understanding of the text and their reactions and thinking about what they've read (their inner voice). 				
	<table border="1" style="width: 100%;"> <tr> <th style="width: 50%;">What the Chapter Was About</th> <th style="width: 50%;">What it Made Me Think About</th> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	What the Chapter Was About	What it Made Me Think About		
What the Chapter Was About	What it Made Me Think About				

<p>Speaking/Listening Objectives:</p> <p>SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners <i>on grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL3. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts, and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● TCRWP Rubric for Assessing a Retell ● Written summaries for Reading A-Z leveled books ● Reading A-Z Fiction Retelling Scoring Form ● TC Benchmarks ● conferring notes ● post-its/reading notebook ● observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Engage students in continual practice with writing summaries. Each time you finish a read aloud, have students practice writing a summary in their reader's notebook. Notice which students need additional support. ● Provide a small group of students with strips of paper containing 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Students can represent a summary in a variety of ways: poster, advertisement, photo essay, picture essay, interview
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events from a shared text. Have students determine which of the events are important and should go in the summary and those which are not necessary. Have students then sequence the events.

- Encourage students to record information to support the memory of a text over several days of reading (notes, chapter summary statements)
- Confer with small groups on recognizing story elements and putting them in a type of graphic organizer to display the important details of the text. Assist them in using the organizer to retell orally and in written form. Practice, practice, practice!!
- **For ELL students-** If students are struggling, consider using sentence stems or sentence stem choices within the graphic organizer to help students record their summaries.

Resources:

- Strategies That Work (Chapter 11)
- The Continuum of Literacy Learning Grades 3-8
- TCRWP Rubric for Assessing a Retell
- Reading A-Z Fiction Retelling Scoring Form

Teacher Notes:

- Model summary writing using your current chapter book read aloud, including the main ideas from the section you just read. Keep an ongoing chart/computer document of the summaries for each chapter. As you progress through the book, move from teacher modeling, to interactive writing, to students writing independently.
- When the book is finished, the document containing the combined summaries of all the chapters will be quite long. Teach students how to use *Somebody, Wanted, But, So, Then* to summarize the entire story. Compare the length of the document with summaries of each chapter to the brief summary of the entire story. Tell them many times their whole book summaries look like the longer document, but when writing a summary of an entire story it should look like the shorter one.

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	<ul style="list-style-type: none"> • Have students repeatedly practice writing summaries and summarizing a story both written and orally to a reading partner. They should summarize small sections of text as well as entire stories.
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2 CA 4 CA 6	Goal 1.5 Goal 1.6	R.1.G.e,f,g R.1.H.a,h,i	RL.5 SL.1 SL.2 SL.4

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READING	Grade: 5	Unit of Study: Thinking Strategies (ongoing)	Timeline: October
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Big Idea: Readers visualize by making movies in their mind as they read, living in the world of the story

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● create a mental movie as he or she reads. When asked to do so, the reader can convey that to others.● monitor for sense by recognizing when they stop being able to imagine the story. The student knows that by rereading, he or she can usually resume the mental movie.● generate a mental movie that draws also on the reader's knowledge of the work, of other texts, and of similar setting, feelings, and situations. That is, readers infer to fill in gaps in the text.● create a mental movie that draws combines details from the text with the student's knowledge of the world, of other texts, and of similar setting, feelings, and situations.● envision not only the characters (dominant and secondary) engaged in a sequence of actions but also the setting	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Facilitate a conversation about popular books and their movie adaptations to make the strategy of visualizing concrete. Have you ever seen a movie after reading a book and felt something was off? What was it? Did the characters look different? The setting? Which did you prefer and why?● Teach students to visualize to fill in missing information through the use of wordless picture books. Reading a book that has only pictures with no written text requires readers to take the clues revealed in the illustrations and combine them with the missing pictures we create in our minds to make meaning. Midway through Alexandra Day's book <u>Good Dog Carl</u>, we find a picture of the baby sitting in front of a laundry chute with Carl standing right behind her. The very next page (picture) shows Carl dashing down the stairs. The page after that shows the baby sitting on a pile of clothes in the basement. Ask students, "How did the baby get in the basement?" Students can draw, write, or talk about their thinking.● Teach students to combine the author's words with their background knowledge to create mental images that bring life to reading. Read aloud the beginning of the chapter 3 from E.B. White's book <u>Charlotte's Web</u>. It provides a vivid, detailed description of the barn where Charlotte lives with all of the other animals in the story. After, give students time to describe and sketch their mental images of the barn. Compare them with each other. Students will most likely notice many differences among their barns and the additional details that were included in the pictures. Facilitate a discussion on how students incorporated what they have seen/know about farms as they visualized the barn in their mind. How was their background knowledge
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- derive a rich sensory experience from words on the page, using all five of their senses
- determine importance so that his or her mental movie features significant parts of the scene.
- revise mental pictures in light of new information
- read with a lost-in-a-book feeling of being caught up in the story, imagining the world of the story and identifying with the main character

reflected in their mental image?

- Teach students to take the movie in their head and act it out with a partner. They might begin by using the exact dialogue from the book, but then move to inserting their own dialogue and body language that would make sense coming from the character in that particular scene. Use the following steps to help students understand the process:
 - Find a scene that matters, preferably one with lots of dialogue
 - Leave the book between you and your partner, open to the scene you've chosen, and decide who will take which part.
 - Act it out!
 - Talk about the scene and how you are coming to understand the characters better
 - Act one more time, using all you've realized about the characters to add more gestures and intonation. Bring it to life!
- Teach students that readers revise their mental imagery as they read on and learn new information. For example, as you read aloud chapter 3 of *The Tiger Rising*, students most likely envisioned Sistine to be a shy and nervous girl, but after reading chapter 4, the way she talked to the class will probably change your students' opinions of her to rude, snotty, or angry. Go back to section in chapter 3 and reread (or act it out) with this revision to your thinking.
- Teach students that readers empathize deeply with characters by making connections between characters' experiences or feelings and their own. That in addition to visualizing the story, they must *feel* it as well. Select a scene from a book that is familiar to your students and a scene that you're pretty certain will provoke feelings of "I've been there" for most of your children. For example, after reading the bullying scene in chapter 2 of *The Tiger Rising*, ask students to walk in the character's (Rob) shoes by remembering times in their own lives when they lived through something similar, and to use the feelings and insights from those experiences to aid in their understanding of how Rob is feeling.

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- Teach students to visualize in nonfiction by using comparisons. Much nonfiction expository text relies on the concepts of size, weight, length, distance, and time to explain important information. Search for examples of nonfiction comparisons, both written and drawn. (For example, a Tyrannosaurus tooth was the size of a banana; students can more accurately visualize a banana than a tooth that is an abstract six and a half inches long.

Speaking/Listening Objectives:

SL1. 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.

SL1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL4. 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.

Assessment for Learning:

- One Green Apple or Abby Takes Her Shot to collect baseline data for visualizing and predicting
- TC Benchmarks
- conferring notes
- post-its/reading notebook
- observation

Re-teaching:

- Help students practice by reading them a descriptive page from a picture book **without** showing the picture. Have them draw, describe, or write about the image in their head. Show the illustration from the book. How did the picture compare?
- Provide students with a section of text. Have them highlight any details they could use to help create a mental image.
- Confer with students whose mental images (as evidenced through talking, writing, or illustration) show a misconception of story. Share your own mental image with the students, and draw their attention to specific clues in the text that helped you visualize. Have them compare their image to yours. How are they alike? How are they different? Talk with them about whether

Enrichment:

- Encourage proficient readers to use all of their senses to comprehend text. What do they hear? (the soundtrack to their mental movie) What do they smell? What do they taste? What do they feel? Have readers make note of places in their books where they are using their additional senses to create mental images that go beyond visualizing the scene.

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their mental image was reasonable given the context of the story.

- If students are having difficulty empathizing with the characters in their story, have them identify a part of their book that really mattered to them, and encourage them to use the prompts, “This reminds me of... This makes me realize that...”
- **For ELL students-** For beginning and early intermediate students that are literate in their own language, consider having students use short excerpts from native text a few times for visualization. For all struggling students, consider modifying an English text. Provide a short passage with key phrases highlighted. Make sure that students understand all of the words in the key phrase. Then model drawing a picture of your visualization using the key phrases.

Resources:

- Lucy Calkins Unit of Study for Teaching Reading: Unit 2: Following Characters into Meaning (Sessions: 1-4)
- A Curricular Plan for the Reading Workshop, Unit 2
- Strategies That Work, Chapter 9

Teacher Notes:

- Possible read aloud books for this unit on Following Characters Into Meaning:
 - The Tiger Rising by Kate DiCamillo
 - Flying Solo by Ralph Fletcher
 - Love, Ruby Lavender by Deborah Wiles
- Making connections during reading is an helpful strategy to aid in comprehension. Be sure students understand however, that they need to do more than just make a connection. They must use that connection to help them understand the story. You could model this with connections of your own by creating an anchor chart.

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	My Connection	How It Helped Me Understand
	I was teased by another student in school, and it really hurt my feelings. I tried to act tough, but I wanted to cry.	I know from what happened to me that Rob was probably trying really hard to keep the tears in.

Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.4 Goal 3.1 Goal 3.5 Goal 3.3 Goal 3.7	LS1.a	RL.1 RL.2 RL.3

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READING	Grade: 5	Unit of Study: Following Characters Into Meaning	Timeline: October
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Big Idea: Readers make, confirm, and revise predictions

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar text● support predictions with evidence from the text or from knowledge of genre● change predictions as new information is gathered from a text● confirm or disconfirm predictions● draw upon not only the immediate text but also relevant details from the earlier text to speculate about the upcoming storyline● construct a prediction that reflects not only a literal but also an inferential level of comprehension. When drawing upon what the reader has already read, the reader relies upon details not concretely specified in the text.	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that readers use our empathy for our characters to help us make predictions based on what we imagine they might do, say, or feel. Tell the story of one time when you watched TV or a movie and you were able to race ahead, predicting how the story would unfold. Then draw an analogy between watching TV and reading.● Teach students that good predictors often make movies in their minds of what has yet to occur, envisioning not only what will happen but also how it will happen. (Instead of simply saying, “I think Rob’s dad will ask Rob if he told the principal his rash wasn’t contagious,” (the what) a more specific prediction would be, “I think Rob’s dad will ask Rob if he told the principal that his rash isn’t contagious. He’ll sound kind of sad and he’ll have a stern look on his face. His voice will be low. He’ll tell Rob not to worry.” (what and how)● Teach students that readers imagine multiple possibilities, foreseeing various paths a character might travel or plots an author might script and foresee developments in the setting as well as in the plot.● Teach students that the big thing is not whether their predictions turn out to be right or wrong. The big thing is that when the book catches you by surprise, you can take that little feeling of surprise and think more stuff, grow more ideas. When the book surprises you, take some time to think, “Hmm. What can I make of that surprise?”
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Speaking/Listening Objectives:

SL1. 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.

SL1c. Pose and respond to specific questions by making comments that contribute to the discussions and elaborate on the remarks of others.

SL4. 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.

Assessment for Learning:

- One Green Apple or Abby Takes Her Shot to collect baseline data for visualizing and predicting
- graphic organizers focused on character traits
- TC Benchmarks
- conferring notes
- post-its/reading notebook
- observation

Re-teaching:

- For children who tend to predict without regard for prior sections of the text may read in a way that does not involve taking into account and accumulating the text as a whole. Their focus as they read may be only on the page at hand. Ask these particular children to provide textual support for their predictions. Encourage them to use the prompt, "I predict ___ because ___." Additionally encourage them to track their predictions, noting, "I was right" and "I was wrong" and speculate over the reasons.
- Ask students to identify the places in the text where the author practically creates a drumroll, accompanied by the "Da Da Da dum" music. In moments like this, it is great for them to anticipate that something important will happen soon. Sometimes the author will use heavy-handed phrases such as "He knew what he had to do," or "She opened the door, and stopped dead in her tracks," or "He knew he had to make a choice." These are all invitations to predict.
- Help students to understand that readers make predictions about what will happen next, not just how the story will end. Prompt them by saying, "It helps to tell what will happen next,

Enrichment:

- Encourage students not to write about every single prediction they are making, instead only write those predictions that are worth pondering a more deeply. This can be done by making them more specific. Readers should think back to the information they learned earlier in the story about a character and use that information to make their predictions much more specific.
- Help proficient predictors enhance their predictions with prompts such as:
 - What type of character do you think this is?
 - Do you know anyone else like this?
 - Does this knowledge of other characters (or other texts) help you predict how the character will act?
- Help readers think about what the book is mostly trying to teach (author's purpose) and let those thoughts help them predict how the story may unfurl. Use prompts such as "What are you learning from the characters in this book?" and "Are you getting

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<p>and then next, and then next in a step-by-step way, like a movie.”</p> <ul style="list-style-type: none"> ● For ELL students- Consider keeping a list of thinking strategies covered on a poster in the room. This will likely be separate from the class created charts that tell a lot about the strategy. Provide a simple visual or have students draw a visual to go with the word. Avoid adding other words to this chart. Refer to this chart when you mention a strategy by pointing or having a student point to the strategy you are discussing. 	<p>any sense of what the author is trying to say?” Show readers that their answers to questions such as these can then function as stepping stones, helping them predict well.</p>
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<p>Resources:</p> <ul style="list-style-type: none"> ● Lucy Calkins Unit of Study for Teaching Reading: Unit 2: Following Characters into Meaning (Sessions: 5-7) ● A Curricular Plan for the Reading Workshop, Unit 2 ● The Continuum of Literacy Learning Grades 3-8 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Possible read aloud books for this unit on Following Characters Into Meaning: <ul style="list-style-type: none"> ○ <u>The Tiger Rising</u> by Kate DiCamillo ○ <u>Flying Solo</u> by Ralph Fletcher ○ <u>Love, Ruby Lavender</u> by Deborah Wiles ● Making connections during reading is an helpful strategy to aid in comprehension. Be sure students understand however, that they need to do more than just make a connection. They must use that connection to help them understand the story. You could model this with connections of your own by creating an anchor chart. <table border="1" data-bbox="1060 1177 1990 1425"> <thead> <tr> <th data-bbox="1060 1177 1528 1242">My Connection</th> <th data-bbox="1528 1177 1990 1242">How It Helped Me Understand</th> </tr> </thead> <tbody> <tr> <td data-bbox="1060 1242 1528 1425">I was teased by another student in school, and it really hurt my feelings. I tried to act tough, but I wanted to cry.</td> <td data-bbox="1528 1242 1990 1425">I know from what happened to me that Rob was probably trying really hard to keep the tears in.</td> </tr> </tbody> </table>	My Connection	How It Helped Me Understand	I was teased by another student in school, and it really hurt my feelings. I tried to act tough, but I wanted to cry.	I know from what happened to me that Rob was probably trying really hard to keep the tears in.
My Connection	How It Helped Me Understand				
I was teased by another student in school, and it really hurt my feelings. I tried to act tough, but I wanted to cry.	I know from what happened to me that Rob was probably trying really hard to keep the tears in.				

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| | <ul style="list-style-type: none">● Many students will come in to fifth grade with the ability to predict. Tell them as a fifth grader they will now work to make more sophisticated predictions that build on what they've learned in previous grades.● Students love when their reading work is spotlighted. Take time to share examples of good predictions with the class and have the students discuss what made them good. Reference these predictions during mid-workshop teaching points, during share time, or as you begin a new mini-lesson on prediction the following day. When students know you will be sharing quality examples they will work extra hard to make their predictions as good as possible.● Create an anchor chart:
<p style="text-align: center;"><u>Qualities of Good Predictions</u></p>● Readers use <u>details</u> from the book and their own <u>experiences</u> to make <u>logical</u> predictions.● Readers predict what will happen next - not just the ending● Readers imagine the WHAT and the HOW● Readers consider <u>multiple</u> possibilities● Readers notice whether the text confirmed or challenged their predictions. They change or add to their predictions as they read going the story.● Readers consider how the events in the story have affected the characters' feelings AND how their feelings will affect what they do next. |
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA5 CA5 CA2	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.4 Goal 3.1 Goal 3.3 Goal 3.5 Goal 3.7	R2.c LS1.a	RL1 RL2 RL3

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READING	Grade: 5	Unit of Study: Following Characters Into Meaning	Timeline: October
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Big Idea: Readers Build Theories About Characters in Stories

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Recognize a character’s traits are revealed by what they say, think, and do, and what others say/think about them● Talk about their characters to grow theories● Notice complications in characters● Grow ideas about what kind of person the character is● Notice when characters change● Use precise language to describe characters and their actions	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students that readers use our empathy for our characters to help us make predictions based on what we imagine they might do, say, or feel. Tell the story of one time when you watched TV or a movie and you were able to race ahead, predicting how the story would unfold. Then draw an analogy between watching TV and reading.● Teach students that good predictors often make movies in their minds of what has yet to occur, envisioning not only what will happen but also how it will happen. (Instead of simply saying, “I think Rob’s dad will ask Rob if he told the principal his rash wasn’t contagious,” (the what) a more specific prediction would be, “I think Rob’s dad will ask Rob if he told the principal that his rash isn’t contagious. He’ll sound kind of sad and he’ll have a stern look on his face. His voice will be low. He’ll tell Rob not to worry.” (what and how)● Teach students that readers imagine multiple possibilities, foreseeing various paths a character might travel or plots an author might script and foresee developments in the setting as well as in the plot.● Teach students that the big thing is not whether their predictions turn out to be right or wrong. The big thing is that when the book catches you by surprise, you can take that little feeling of
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	surprise and think more stuff, grow more ideas. When the book surprises you, take some time to think, "Hmm. What can I make of that surprise?"
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<p>Speaking/Listening Objectives:</p> <p>SL1. 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.</p> <p>SL1c. Pose and respond to specific questions by making comments that contribute to the discussions and elaborate on the remarks of others.</p> <p>SL4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● <u>One Green Apple</u> or <u>Abby Takes Her Shot</u> to collect baseline data for visualizing and predicting● graphic organizers focused on character traits● TC Benchmarks● conferring notes● post-its/reading notebook● observation
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<p>Re-teaching:</p> <ul style="list-style-type: none">● For children who tend to predict without regard for prior sections of the text may read in a way that does not involve taking into account and accumulating the text as a whole. Their focus as they read may be only on the page at hand. Ask these particular children to provide textual support for their predictions. Encourage them to use the prompt, "I predict ___ because ___." Additionally encourage them to track their predictions, noting, 'I was right' and "I was wrong" and speculate over the reasons.● Ask students to identify the places in the text where the author practically creates a drumroll, accompanied by the "Da Da Da dum" music. In moments like this, it is great for them to anticipate that something important will happen soon. Sometimes the author will use heavy-handed phrases such as "He knew what he had to do," or "She opened the door, and	<p>Enrichment:</p> <ul style="list-style-type: none">● Students who are reading above grade level may show evidence of connections to other texts (theme, plot, and characters).● Make connections to and inferences about characters' traits, motivations, attitudes and decisions based on evidence from the text.
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<p>stopped dead in her tracks,” or “He knew he had to make a choice.” These are all invitations to predict.</p> <ul style="list-style-type: none"> • Help students to understand that readers make predictions about what will happen next, not just how the story will end. Prompt them by saying, “It helps to tell what will happen next, and then next, and then next in a step-by-step way, like a movie.” • For ELL students- Consider keeping a list of thinking strategies covered on a poster in the room. This will likely be separate from the class created charts that tell a lot about the strategy. Provide a simple visual or have students draw a visual to go with the word. Avoid adding other words to this chart. Refer to this chart when you mention a strategy by pointing or having a student point to the strategy you are discussing. 	
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<p>Resources:</p> <ul style="list-style-type: none"> • Lucy Calkins Unit of Study for Teaching Reading: Unit 2: Following Characters into Meaning (Sessions: 8-18) • A Curricular Plan for the Reading Workshop, Unit 2 • The Continuum of Literacy Learning Grades 3-8 	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.4 Goal 3.1 Goal 3.3 Goal 3.5 Goal 3.7	LS1.a R2.c	RL1 RL2 RL3

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READING	Grade: 5	Unit of Study: Shared Reading	Timeline: October
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Nonfiction Big Idea: Readers use nonfiction features to add to their understanding of the text

<p>Learning Objectives: Nonfiction The student will:</p> <ul style="list-style-type: none"> ● Read nonfiction for information and ideas ● Preview and predict using text features ● Confirm, revise, or add to one’s initial expectations about the text 	<p>Suggested Learning Activities: Nonfiction:</p> <ul style="list-style-type: none"> ● Teach students the importance of “previewing and predicting” before reading a piece of nonfiction. The title, headings, and text features (such as photographs) can give them a clue as to what the article might be about. ● Teach students to predict not only what an article or book might be about, but to predict how the piece of nonfiction might go based on their background knowledge of the topic. For example, a student might see that the title of an article is “Blue Whales” and predict they will learn about what whales eat, the size of whales, and where whales live. If there is a picture of a human on the page, the student might predict that they will read how humans have had an impact on the population of whales through their hunting practices.
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<p>Speaking/Listening Objectives: SL1. 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. SL1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● graphic organizers focused on character traits ● TC Benchmarks ● conferring notes ● post-its/reading notebook ● observation
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<p>other information known about the topic to explore ideas under discussion.</p> <p>SL4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	
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<p>Re-teaching: Confer with students using data from formal and informal observations to assess individual needs of students. Reteach in small groups and one on one as needed.</p>	<p>Enrichment: Use data from formal and informal assessments to determine individual needs. Using <i>The Continuum of Learning, 3-8</i> look at the reading behaviors at higher level text, and teach to the demands of the higher level text in small groups or one on one as needed.</p>
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<p>Resources: Continuum Of Literacy Learning Fountas and Pinnell</p>	<p>Teacher Notes: As you read your poems and nonfiction, encourage students to use the details in the text to visualize</p>
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Marzano Strategies:				Equity/Workplace Readiness					
	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	c	Technology	x	Workplace Readiness Skills

Standards Met:			
Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA3	Goal 1.6 Goal 1.7 Goal 2.4 Goal 3.1	LS.1a R.3c	RL1 RL4 RF4a RLw

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WRITING	Grade: 5	Unit of Study: Fiction Writing	Timeline: October
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Big Idea: Fiction is a short story about an event in the life of the main character

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Understand that fiction may be realism or fantasy ● Understand the purpose of a short story is to explore a theme or teach a lesson ● Understand the structure of narrative, including lead or beginning, introduction of characters, setting, problem, series of events, and ending ● Begin with a compelling lead to capture reader's attention ● Write a believable and satisfying ending to the story ● Understand and utilize revision techniques ● Understand and utilize editing techniques ● Draft, revise, edit, and publish a personal narrative piece 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students that fictional narratives contain many of the same characteristics as personal narratives. As they write fiction, they'll need to use the skills and strategies they learned in the previously unit of study <ul style="list-style-type: none"> ○ Describe characters by what they do, say, and think, and what others say about them. ○ Show rather than tell how characters feel ● Introduce students to the concept of theme through a discussion of familiar places themes are found (classroom themes, birthday party themes, theme parks, theme songs, etc.). ● Teach students that theme is the central idea or concept in a story or the message that the author is conveying. Provide them with a list of common themes found in literature. Examples include: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Acceptance</td> <td style="padding: 5px;">These books have characters who respect & accept others' differences and beliefs.</td> </tr> <tr> <td style="padding: 5px;">Courage</td> <td style="padding: 5px;">These books have brave characters who have the strength to overcome a fear or accept a risk.</td> </tr> <tr> <td style="padding: 5px;">Perseverance</td> <td style="padding: 5px;">These books have characters who never give up even when facing difficult times.</td> </tr> </table>	Acceptance	These books have characters who respect & accept others' differences and beliefs.	Courage	These books have brave characters who have the strength to overcome a fear or accept a risk.	Perseverance	These books have characters who never give up even when facing difficult times.
Acceptance	These books have characters who respect & accept others' differences and beliefs.						
Courage	These books have brave characters who have the strength to overcome a fear or accept a risk.						
Perseverance	These books have characters who never give up even when facing difficult times.						

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	Cooperation	These books have characters who work together to solve a problem or achieve a goal.
	Compassion	These books have characters who want to make those who are suffering feel better.
	Honesty	These books have characters who find that it is best to always tell the truth.
	Kindness	These books have friendly characters who are generous and considerate of others.
	Loyalty	These books have characters who trust each other and never turn their backs on their friends.
	<ul style="list-style-type: none"> • Have students identify the theme of the some stories that have been read aloud so far this year. They'll notice that multiple titles can fall within the same theme, but the author's message/lesson of each book may be different. • Teach students a strategy for generating ideas for fiction stories. Have them brainstorm story ideas within various themes. What is a story that they would like to read about? For example: 	
Stories with the theme of Acceptance	<ul style="list-style-type: none"> • a boy from another country moves to a new school and has to make new friends • a girl's father remarries and she doesn't like her new stepmother 	
<ul style="list-style-type: none"> • Teach students to use what they have learned about the structure of a fiction story in reading (story rollercoaster) to help them plan out their own fiction story. It should contain all the elements - characters, setting, problem, series of events leading to a climax, solution. Students can fill out graphic organizers similar to the story rollercoaster or the summary 		

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	<p>organizer (Somebody, Wanted, But, So, Then) to help them plan their story.</p> <ul style="list-style-type: none"> ● Teach students that authors “hook” their readers with a compelling lead that captures the reader’s attention. Leads can be written in a variety of ways. Look at the leads in a variety of mentor text for examples. Some include: <ul style="list-style-type: none"> ○ Question Lead ○ Action Lead ○ Sound Effect ○ Flashback ○ Dialogue <p>Have students choose one of the theme story ideas they brainstormed and practice writing different types of lead for the story. Or, have students try writing one type of lead for a variety of different stories. They don’t need to write the entire story, just different leads.</p>
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<p>Speaking/Listening Objectives SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade topics and texts, building on others’ ideas and expressing their own clearly.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● On-Demand Fictional Narrative Writing Prompt ● Conferring Notes ● Narrative Scoring Guide
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Hold individual writing conferences or strategy groups for additional guided practice for the concepts introduced in whole group mini lessons. ● For ELL students- Provide extra models. Help students focus on the words that were used to make leads and endings more interesting. Teach vocabulary mini lessons as needed. For 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning, 3-8</u> look at the writing behaviors at the higher level, and teach to the demands of the higher level in small groups or one on one as needed.
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students who are literate in their native language, consider students bringing in copies of their favorite leads and endings in their native language and sharing summaries. Have them discuss what made these leads interesting to them.	
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Resources: The Continuum of Literacy Learning Fountas and Pinnell	Teacher Notes: <ul style="list-style-type: none"> Brainstorming of story ideas based on theme could be listed in the "Writing Ideas" section of the writer's notebook. Actual drafting of the stories will be written in the "My Writing" section.
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 4	Goal 2.1 Goal 2.2 Goal 2.3	W.1.A W.2.A W.2.B W.2.C W.2.D W.2.E W.3.A	W.3.a W.3.b W.3.d W.3.e W.4 W.5 W.10 SL.1

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Grammar	Grade: 5	Unit of Study: Grammar	Timeline: Aug-May
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Big Idea: Writers apply grammar skills to written work

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none">● explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences● form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses● use verb tense to convey various times, sequences, states, and conditions● recognize and correct inappropriate shifts in verb tense● use correlative conjunctions (e.g., either/or, neither/nor)● 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	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students how to write compound sentences correctly using FANBOYS (for, and, nor, but, or, yet, so - conjunctions). Have students find examples of compound sentences in their independent reading books or in a sample text. Discuss reasons why the author chose a particular conjunction to join two simple sentences. Have students practice writing sentences of their own using each of the FANBOYS. You could also provide students with two simple sentences and have students combine them with an appropriate conjunction.● Teach students that subjects and verbs must agree and verb tense must stay consistent within a paragraph. Share a passage from any read aloud. Have students highlight the verb(s) in one sentence and identify the tense. Then guide them in changing the past tense verbs to present tense and vice versa. Engage students in a discussion of how it changes the meaning of the sentence, and what else needs to be changed in the remainder of the passage to maintain consistency. Remind students of the teaching point, “Subjects and verbs must agree and verb tense must stay consistent within a paragraph”.● Teach students revise a paragraph changing the tense from past to present. Display a passage written in past tense, and model changing the tense from <i>already happened</i> to <i>right now</i>. Students could practice by writing about an event in their life
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	that has already happened then revising it to change the tense from past to present.
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<p>Speaking/Listening Objectives: SL1. 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● formal and informal observation ● on demand writing prompts ● writer's notebook entries ● writing conferences ● any and all pieces of writing in all subject areas
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Confer with students using data from informal and formal observation to assess individual needs of students. Re-teach in small groups and one on one as needed. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning</u> look at the writing behaviors at higher level text, and teach to the demands at the higher level in small groups or one on one as needed.
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<p>Resources: <u>Mechanically Inclined</u> by Jeff Anderson <u>Everyday Editing</u> by Jeff Anderson</p>	<p>Teacher Notes: Students in fifth grade are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades - refer to the common core language standards for all grades prior to ensure all skills are being taught and assessed.</p>
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Marzano Strategies:

Equity/Workplace Readiness

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x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.1.a-e L.3.a,b

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Conventions	Grade: 5	Unit of Study: Conventions of Writing	Timeline: Aug-May
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Big Idea: Writers use appropriate punctuation, capitalization, spelling

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none"> ● use punctuation to separate items in a series ● use a comma to separate an introductory element from the rest of the sentence ● use a comma to set off the words yes and no (<i>e.g., Yes, thank you</i>), to set off a tag questions from the rest of the sentence (<i>e.g., It's true, isn't it?</i>), and to indicate direct address (<i>e.g., Is that you, Steve?</i>) ● use underlining, quotation marks, or italics to indicate titles of works ● spell grade-appropriate words correctly, consulting references as needed 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children that dialogue moves a narrative along and/or reveals something about a character, and that quotation marks serve as visual clues to show readers when dialogue is used in written work. Provide dialogue examples for students to analyze, discovering the “rules” for writing dialogue correctly. ● Teach children to edit their writing with the use of a checklist that focuses on the conventions of writing. Students could also engage in peer editing conferences.
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<p>Speaking/Listening Objectives: SL1. 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● formal and informal observation ● on demand writing prompts ● writer’s notebook entries ● writing conferences ● any and all pieces of writing in all subject areas
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Confer with students using data from informal and formal observation to assess individual needs of students. Re-teach in small groups and one on one as needed. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning</u> look at the writing behaviors at higher level text, and teach to the demands at the higher level in small groups or one on one as needed.
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<p>Resources: <u>Mechanically Inclined</u> by Jeff Anderson <u>Everyday Editing</u> by Jeff Anderson</p>	<p>Teacher Notes: Students in fifth grade are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades - refer to the common core language standards for all grades prior to ensure all skills are being taught and assessed.</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.2.a-e

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WORD WORK	Grade: 5	Unit of Study: Word Work	Timeline: October
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Big Idea: Vowel Patterns in Accented Syllables

<p>Learning Objectives: The student will spell:</p> <ul style="list-style-type: none"> ● Ambiguous vowels in accented syllables (<i>oy/oi</i> and <i>ou/ow</i>) ● More ambiguous vowels in accented syllables (<i>au, aw, al</i>) ● r-Influenced <i>a</i> in accented syllables ● r-Influenced <i>o</i> in accented syllables 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Provide the list from pg 61 in Word Sorts for Syllables and Affixes Spellers Ambiguous Vowels in Accented Syllables (<i>ou,oi</i> and <i>ou/ow</i>), discuss the meaning of any words you think your students may not know. Sort the words by using accent first using the headers 1st and 2nd, which reflect which syllable is stressed. Then ask students about the sounds in the accented syllables under each header. Three different vowel sounds are under the first header and two under the second header. Set up these categories with the key words and then sort the rest of the words. Use the key words (<i>voyage, moisture, drowsy, about, country</i>) as your headers for the second sort. ● Teach the ambiguous vowels in accented syllables (<i>au, aw, al, r</i> influenced, <i>or, and ar</i>) words. First provide the word list, go over the words, checking for meaning of any unknown words then sort each list per headers listed on pages 52-54 of Word Sorts for Syllables and Affixes Spellers. Have students check and reflect after each sort.
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<p>Speaking/Listening Objectives: SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Spell Check 4 Assessment For R-Influenced and Ambiguous Vowels in Accented Syllables
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grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL1a. 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.

SL4. 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.

Re-teaching:

- Repeated work with words, have students keep words from word sort in plastic bags to repeat activity for practice and Re-teaching.
- Students can record their words by writing their words in columns in their notebooks under the same headings used in word sort. Afterwards have students reflect and declare what they learned.
- Play the game Oygo or Owgo from Chapter 7 of Words Their Way

Enrichment:

- Speed Sorts- using a stopwatch, students time themselves as they sort their words into categories. After obtaining a baseline speed, students repeat the sort several times and try to beat their own time.
- Blind Sorts and Writing Sorts- headers or key words are laid down and students work together in a buddy sort. One student calls the word out without showing it and the other students indicates where the word should go. Writing Sort- student writes the word in the proper category using the keyword as a model for spelling as the partner calls the word aloud. The partner shows word card to student to check for accuracy.

Resources:

Words Their Way- Word Study for Phonics, Vocabulary, and Spelling Instruction
Words Their Way Word Sorts for Syllables and Affixes Spellers (green book)

Teacher Notes:

All activities can be found in Words Their Way Study for Phonics, Vocabulary and Spelling Instruction or Words Their Way Word Sorts for Syllables and Affixes.

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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 2.2 Goal 1.10	W2d LS1a	L1.b-e SL.1 SL.4 RF.3

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READING	Grade: 5	Unit of Study: Thinking Strategies (Determining Importance)	Timeline: November
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Big Idea: Readers can sift essential information from less important details

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● sift essential information from less important details (expository nonfiction)● infer the bigger ideas and themes in the story (narrative nonfiction and fiction)	<p>Learning Activities:</p> <ul style="list-style-type: none">● Teach students one thing they can do to help them determine importance is to think about what they need to pay careful attention to. This is one way students can use their background knowledge to support themselves as they read. Remind them of the previous example you shared:<ul style="list-style-type: none">○ Teach students that when reading true stories about people and events that have mattered in history, usually even at the start of the book, you know something about why the person is famous or why the event is remembered. That knowledge allows you to sort of guess what the end of the story will say. If this is a book about Arthur Ash, who is known for being a famous tennis player, then you can guess that toward the end of his life story it will tell about his successes at tennis. So if you read in chapter one that Arthur's uncle gave him his first tennis racket when Arthur was four years old, that's important! On the other hand, if you read that Arthur liked eating waffles every Sunday morning at 8:30 am, let it go. Unless that detail is written in a way to suggest otherwise, it is probably not so crucial.● This example can also apply to expository text. Readers can look at the headings and subheadings to help them determine what to pay close attention to.
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- Teach students to use a highlighter to help them remember important information in a text. In order to remember why we highlighted something, teach kids to jot their thoughts in the margin or on a sticky note right next to where they highlighted information they deemed important. This prevents them from ending up with a sea of yellow and very little understanding.

- Teach students to think about the following guidelines when they highlight (and determine importance). Provide explicit instruction on each of these points.
 - Look carefully at the first and last line of each paragraph. Important information is often contained there.
 - Highlight only necessary words and phrases, not entire sentences.
 - Jot notes in the margin or on a sticky note to paraphrase the information, merge your thinking with it, and better remember it.
 - Don't get thrown off by interesting details. Although they are fascinating, they often obscure important information.
 - Make notes in the margin to emphasize a pertinent highlighted word or phrase.
 - Note signal words. They are almost always followed by important information.
 - Pay attention to the vast array of nonfiction features that signal importance.
 - Pay attention to surprising information. It might mean you are learning something new.
 - When finished, check to see that no more than half the paragraph is highlighted. As readers become more adept, one-third of the paragraph is a good measure for highlighting.

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	<ul style="list-style-type: none">● Model how you use the tips above to determine the important information in a short biography article or story. Show students how you use the headings or chapter titles to determine what you will want to pay special attention to as you read.● Review past biographies. Discuss the themes in the stories. Add the titles to your theme collection (as mentioned in September curriculum document)
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<p>Speaking/Listening Objectives:</p> <p>SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>grade 5 topics</i> and texts, building on others' ideas and expressing their own clearly.</p> <p>SL1a. Come to discussions prepared, having read or studied required material: explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes: speak clearly at an understandable pace.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● TC Benchmarks● conferring notes● observation
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<p>Re-teaching:</p> <ul style="list-style-type: none">● Confer with students using data from formal and informal observations to assess individual needs of students. Reteach in small groups and one on one as needed.	<p>Enrichment:</p> <ul style="list-style-type: none">● Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning, 3-8</u> look at the reading behaviors at higher level text, and teach to the demands of the higher level text in small groups or one on one as needed.
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Resources: <ul style="list-style-type: none"> • The Continuum of Literacy Learning Grades 3-8 • Navigating Nonfiction in Narrative and Hybrid Text Volume 2 <ul style="list-style-type: none"> ○ Session 8, and 9 	Teacher Notes:
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA7	Goal 1.5 Goal 3.5 Goal 1.6 Goal 3.6 Goal 1.9 Goal 3.7 Goal 1.7 Goal 2.4 Goal 3.1 Goal 3.4	R1I R3A R3C	RI5 SL1 RL2 SL4

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READING	Grade: 5	Unit of Study: Biographies	Timeline: November
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Big Idea: Historical figures are the main characters in their own life story

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● understand that biographies are often written as a narrative, but some can be written in an expository form.● understand that historical figures are main characters in their own life story.● recognize that readers must read biographies for more than character development and plot, they also need to read for information and ideas	<p>Learning Activities:</p> <ul style="list-style-type: none">● Introduce narrative nonfiction to your students. Explain that we read narrative nonfiction a lot like we read fiction. When we have narrative nonfiction in our hands we can read it like narrative fiction. A story is a story!● Sort through a pile of nonfiction books with your students into narrative and expository. Think aloud as you sort the books. (“Oh, this one doesn’t have any headings or chapters. It looks more like a story.”) Sometimes it is harder to tell, and you might have to read a little bit to find out. Give each pair of students a few books to look at and sort.● Have students create a chart in their notebooks where they can jot down things they have noticed about expository nonfiction vs. narrative nonfiction.● Remind children that readers bring all we know about reading fiction to reading true stories. Show them that to read narrative nonfiction texts, we pay attention to the character’s traits and hold onto the story line that is sometimes buried under facts. Read aloud from a narrative nonfiction book and think aloud. Ask students to pay attention to how you think about the characters in the story, what their traits are, what they want, and what gets in the way of them getting what they want. Connect
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those reading goals to your previous fiction read alouds.

- As you read a section of text, ask students to notice how you do not try to memorize every fact. Instead, there is a story line buried a little bit under the facts, and it is almost like you are grabbing onto the story line and letting that carry you through the whole text.
- Continue reading from your text and ask the students to jot notes about what they notice about the character and his traits and struggles.
- Teach students that when reading true stories about people and events that have mattered in history, usually even at the start of the book, you know something about why the person is famous or why the event is remembered. That knowledge allows you to sort of guess what the end of the story will say. If this is a book about Arthur Ash, who is known for being a famous tennis player, then you can guess that toward the end of his life story it will tell about his successes at tennis. So if you read in chapter one that Arthur's uncle gave him his first tennis racket when Arthur was four years old, that's important! On the other hand, if you read that Arthur liked eating waffles every Sunday morning at 8:30 am, let it go. Unless that detail is written in a way to suggest otherwise, it is probably not so crucial.
- Remind students that when we retell a narrative nonfiction story, it sounds a lot like the fiction retelling. Refer to the retelling chart you made at the start of the year. Give students the opportunity to retell their biography to a partner giving little details to how the important parts about the characters and the setting and the struggles.
- Encourage students to become an "expert" on their biography subject. Have them teach their partner what they have learned about their person. Remind them to include only important details and to make their summary exciting by pointing to

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	pictures or other text features and using “domain specific” vocabulary.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grade 5 topics</i> and texts, building on others’ ideas and expressing their own clearly.● SL1a. 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.● SL4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes: speak clearly at an understandable pace.	<p>Assessment for Learning:</p> <p>TC Benchmarks</p> <ul style="list-style-type: none">● conferring notes● observation
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<ul style="list-style-type: none">○ Re-teaching:<ul style="list-style-type: none">● For ELL students- Biographies are a great context to build academic vocabulary. Consider having students who need a boost to their vocabulary start a genre or topic specific vocabulary bookmark and record new words as they go.● For ELL students- Help students who are struggling choose biographies about people or people involved in subjects they are familiar with. For example, a student who knows a lot about sports but nothing about baseball may be poorly matched for a book about a baseball player. If a struggling students really wants to try something outside of their background, preteach words	<p>Enrichment:</p> <ul style="list-style-type: none">● Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning, 3-8</u> look at the reading behaviors at higher level text, and teach to the demands of the higher level text in small group or one on one as needed.
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<p>that they are likely to encounter and require them to keep a new list of vocabulary words they encounter.</p> <ul style="list-style-type: none"> • Confer with students using data from formal and informal observations to assess individual needs of students. Reteach in small groups and one on one as needed. 	
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<p>Resources:</p> <ul style="list-style-type: none"> • The Continuum of Literacy Learning Grades 3-8 • Navigating Nonfiction in Narrative and Hybrid Text <p>Volume 2</p> <ul style="list-style-type: none"> ○ Session 8, and 9 	<p>Teacher Notes:</p>
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Marzano Strategies:				Equity/Workplace Readiness					
x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA7	Goal 1.5 Goal 1.6 Goal 1.7 Goal 2.4 Goal 3.1 Goal 3.4 Goal 3.5 Goal 3.6 Goal 3.7	R1I R3A R3C	R12 SL1 RL2 SL4

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READING	Grade: 5	Unit of Study: Biographies	Timeline: November
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Big Idea: Biographies are typically stories of achievement or disaster

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Understand that most narrative nonfiction focuses on the goals and struggles of a central character, that the text conveys an underlying idea, and that many nonfiction narratives culminate in an achievement or disaster.	<p>Learning Activities:</p> <ul style="list-style-type: none">● Teach students that when we understand the structure of our narrative nonfiction book we will have a way to judge what to pay attention to- a way to estimate what is essential to the text.<ul style="list-style-type: none">○ Many biographies are tales of achievement. A person shows great promise at a young age or is affected by something in his childhood and then, despite obstacles, the person grows up to do something remarkable- to achieve something meaningful. Readers can expect that achievement stories will reveal times when the achiever's progress was stymied, when work was hard, and will then reveal the ways the achiever overcame those challenges, often by making a choice, or a series of choices.○ Disaster stories tell the tale of something gone terribly wrong. The disaster may be a natural one- a hurricane or a volcano- or it may be one that occurs because of a sequence of events often involving a fatal mistake made by one or more persons. Disaster stories follow a path of disaster. These stories are apt to unroll with a sense of rising drama as challenges compound, with a main character relying on resources that he or she never knew were available. Whether the disaster occurs naturally or because of a person's poor choice, there are inevitable
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	<p style="text-align: center;">lessons to be learned.</p> <ul style="list-style-type: none">● Model for the students how your knowledge of types of nonfiction- achievement or disaster- informs your reading and allows you to notice patterns. Read aloud a piece of achievement text. Model how you recognize the structure of this text because many achievement stories begin the the achievers childhood. The author does that to establish some central traits about that person, traits that will serve her as she later sets out to achieve something. Readers can use these details to help them predict what the main character's big achievement might be.● Give each pair of students a book. Have them work together to decide if it is a disaster story or an achievement story. Have them take notes in their reading log of features or clues they noticed that helped them decide.● Create a chart "Common Features of Achievement Stories" and "Common Features of Disaster Stories" together using the things the students noticed in their research so far.
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<p>Speaking/Listening Objectives:</p> <p>SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grade 5 topics</i> and texts, building on others; ideas and expressing their own clearly.</p> <p>SL1a. Come to discussions prepared having read or studied required material; explicitly draw on that prepared and other information known about the topic to explore ideas under discussion.</p> <p>SL4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes: speak clearly at an understandable pace</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● TC Benchmarks● conferring notes● observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- Directly teach the words achievement and disaster. Provide pictures of people achieving and people in natural and human created disaster situations. Add these pictures to the top of the achievement and disaster story posters. ● For ELL students- Consider using a modified narrative story structure map with visuals. Use the same story structure from August/September but include new visuals like “road blocks” in the rising action portion of the roller coaster introduced in August/September. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Use data from formal and informal assessments to determine the individual needs. Using <u>The Continuum of Literacy Learning, 3-8</u> look at the reading behaviors at higher level text, and teach to the demands of that level in small groups or one on one as needed.
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<p>Resources:</p> <ul style="list-style-type: none"> ● The Continuum of Literacy Learning Grades 3-8 ● Navigating Nonfiction in Narrative and Hybrid Text <p>Volume 2</p> <ul style="list-style-type: none"> ○ Session 11 	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

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Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA3 CA2	Goal 1.6 Goal 1.7 Goal 2.4 Goal 3.1 Goal 3.4 Goal 3.5 Goal 3.6 Goal 3.7 Goal 1.5	R3A R3C R2C	RI5 SL1 SL4 RI1 RI8

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READING	Grade: 5	Unit of Study: Shared Reading	Timeline: November
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Big Idea: Nonfiction: Authors organize information into categories (main idea and details) to help the reader understand

<p>Learning Objectives: Nonfiction The student will:</p> <ul style="list-style-type: none">• Authors organize information into categories (main idea and details) to help the reader understand	<p>Learning Activities: Nonfiction</p> <ul style="list-style-type: none">• When we read nonfiction we are often given a lot of new and detailed information. Teach children that instead of trying to memorize all that information, it helps to create larger categories to organize that information. That way, as we read, we sort the little bits of information under bigger points, creating a boxes-and-bullets outline that matches the text. It is almost as if, as we read, we write heading for the texts that don't have any.• Begin by explaining to students that when a text does not contain headings and subheadings that tell readers what the course of study will be mostly about, the texts very often contain a few sentences that capture the essence of the passage, and those sentences sort of pop out. Teach students to jot an abbreviated version of whatever pops out onto a post-it and then read on. As we read on we are mentally (or on paper) making a list of the supporting information that fits under the main idea. If nothing pops out we read until our mind is full then stop to ask, "Can we sort what we have learned into piles?" Can we figure out the main things this has been saying?"• Model this as you read expository text. Extract the main idea into a rough outline-like mental image and then read on, expecting to collect subordinate information. Have students read the second part of the article and creating their own rough
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	<p>outline.</p> <ul style="list-style-type: none">• Continue to help students practice this through a variety of expository text. Take the headings off of a nonfiction article and have the students create their own headings using boxes-and-bullets. See if they match the headings on the article.• Teach your students how each section has its own main idea, but all the ideas fit together to create one big idea.• Practice this multiple times, gradually releasing support, until you think your students are comfortable identifying the main idea and supporting details.
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<p>Speaking/Listening Objectives</p> <p>SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners <i>on grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL1d. Review the key ideas expressed and draw conclusion in light of information and knowledge gained from the discussions.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• TC Benchmarks• conferring note• observation
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<p>Re-teaching:</p> <ul style="list-style-type: none">• For ELL students- For ELL students, find ways to make the ideas you are presenting about main idea and supporting details visually similar. For instance, you can always use the same structure of "Boxes and Bullets" even when doing rough outlines.	<p>Enrichment:</p> <ul style="list-style-type: none">• Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning, 3-8</u> look at the reading behaviors at a higher level text, and teach to the demands of that text in small groups or one on one as needed.
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Resources:	Teacher Notes: Consider using biography articles this month to connect with reading and writing workshop. Think about scientists or social studies figures on your current topic of study.
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA4	Goal 1.5 Goal 1.6 Goal 3.5 Goal 2.4 Goal 3.1 Goal 3.6 Goal 3.7 Goal 2.1	R2c R1d R2a R1g R1h R3d W3d	RL4 SL1 RL2

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WRITING	Grade: 5	Unit of Study: Composes Opinion Piece	Timeline: November
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Big Idea: An essay is a short literary composition used to clearly state the author's point of view.

<p>Learning Objectives:</p> <ul style="list-style-type: none">● Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.● Provide logically ordered reasons that are supported by facts and details.● Link opinion and reasons using words, phrases, and clauses.● Provide a concluding statement or section related to the opinion presented.	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Open this unit by discussing some, "Would You Rather. . ." questions. For example, "Would you rather take a one week trip to the foreign country of your choice or take a four week trip around your own country?" Have students discuss them with a partner or in small groups. These questions can encourage a lively discussion between your students, especially if they have different opinions.● Once everyone is hooked on this game, ask students to think about the way they are talking about these things with their peers. Do they give reasons why they are choosing one thing instead of another thing? Are they trying to get their partner/group to see things the way they do?● Teach students that everyone has opinions about everything! We see this opinion writing in print all around us. Commercials, movie reviews, and magazine ads are just a few examples. Watch some or bring some examples in to show your class. Discuss how they usually give some supporting reasons and information along with their opinion.● Give each table a copy of a Scholastic News Magazine. Point out the opinion piece that is usually included in each issue. (Under the heading: Debate of the Week.) Have students work in groups to fill out a graphic organizer that answers the following questions:<ul style="list-style-type: none">○ What is the topic of this piece?
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- What is the authors opinion?
- What support or information is listed?

Have students do that for both opinions listed.

- Give students time to discuss some more “Would You Rather . . .” questions or “Debate of the Week”. Use these questions again, but now teach students to merge their answers into a written paragraph.
 - What is the topic of this piece?
 - What is my opinion?
 - What support do I have for my opinion? (Have students list at least three facts/information that supports their answers.)

For example: It is better to have one good friend than lots of friends you are not close to. You can share your deepest thoughts with a close friend, you can always count on a close friend to support you, and close friends will be with you for the rest of your life.

- In this thesis statement students have answered all three questions. This will become the opening paragraph of their opinion essay. Practice this opening introductory paragraph several times with different prompts until students are comfortable.
- When you feel students are ready tell them they are now going to take what they have learned and write an Opinion Essay. Tell them they will be writing an opinion piece about a book, movie, or video game of their choice. First they must choose their topic and write their thesis statement.
- Once everyone has written an introductory paragraph with three supporting points model how you will expand your essay into 5 paragraphs. Demonstrate how you expand on each supporting point in a separate paragraph. Finally, demonstrate how to write a conclusion paragraph that sums up your thesis and supporting

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	<p>points.</p> <ul style="list-style-type: none"> Once students have written their paper model how you can go back and add some specific facts to help support your points. For example: If you were writing a paper about how everyone should read, "Because of Winn-Dixie" you could get on the internet and find out how many of those books have been sold. Maybe also compare the book sales to another popular book.
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<p>Speaking/Listening Objectives</p> <p>SL1. 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.</p> <p>SL1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Assessment for Learning:</p> <p>cold writes writer's notebooks observations</p>
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<p>Re-teaching:</p> <ul style="list-style-type: none"> For ELL students- For lower level ELL students or students who are struggling, consider having students use sentence frames or sentence starters. Confer with students using data from formal and informal observations to assess individual needs of students. Re-teach in small groups and one on one as needed. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Use data from formal and informal assessments to determine individual needs. Using The Continuum of Literacy Learning,3-8 look at the writing behaviors at the higher level and teach to the demands of that level in small groups or one on one as needed.
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<p>Resources: A Curricular Plan for the Writing Workshop 2011, Grade 5 - Unit 2, The Interpretive Essay</p>	<p>Teacher Notes: Several “Would You Rather...?” books and games have been created and published and are available in stores. Questions are can also be found on the internet - be sure to use the keywords “for kids!”</p>
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 2.2 Goal 1.10	W2d LS1a	L.1b-e SL.1 SL.4 RF.3 W1 a-d

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Grammar	Grade: 5	Unit of Study: Grammar	Timeline: Aug-May
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Big Idea: Writers apply grammar skills to written work

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none">● explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences● form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses● use verb tense to convey various times, sequences, states, and conditions● recognize and correct inappropriate shifts in verb tense● use correlative conjunctions (e.g., either/or, neither.nor)● 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	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students how to write compound sentences correctly using FANBOYS (for, and, nor, but, or, yet, so - conjunctions). Have students find examples of compound sentences in their independent reading books or in a sample text. Discuss reasons why the author chose a particular conjunction to join two simple sentences. Have students practice writing sentences of their own using each of the FANBOYS. You could also provide students with two simple sentences and have students combine them with an appropriate conjunction.● Teach students that subjects and verbs must agree and verb tense must stay consistent within a paragraph. Share a passage from any read aloud. Have students highlight the verb(s) in one sentence and identify the tense. Then guide them in changing the past tense verbs to present tense and vice versa. Engage students in a discussion of how it changes the meaning of the sentence, and what else needs to be changed in the remainder of the passage to maintain consistency. Remind students of the teaching point, “Subjects and verbs must agree and verb tense must stay consistent within a paragraph”.● Teach students revise a paragraph changing the tense from past to present. Display a passage written in past tense, and model changing the tense from <i>already happened</i> to <i>right now</i>. Students could practice by writing about an event in their life
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	that has already happened then revising it to change the tense from past to present.
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<p>Speaking/Listening Objectives: SL1. 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● formal and informal observation ● on demand writing prompts ● writer's notebook entries ● writing conferences ● any and all pieces of writing in all subject areas
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Confer with students using data from informal and formal observation to assess individual needs of students. Re-teach in small groups and one on one as needed. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning</u> look at the writing behaviors at higher level text, and teach to the demands at the higher level in small groups or one on one as needed.
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<p>Resources: <u>Mechanically Inclined</u> by Jeff Anderson <u>Everyday Editing</u> by Jeff Anderson</p>	<p>Teacher Notes: Students in fifth grade are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades - refer to the common core language standards for all grades prior to ensure all skills are being taught and assessed.</p>
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Marzano Strategies:

Equity/Workplace Readiness

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x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.1.a-e L.3.a,b

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Conventions	Grade: 5	Unit of Study: Conventions of Writing	Timeline: Aug-May
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Big Idea: Writers use appropriate punctuation, capitalization, spelling

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none"> ● use punctuation to separate items in a series ● use a comma to separate an introductory element from the rest of the sentence ● use a comma to set off the words yes and no (<i>e.g., Yes, thank you</i>), to set off a tag questions from the rest of the sentence (<i>e.g., It's true, isn't it?</i>), and to indicate direct address (<i>e.g., Is that you, Steve?</i>) ● use underlining, quotation marks, or italics to indicate titles of works ● spell grade-appropriate words correctly, consulting references as needed 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children that dialogue moves a narrative along and/or reveals something about a character, and that quotation marks serve as visual clues to show readers when dialogue is used in written work. Provide dialogue examples for students to analyze, discovering the “rules” for writing dialogue correctly. ● Teach children to edit their writing with the use of a checklist that focuses on the conventions of writing. Students could also engage in peer editing conferences.
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<p>Speaking/Listening Objectives: SL1. 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● formal and informal observation ● on demand writing prompts ● writer’s notebook entries ● writing conferences ● any and all pieces of writing in all subject areas
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Confer with students using data from informal and formal observation to assess individual needs of students. Re-teach in small groups and one on one as needed. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning</u> look at the writing behaviors at higher level text, and teach to the demands at the higher level in small groups or one on one as needed.
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<p>Resources: <u>Mechanically Inclined</u> by Jeff Anderson <u>Everyday Editing</u> by Jeff Anderson</p>	<p>Teacher Notes: Students in fifth grade are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades - refer to the common core language standards for all grades prior to ensure all skills are being taught and assessed.</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.2.a-e

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WORD WORK	Grade: 5	Unit of Study: Word Work	Timeline: November
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Big Idea: Vowel Patterns in Accented Syllables

<p>Learning Objectives: The student will spell:</p> <ul style="list-style-type: none"> ● Words with the w or /w/ sound before the vowel ● Schwa + r spelled er, ir and ur in first syllables ● Schwa + r and r-influenced e in accented syllables (er, ear, ere) ● Unaccented final syllable (le) 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students that the sound of <i>w</i> can influence the vowel sound that follows it, such as in <i>warmth</i> /or/ and <i>worker</i> /er/, and /a /sound in <i>watch</i>. Given a list of words from <u>Word Sorts for Syllables and Affixes Spellers</u>, students are to sort these words by the previous sounds. Remind students that there may be <i>w</i> words that don't fit any category and those words should be put in the <i>oddball</i> category. This word sort will be done with all spelling patterns, (/er/, /ir/, /ur/, schwa + r, and unaccented final syllable le). ● Have students use any books available and go on a Word Hunt to find additional words that fit those categories. This too can be used with any spelling patterns.
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<p>Speaking/Listening Objectives:</p> <p>SL1. 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.</p> <p>SL1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Spell Check 4 R-Influenced and Ambiguous Vowels in Accented Syllables
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to support main ideas or themes; speak clearly at an understandable pace.

Re-teaching:

- Repeated work with words, have students keep words from word sort in plastic bags to repeat activity for practice and Re-teaching.
- Students can record their words by writing their words in columns in their notebooks under the same headings used in word sort. Afterwards have students reflect and declare what they learned.
- **For ELL students-** As with other sounds and sound combinations in English, students from some language backgrounds will not be familiar with some sounds. It is important that students can produce the sound and recognize when others are producing the sound before they are asked to recognize the sound in print. Talk with an ELL teacher in your building for ways that this can be done.

Enrichment:

- Speed Sorts- using a stopwatch, students time themselves as they sort their words into categories. After obtaining a baseline speed, students repeat the sort several times and try to beat their own time.
- Blind Sorts and Writing Sorts- headers or key words are laid down and students work together in a buddy sort. One student calls the word out without showing it and the other students indicates where the word should go. Writing Sort- student writes the word in the proper category using the keyword as a model for spelling as the partner calls the word aloud. The partner shows word card to student to check for accuracy.

Resources:

Words Their Way- Word Study for Phonics, Vocabulary, and Spelling Instruction
Words Their Way Word Sorts for Syllables and Affixes Spellers (green book)

Teacher Notes:

All activities can be found in Words Their Way Study for Phonics, Vocabulary and Spelling Instruction or Words Their Way Word Sorts for Syllables and Affixes

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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 2.2 Goal 1.10	W2d LS1a	L1.b-e SfL.1 SL.4 RF.3

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READING	Grade: 5	Unit of Study: Shared Reading	Timeline: December
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Big Idea: Nonfiction: Readers summarize using main idea and details

<p>Nonfiction Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• summarize using main idea and details	<p>Nonfiction Learning Activities:</p> <ul style="list-style-type: none">• Review last month's lessons when students learned how to organize information into categories (main idea and details). The boxes and bullets help you organize information and remember what is most important. Teach the students that when they are giving a summary to their partner or to a teacher, they can use the boxes and bullets as an outline to help them with a summary. Remind students that a good summary does not include every single detail. A good summary should clearly state the main idea of the text and include important facts that support the main idea.• Teach your students that when people read nonfiction books on a topic, they become experts on that topic, teaching others what we know. To teach someone, you need to know the main ideas and the supporting details, and it helps to use an explaining voice and sometimes even to use your face, hands, and whole body to illustrate what you mean.• Show the student's what you mean. Read a section of expository text. "I'm going to pretend you haven't already heard anything from this page so I can try to teach you what I learned." Remind students that they are reading expository text and asking themselves, "What is this section about?" Ask the students to watch you as you teach them about what you read. Be sure to point to an important picture or text feature and show enthusiasm for your new learning.
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	<ul style="list-style-type: none"> • Ask the students to turn and tell each other some things they saw you doing to convey what you learned. • Have the students read a portion of text and then practice teaching their partner.
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Speaking/Listening Objectives: SL1 SL4	Assessment for Learning: TC Benchmarks conferring notes observation
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Resources: The Continuum of Literacy Learning Grades 3-8 Navigating Nonfiction in Narrative and Hybrid Text Volume 2 Session 8, and 9	Teacher Notes:
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Marzano Strategies:				Equity/Workplace Readiness					
x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.4 Goal 3.1 Goal 3.3	R2c R2b LS1a	SL1 SL4 W3a RL2

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READING	Grade: 5	Unit of Study: Thinking Strategy (Synthesizing)	Timeline: December
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Big Idea: Readers use a variety of strategies to build and enhance understanding.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Summarize information, listen to their inner voice, and merge their thinking so that the information makes sense and is meaningful to them.● Connect the new to the known, they ask questions and they pick out the most important information.● Intersect these strategies and synthesize information and actively use it.	<p>Learning Activities:</p> <ul style="list-style-type: none">● Discuss with students how reading changes and adds to our thinking. The main purpose of reading is to add to our knowledge base, think about new information, and integrate it. Sometimes the new information reinforces and gives up a more thorough understanding of what we already know. Other times, new information changes us in certain ways- gives us a different perspective, a new angle on our thinking, or some further insight. Make a point to ask kids every day to think about how their reading and learning is adding to and/or revising their thinking.● As you read and discuss a variety of articles and books (you could do this with your read aloud) have a conversation about how your thinking has evolved lately.● Before you start a new article or read aloud (or even a new unit in social studies) have students write down their thinking. For example “What does reading mean to you?” Then read an article about how slaves learned to read and the struggle it was for them. Then have students draw a line below their first answer and ask them, “Now what does reading mean to you?” Lessons like this one encourage them to regularly reflect on how new information impacts thinking.
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Speaking/Listening Objectives: SL1 SL4	Assessment for Learning: TC Benchmarks conferring notes, observation
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Resources: The Continuum of Literacy Learning Grades 3-8 Navigating Nonfiction in Narrative and Hybrid Text Volume 2 Session 8, and 9	Teacher Notes: Kids Discover would be a cool magazine to use with the lessons above. Go to www.kidsdiscover.com to get a copy of these issues.
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Marzano Strategies:				Equity/Workplace Readiness					
x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:			
Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA3 CA4 CA5 CA6	Goal 1.8 Goal 2.1 Goal 2.2 Goal 1.4 Goal 1.2 Goal 1.10	W1A W3B I1B I1C LS1A LS1B	W5 W7 W8 RI2a-e RI5

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READING	Grade: 5	Unit of Study: Biographies	Timeline: December
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Big Idea: Readers can research and take notes on a topic

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • use what they have learned in November to read a biography of their choice and take notes 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students can choose a biography of their choice to read independently this month. As they read they can take notes using one of the strategies you have previously taught them. • Most of your reading time should be spent conferring with students as they are independently reading. Check to be sure they are writing down important facts and using their own words. Are the students thinking about if this is an achievement or a disaster story and how it impacts their character? • Consider combining your reading and writing time to give students time to research and write their report. • Teach students mini lessons and conduct strategy groups as needed. This will depend on what you see your students doing as you confer with them. You may also find that just doing a mid-workshop teaching point would be best this month. • Some possible mini lessons you could teach at this time include, but are not limited to: point of view, content specific vocabulary, and time period vocabulary.
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<p>Speaking/Listening Objectives:</p> <p>SL1 SL4</p>	<p>Assessment for Learning:</p> <p>TC Benchmarks conferring notes observation</p>
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Re-teaching:

- **For ELL students-** Help students who are struggling to choose people or people involved with topics that are very familiar to them. For example, even an ELL students who loves sports may struggle mightily with a baseball biography if they don't have a lot of background in baseball. The amount of new vocabulary can make the story very confusing. If they are very stuck on a topic with which they have little background, help them to keep a vocabulary notebook and preteach words they are likely to encounter.
- Consider allowing students who are literate in their first language look for one or more resources in their first language. These can help students build background knowledge and provide them with key concepts. Help newcomers and beginning students build necessary background about this person by providing a word bank of words this student is likely to encounter. Paraphrasing will be especially difficult for beginning students and will likely need to be the subject of conferencing.

Enrichment:

Consider forming book clubs having students work cooperatively to research a person of history. Students can read, take notes, and create a project depicting new learning. They can create a wax museum, dressing like the person, and giving a book talk to others.

Resources:

- The Continuum of Literacy Learning Grades 3-8
- Navigating Nonfiction in Narrative and Hybrid Text
Volume 2
 - Session 8, and 9

Teacher Notes:

- Just a reminder: As your students are working you should be moving around the room and engaging with your students. It is not personal work time. You have a big job this month to ensure the students are correctly using what you have taught. You should be Re-teaching and enriching as necessary.

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.1 Goal 2.4	R1g R2c LS1a LS1b LS2a	RL1 RL2 RL3 SL1 SL4

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WRITING	Grade: 5	Unit of Study: Biographical Research	Timeline: December
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Big Idea: Writers examine the many sides of a topic

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Gather a variety of information about their topic● Record not just facts but ideas, information, events, and or points of view● Carefully cite sources as they research● Avoid plagiarism by putting information in their own words	<p>Learning Activities:</p> <ul style="list-style-type: none">● Teach students to read critically, consider bias, quality of information, and the craft with which the author presents the content. When researching a topic they need to gather information from more than one source.● Choose two different nonfiction picture books over the same person. After reading each book make a T-chart and record the similarities of both books (including the text structure, facts, details, dates, etc.) on the top half of the chart, on the bottom record the differences between the two texts. Teaching Point-different authors have different perspectives and opinions and different approaches on how to present their information, but the more information the reader learns about his/her subject the more of an expert he/she becomes on that subject.● Encourage deep conversations about the informational selections, focusing on the author's point of view, comparison of multiple sources on the same topic and the craft on non-fiction writing.● Teach students to move from their writing territory to a specific topic by narrowing their topic in their nonfiction writing.● Teach students to cite their sources in note form and later in proper bibliography format, model with examples on smart board, emphasizing correct capitalization and punctuation when needed.
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	<ul style="list-style-type: none">● Teach students how to turn their notes into a short draft, emphasizing the importance of putting the information in their own words, unless it is a direct quote.
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Speaking/Listening Objectives: <ul style="list-style-type: none">● SL4. 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.	Assessment for Learning: <ul style="list-style-type: none">● TC Benchmarks● conferring notes● teachers observation● writer's notebook
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Re-teaching: <ul style="list-style-type: none">● For ELL students- For newcomer and beginning students, consider providing 5-10 sentence starters so that they know what information they are looking for. For instance, the sentence starters might say "_____ is famous for _____." "_____ was born in _____ in _____." Give them a chance to record other information they find as well.● Confer with students using data from formal and informal observations to assess individual needs of students. Reteach in small groups or one on one as needed.	Enrichment: <ul style="list-style-type: none">● Read multiple biographies covering the same career and compare and contrast life style, struggles, etc.● Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning, 3-8</u> look at the writing behaviors at a higher level, and teach to the demands of that higher level in small groups or one on one as needed.
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Resources: <ul style="list-style-type: none">● Lucy Calkins: A Curricular Plan For Writing Workshop Grade 5 Unit3● Stephanie Harvey & Anne Goudvis, Strategies That Work, Ch. 10● Lucy Calkins Resources for Teaching CD-ROM Through Children's Literature	Teacher Notes: <ul style="list-style-type: none">● Provide multiple forms of biographies from narrative to expository; include chapter books as well as picture books, and nonfiction articles.
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA2 CA3 CA4 CA5 CA6	Goal 1.8 Goal 2.1 Goal 2.2 Goal 1.6 Goal 2.1 Goal 3.5 Goal 1.5 Goal 1.10 Goal 1.4 Goal 1.7 Goal 2.3 Goal 4.4	W1a W2b W3b W3d LS1a I1b I1c I1d	W7 W8 W9B W2a,b,d,e L2D RI2 RI7

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WORD WORK	Grade: 5	Unit of Study: Word Work	Timeline: December
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Big Idea: Unaccented Syllables

<p>Learning Objectives: The student will spell:</p> <ul style="list-style-type: none">• Unaccented final syllable (le, el, il, al)• Unaccented final syllable (er, ar, or)• Agents and comparatives• Unaccented final syllables (/chur/zhur/yur/)	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Teach students the -le is always connected to a consonant and the syllable juncture patterns are modified to reflect this such as VCle. Review with students VCV and VCCV (with and without doublets). Provide a list of words that follow the VCle pattern on the boards, asking students what they notice about the words (all have two syllables, all end with -le) Have students sort the words with the following headers, <i>title, little, and simple</i>. After sorting activity check and reflect, students should check their own sorts by looking for the pattern in each column and reflecting how the columns are alike and how they are different.• Follow the above process with unaccented final syllables el, il, al, er, ar, and or.• Teach students that agents are people who do things. Using the master word hunt list from Sort 31 in Word Sorts for Syllables and Affixes Spellers to find words of people who do things (agents). Ask students to look for another category or words, prompting them to look for comparatives (older, bigger). Explain that these words are comparative adjectives. Begin a two-step sort by using the headers dancer and bigger sorting all the words into those two categories. Then pull out the key words to head up subcategories (er, or, ar) and sort words further by the spelling of the final unaccented syllables.• Model a teacher directed sort with /chur/, /zhur/ /yur/ (these sounds are more difficult to hear and have some inconsistencies), by saying each key word and stressing the sound of the final consonant. Sort the rest of the words with the following headers catcher, picture, measure, figure, and oddball, say the word, have the students, repeat it, and compare it to the header before sorting. Afterwards give the
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	<p>students a new list to sort independently.</p> <ul style="list-style-type: none">● Students should be able to do unaccented final syllables(en, on, ain, in, et, it, ate) and (final -y, -ey, and -e) in the same way as the previous activities.
<p>Speaking/Listening Objectives:</p> <p>SL1. 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.</p> <p>SL1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Spell Check 5 Assessment for Unaccented Syllables (minus the a-, de-, be-) words
<p>Re-teaching:</p> <ul style="list-style-type: none">● Repeated work with words, have students keep words from word sort in plastic bags to repeat activity for practice and Re-teaching.● Students can record their words by writing their words in columns in their notebooks under the same headings used in word sort. Afterwards have students reflect and declare what they learned.● For ELL students- As with other sounds and sound combinations in English, students from some language backgrounds will not be familiar with some sounds. It is important that students can produce the sound and recognize	<p>Enrichment:</p> <ul style="list-style-type: none">● Speed Sorts- using a stopwatch, students time themselves as they sort their words into categories. After obtaining a baseline speed, students repeat the sort several times and try to beat their own time.● Blind Sorts and Writing Sorts- headers or key words are laid down and students work together in a buddy sort. One student calls the word out without showing it and the other students indicates where the word should go. Writing Sort- student writes the word in the proper category using the keyword as a model for spelling as the partner calls the word aloud. The partner shows word card to student to check for accuracy.

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when others are producing the sound before they are asked to recognize the sound in print. Talk with an ELL teacher in your building for ways that this can be done.	
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Resources: Words Their Way- Word Study for Phonics, Vocabulary, and Spelling Instruction Words Their Way Word Sorts for Syllables and Affixes Spellers (green book)	Teacher Notes: All activities can be found in Words Their Way Study for Phonics, Vocabulary and Spelling Instruction or Words Their Way Word Sorts for Syllables and Affixes.
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L1.b-e SL.1 SL.4 RF.3

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WRITING	Grade: 5	Unit of Study: Biographical Essay	Timeline: December
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Big Idea: Biographical essays reflect an opinion of a person’s character and contribution to the world.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Establish the significance of events and personal decisions made by the subject of a biography ● Provide a series of clear arguments or reasons to support the argument ● Use opinions supported by facts ● Begin with a title or opening that tells the reader what is being argued or explained and conclude with a summary 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● After students have researched a person of interest, teach them to synthesize their information and write an opinion statement about that person. For example, “Amelia Earhart was a pioneer for women’s rights” or “Amelia Earhart was the most courageous woman in the history of aviation.” ● Encourage students to transfer what they learned about the structure of a five paragraph essay in November to this new essay. They should support their opinion of the person they’ve been studying with reasons, examples, and information from their research.
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<p>Speaking/Listening Objectives:</p> <p>SL1 SL4</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● TC Benchmarks ● conferring notes ● observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Consider providing the stem “_____ was a _____ person.” Students can fill in a word showing a character trait they inferred from their research. For example, 	<p>Enrichment:</p>
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<p>“Amelia Earhart was a courageous woman.”</p> <ul style="list-style-type: none"> ● For ELL students- Help students who are struggling to choose topics that are very familiar to them. For example, even ELL students who love sports may struggle with a baseball biography if they don't have a lot of background in baseball. The amount of new vocabulary can make the story very confusing. If they are very stuck on a topic with which they have little background, help them to keep a vocabulary notebook and pre-teach words they are likely to encounter. 	
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<p>Resources:</p> <ul style="list-style-type: none"> ● The Continuum of Literacy Learning Grades 3-8 ● Navigating Nonfiction in Narrative and Hybrid Text Volume 2 <ul style="list-style-type: none"> ○ Session 8, and 9 ● Teaching the Qualities of Writing by JoAnn Portalupi and Ralph Fletcher ● Mentor Texts, Teaching Writing Through Children's Literature, k-6 chapter 4, by Lynne R. Dorfman & Rose Cappelli 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Model writing a 5 paragraph opinion essay about the person you researched in your whole class lessons for biography note-taking.
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA4	Goal 1.6 Goal 1.7 Goal 1.8 Goal 2.1 Goal 2.4 Goal 3.1 Goal 3.5 Goal 3.6 Goal 3.7	IL1b W3d W3a R3a W3e	W3a-e W2d W4 W7 W9 W10

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Grammar	Grade: 5	Unit of Study: Grammar	Timeline: Aug-May
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Big Idea: Writers apply grammar skills to written work

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none">● explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences● form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses● use verb tense to convey various times, sequences, states, and conditions● recognize and correct inappropriate shifts in verb tense● use correlative conjunctions (e.g., either/or, neither.nor)● 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	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students how to write compound sentences correctly using FANBOYS (for, and, nor, but, or, yet, so - conjunctions). Have students find examples of compound sentences in their independent reading books or in a sample text. Discuss reasons why the author chose a particular conjunction to join two simple sentences. Have students practice writing sentences of their own using each of the FANBOYS. You could also provide students with two simple sentences and have students combine them with an appropriate conjunction.● Teach students that subjects and verbs must agree and verb tense must stay consistent within a paragraph. Share a passage from any read aloud. Have students highlight the verb(s) in one sentence and identify the tense. Then guide them in changing the past tense verbs to present tense and vice versa. Engage students in a discussion of how it changes the meaning of the sentence, and what else needs to be changed in the remainder of the passage to maintain consistency. Remind students of the teaching point, “Subjects and verbs must agree and verb tense must stay consistent within a paragraph”.● Teach students revise a paragraph changing the tense from past to present. Display a passage written in past tense, and model changing the tense from <i>already happened</i> to <i>right now</i>.
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	<p>Students could practice by writing about an event in their life that has already happened then revising it to change the tense from past to present.</p>
<p>Speaking/Listening Objectives: SL1. 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● formal and informal observation● on demand writing prompts● writer's notebook entries● writing conferences● any and all pieces of writing in all subject areas
<p>Re-teaching:</p> <ul style="list-style-type: none">● Confer with students using data from informal and formal observation to assess individual needs of students. Re-teach in small groups and one on one as needed.	<p>Enrichment:</p> <ul style="list-style-type: none">● Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning</u> look at the writing behaviors at higher level text, and teach to the demands at the higher level in small groups or one on one as needed.
<p>Resources: <u>Mechanically Inclined</u> by Jeff Anderson <u>Everyday Editing</u> by Jeff Anderson</p>	<p>Teacher Notes: Students in fifth grade are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades - refer to the common core language standards for all grades prior to ensure all skills are being taught and assessed.</p>

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x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.1.a-e L.3.a,b

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Conventions	Grade: 5	Unit of Study: Conventions of Writing	Timeline: Aug-May
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Big Idea: Writers use appropriate punctuation, capitalization, spelling

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none">● use punctuation to separate items in a series● use a comma to separate an introductory element from the rest of the sentence● use a comma to set off the words yes and no (<i>e.g., Yes, thank you</i>), to set off a tag questions from the rest of the sentence (<i>e.g., It's true, isn't it?</i>), and to indicate direct address (<i>e.g., Is that you, Steve?</i>)● use underlining, quotation marks, or italics to indicate titles of works● spell grade-appropriate words correctly, consulting references as needed	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach children that dialogue moves a narrative along and/or reveals something about a character, and that quotation marks serve as visual clues to show readers when dialogue is used in written work. Provide dialogue examples for students to analyze, discovering the “rules” for writing dialogue correctly.● Teach children to edit their writing with the use of a checklist that focuses on the conventions of writing. Students could also engage in peer editing conferences.
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<p>Speaking/Listening Objectives: SL1. 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● formal and informal observation● on demand writing prompts● writer’s notebook entries● writing conferences● any and all pieces of writing in all subject areas
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Confer with students using data from informal and formal observation to assess individual needs of students. Re-teach in small groups and one on one as needed. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning</u> look at the writing behaviors at higher level text, and teach to the demands at the higher level in small groups or one on one as needed.
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<p>Resources: <u>Mechanically Inclined</u> by Jeff Anderson <u>Everyday Editing</u> by Jeff Anderson</p>	<p>Teacher Notes: Students in fifth grade are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades - refer to the common core language standards for all grades prior to ensure all skills are being taught and assessed.</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.2.a-e

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READING	Grade: 5	Unit of Study: Historical Fiction	Timeline: January
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Big Idea: Readers of historical fiction construct sense of another time and place.

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none">● determine the nature of the setting, the ways people live, and who the characters are, as well as the relationship the characters have to historical tensions.● keep track of (often multiple) plotlines, of unfamiliar characters, and of shifts in time and place.● synthesize several crucial subplots, some of which involve unexplained gaps in time and unfamiliar circumstances and consequences.● determine the underlying theme of the story● compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts● analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Apart from teaching your students to be alert for clues about the physical setting, you might also want to explore the setting as an emotional space as the story progresses. Is this the kind of town where people are good to each other or where groups fear and mistrust each other? Is it a place that is on the brink of change or that has been swept up in a war? What is the mood of this place? Then too, you'll teach readers to pay attention to descriptive, transitional passages that tell about daily life - for example, about how a character gets from one place to another. You'll teach that these can't be bypassed because they often reveal a great deal about the world in which the story is set.● Teach readers to accumulate and synthesize details, so that they can pin these to an imaginary "felt board" where they can keep track of all the incoming information. You may find it helpful to show a short film clip, such as the opening three minutes of <i>Mulan</i> (the Walt Disney feature animation), to demonstrate to readers how much information is usually given at the start of historical fiction text.● Teach students that timelines can serve as an essential reading tool to aid in comprehension of historical fiction. It is often helpful to create a timeline of historical events, as well as a timeline of pivotal moments for the main character. That way, you and your readers can begin to analyze the relationship
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	<p>between the main character and historical events When does history affect the main character, and vice versa? It's important for historical fiction readers to understand that the characters exist in a relationship with history.</p>
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<p>Speaking/Listening Objectives:</p> <ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> 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. 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring ● Observation ● Post-it trails
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Confer with students using data from formal and informal observations to assess individual needs of students. Reteach in small groups and one on one as needed. ● For ELL students- ELL student's familiarity with US history and culture as well as world history and culture will vary greatly from student to student. Check in with ELLs about their background. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning, 3-8</u> look at the reading behaviors at higher level text, and teach to the demands of the higher level text in small groups or one on one as needed.
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<p>Resources:</p> <ul style="list-style-type: none"> Lucy Calkins Unit of Study for Teaching Reading grades 3-6 <p>Unit 4: Tackling Complex Texts Historical Fiction in Book Clubs</p>	<p>Teacher Notes:</p> <p>Plan to use your read alouds to anchor this unit. Focus your read aloud on one historical event - World War II, for instance - you might read aloud the chapter book <u>Number the Stars</u> by Lois Lowry. But you might decide to introduce this event in history by first sharing a picture book or two (<u>Rose Blanche</u>, <u>Terrible Things</u>, and <u>The Butterfly</u>).</p> <p>You might choose to align your social studies instruction with your historical fiction reading and writing work so students have multiple opportunities to explore this time period.</p>
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 2.2 Goal 1.10	W2d LS1a	L.1b-e SL.1 SL.4 RF.3

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WRITING	Grade: 5	Unit of Study: Composes Opinion Piece	Timeline: January
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Big Idea: Opinion writing can take a variety of forms.

<p>Learning Objectives:</p> <ul style="list-style-type: none">● Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.● Provide logically ordered reasons that are supported by facts and details.● Link opinion and reasons using words, phrases, and clauses.	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● After students have had the opportunity to work through the persuasive unit in November give them some opportunities this month to explore some other types of opinion writing.● Show the students some other forms of opinion writing such as letters, posters, debates, reviews, and speeches. Have them identify some of the techniques the authors use in those pieces that are similar to the techniques they used in their persuasive writing. Help students see that they have all the tools and techniques to write another opinion piece.● Lead the students through another short writing cycle or two. Consider some of the following ideas:● Create a public service announcement. Teach students that these provide the public with important information about health, safety, and the environment. You can also review the call to action since this is important in a public service announcement. Students could create announcements on school based issues such as washing hands before lunch, school bus safety, wearing weather-appropriate clothing. Students can video tape their announcement.● Have students create a video commercial for an upcoming school event such as the staff vs. student kickball game at the end of the year or the upcoming talent show. You can also choose a real restaurant, business or event that the students think people should experience for themselves. Students can
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practice creating an enticing title with a convincing argument. Commercials also often include exaggerations and humor.

- Students can also work with a partner to plan for a persuasive debate. This causes students to practice acknowledgment of the opposing view. It can be for a real or hypothetical situation such as should the cafeteria add chicken nuggets or corn dogs to the lunch menu?
- Students can try to convince readers of an argument using a magazine-style layout. You could use an event in history and instead of just writing sentences about the time period, students make it look more like the pages in a magazine. They can play around with possible layouts until they are sure they have created a visually pleasing layout that convinces their readers.
- There are several more projects you could teach your students such as
 - Letters
 - Book reviews
 - Video game reviews
 - Posters
 - Bumper stickers
 - Signs
 - Notes
 - Poems
 - Slide shows
 - Advertisements
 - Photo essays
 - Comparisons
 - Speeches
- This is an important follow-up to the persuasive unit because it allows student to apply their new understandings to their own writing lives based on personal interests.

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<p>Speaking/Listening Objectives:</p> <p>SL1. 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.</p> <p>SL1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Cold writes• Writer's notebooks• conferring
<p>Re-teaching:</p> <ul style="list-style-type: none">• For ELL students- For lower level ELL students or students who are struggling, consider having students use sentence frames or sentence starters.• Confer with students using data from formal and informal observations to assess individual needs of students. Reteach in small groups and one on one as needed.	<ul style="list-style-type: none">• Enrichment:• Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning, 3-8</u> look at the writing behaviors at the higher level, and teach to the demands of that level in small groups or one on one as needed.
<p>Resources:</p> <p>Explorations in Nonfiction Writing by Tony Stead and Linda Hoyt</p>	<p>Teacher Notes:</p>

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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 2.2 Goal 1.10	W2d LS1a	L.1b-e SL.1 SL.4 RF.3 W1a-d

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READING	Grade: 5	Unit of Study: Thinking Strategy Background Knowledge (schema)	Timeline: January
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Big Idea: Students will use their background knowledge to enhance their understanding of text

<p>Learning Objectives:</p> <ul style="list-style-type: none">• Understand the importance of using background knowledge to construct meaning.	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Explain to your class that it is not enough to simply regurgitate facts when we read but that we have to listen to our inner conversation and merge our thinking with the text in order to learn, understand, and remember the information.• Model how you read a book such as <i>Avalanche</i> by Stephen Kramer. As you read the text, think aloud, share the voice in your head when you meet new information. Model how you take notes about the new information on a post-it as you read.• Choose a topic students know little about. Brainstorm what students think they already know about the topic. Then provide students with several books about this topic. Have students read and take notes about their new learning. Then fill out a chart with all the things they learned. Explain to the class that they have just added to their background knowledge of this topic. The next time they read a story (fiction or nonfiction) about this topic they will already know a lot of information and will be more likely to understand the text.• Teach students to independently build their own background knowledge by reading companion books. For example if they are reading a fiction book about the Chicago Fire they could read a nonfiction book about the Chicago Fire. Reading a nonfiction book about the setting/time period of their fiction story will help them understand the content of their fiction book. Help students understand that this is something they can do on their own to improve their comprehension and build background
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<p>Speaking/Listening Objectives:</p> <p>SL1. 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.</p> <p>SL1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Conferring● Observations● Exit slips● Post-it trails● Writing about reading
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<p>Re-teaching:</p> <ul style="list-style-type: none">● For ELL students- Some students will have a lot of background knowledge in a topic but little or no English vocabulary for that topic. Consider helping them to build a bank of words before reading. This task could be accomplished with a partner or an adult helper. Then the student can add new words as they read.● In small group or one on one Use nonfiction picture books teach the technique of “brain dump” looking at the pictures, title, text features, discuss together what we know about the subject. Do this numerous times until the student can successfully do their own “brain dump” before reading a nonfiction text.	<p>Enrichment:</p> <ul style="list-style-type: none">● Use data from informal observation to determine individual needs. Using <i>The Continuum of Literacy Learning, 3-8</i> look at the reading behaviors at higher level text, and teach to the demands of that higher level text in small group or one on one as needed.
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<p>Resources:</p>	<p>Teacher Notes:</p> <p>Because the time, place, and political circumstances mentioned in historic novels may be unfamiliar and because the setting is more than</p>
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	<p>a passive backdrop and contributes so actively to the plot, readers will need help, from the very start of their historical fiction novels, to see and feel the worlds of their stories. You'll want to draw on all possible resources (for example, historical images, movie clips, and social studies texts) to augment readers' understanding and awareness of this time and place.</p>
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 2.2 Goal 1.10	W2d LS1a R11.5a RL5.9 R2C.7d	L.1b-e SL.1 SL.4 RF.3 RI.1 RI.5 RL.1 RL3

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READING	Grade: 5	Unit of Study: Thinking Strategy (Inferring)	Timeline: January
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Big Idea: Students will merge background knowledge with text clues to come up with an idea that is not explicitly stated in the text.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> ● In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what the other characters say about them. ● Infer the big ideas or themes of a text and discuss how they are applicable to people’s lives today. ● Infer the meaning of symbols (objects, events, motifs, characters) that the writer uses to convey and enhance meaning. 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Show students a slide show of a variety of photographs and pictures and have them infer what is happening. ● Short video clips are also good for inferring. For example, the short Pixar films at the start of a movie. ● Teach students that inferring means combining what you read with what you already know (see background knowledge) to come up with an inference. You can create a graphic organizer to model how you merge information. ● Teach students that inferring and questioning go hand in hand to build understanding. Make a two column chart labeled “I wonder/I think”. This strategy can be used with any picture book. ● You can also do a two column chart labeled “Evidence from the Text/Themes for both fiction and nonfiction texts. ● Another organizer that works well for nonfiction books is a two column chart labeled Facts/Inferences.
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<p>Speaking/Listening Objectives:</p> <p>SL1. 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.</p> <p>SL1a. Come to discussions prepared, having read or studied</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Conferring ● Observations ● Exit slips ● Post-it trails ● Writing about reading
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<p>required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • For ELL students- Consider using a graphic organizer with visuals for teaching inference if students are struggling. • Confer with students using data from formal and informal observations to assess individual needs of students. Re-teach in small groups and one on one as needed. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning, 3-8</u> look at the reading behaviors at higher level text, and teach to the demands of the higher level text in small groups or one on one as needed.
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<p>Resources: Mosaic of Thought</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • In your fiction writing unit you taught students to infer theme. You also taught them to infer the meaning of words during the context clues unit. You also taught inferring by teaching students to predict. Remind students of this and help them see that inferring in all areas of reading.
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 2.2 Goal 1.10	RL5.3 R2C.5c,f R2C7.d LS1a	L.1b-e SL.1 SL.4 RL.3 RL1

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SHARED READING	Grade: 5	Unit of Study: Shared Reading	Timeline: January
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Nonfiction Big Idea: Authors use a variety of text structures to present information.

<p>Learning Objectives:</p> <ul style="list-style-type: none">• Recognize that informational texts can be written with a variety of text structures including, description, compare/contrast, sequence, problem/solution, and cause/effect.	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Refer them back to the biography unit you taught earlier. Lead students to discovering that most of those were written in a sequence structure. Have students look back through their nonfiction articles and find examples of articles that have been written in sequence.• Hand students three or four different articles from past Scholastic News magazines. Ask them to reread them with new eyes. Instead of reading to learn, you want them to read the article and pay attention to the way the author has written the article. How is the information arranged? What do they notice? Are they written in sequence? If not, how would you describe their arrangement?• Do this same thing each day or so with a new set of articles written in a new structure. Lead students to discover the variety of text structures that can be written in nonfiction as well as the reasons why an author would choose one structure over another.
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<p>Speaking/Listening Objectives:</p> <p>SL1. 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.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Exit slips• observations
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<p>SL1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● For ELL students- This might also be a good time to help students to recognize sentence structures that are new for them. Encourage them to note one or two that they are not currently using in their writing. ● Confer with students using data from formal and informal observations to assess individual needs of students. Reteach in small groups or one on one as needed. 	<ul style="list-style-type: none"> ● Enrichment: ● Use data from formal and informal assessments to determine individual needs. Using The Continuum of Literacy Learning, 3-8 look at the reading behaviors at higher level text, and teach to the demands of the higher level text in small groups or one on one.
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<p>Resources:</p>	<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● As you read Scholastic News Magazines throughout the year tab/organize the different examples of text structure as you come across them. That way, when you get to this part of the year, you have a variety of articles to share with the students.
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 2.2 Goal 1.10	R1.15a R3C.7h R3C5.a,c-e,g,h LS1a	L.1b-e SL.1 SL.4 RF.3 RI5 RI9

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WORD WORK	Grade: 5	Unit of Study: Word Work	Timeline: January
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Big Idea: Unaccented Syllables

<p>Learning Objectives: The student will spell:</p> <ul style="list-style-type: none">• Unaccented final syllables (<i>en, on, ain, in</i>)• Unaccented final syllables (<i>et, it, ate</i>)• Final <i>-y, -ey, and -ie</i>• <i>y</i> + inflected endings	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Students should be able to do unaccented final syllables (<i>en, on, ain, in</i>) with open sorts and word hunts.• Teach students final <i>-y</i> usually has the sound of <i>long -e</i> when it is the unaccented syllable in a two-syllable word (<i>candy, very</i>), but it has the <i>long -i</i> sound in one-syllable words such as <i>fly, sky, shy, etc.</i> Sort words in a similar manner as previously described.• Review changing the <i>-y</i> before inflected endings, reminding them <i>y</i> is changed to <i>i</i> after a consonant but stays if it follows a vowel. Have students underline the base in the words that end in <i>-ing</i> under the heading <i>+ ing</i>. Notice how base words are alike and different. Then add words with the same base under each of the other headings (<i>+ing +ed +s</i>), once again what do you notice? They should see that the <i>y</i> does not change to an <i>i</i> before <i>ing</i>. Follow this with another sort with additional words, and or a word hunt that follows the above headers.
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<p>Speaking/Listening Objectives: SL1. 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. SL1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• Spelling Check 5 Assessment for Unaccented Syllables
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<p>other information known about the topic to explore ideas under discussion.</p> <p>SL4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	
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<p>Re-teaching:</p> <ul style="list-style-type: none">● Repeated work with words, have students keep words from word sort in plastic bags to repeat activity for practice and Re-teaching.● Students can record their words by writing their words in columns in their notebooks under the same headings used in word sort. Afterwards have students reflect and declare what they learned.● For ELL students- As in previous word works, make sure students can hear the difference between these final sounds before asking them to spell or read them.	<p>Enrichment:</p> <ul style="list-style-type: none">● Speed Sorts- using a stopwatch, students time themselves as they sort their words into categories. After obtaining a baseline speed, students repeat the sort several times and try to beat their own time.● Blind Sorts and Writing Sorts- headers or key words are laid down and students work together in a buddy sort. One student calls the word out without showing it and the other students indicates where the word should go. Writing Sort- student writes the word in the proper category using the keyword as a model for spelling as the partner calls the word aloud. The partner shows word card to student to check for accuracy.
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<p>Resources:</p> <p>Words Their Way- Word Study for Phonics, Vocabulary, and Spelling Instruction</p> <p>Words Their Way Word Sorts for Syllables and Affixes Spellers (green book)</p>	<p>Teacher Notes:</p> <p>All activities can be found in Words Their Way Study for Phonics, Vocabulary and Spelling Instruction or Words Their Way Word Sorts for Syllables and Affixes.</p>
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L1.b-e SL1 SL.4 RF.3

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READING	Grade: 5	Unit of Study: Thinking Strategy (Questioning)	Timeline: February
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Big Idea: Readers ask and answer questions

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none">● ask critical questions whose answers require thought and discussion● keep questions in mind as they read and carry them from chapter to chapter● generate even more thoughts and questions when coming to an important realization or answering a burning question● think of questions that still linger even after reading is finished and the book is closed	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students to ask “beyond-the-line” questions. These are questions that can’t be answered with a one or two word response or by referring to one or two lines of the text for a simple, straightforward answer. Instead, these inferential questions arise when the text is ambiguous; when characters, events, and issues in the story prompt a variety of interpretations; and when the reader needs to read between the lines to gain a fuller understanding. Often, readers need to pull evidence and ideas from several parts of the text to answer these beyond-the-line questions.● Teach students how to use a question web to highlight the most essential questions from a long list of unrelated questions. Similar in form to other semantic webs, a question web differs in that it has a question at its center. The lines that emanate from the center are used to add information that relates in some way to the question, with the ultimate goal of building an answer from all of the various bits of information.● Thinking does not end when reading stops and the book is closed. Often readers have lingering questions. Teach students that these lingering questions extend their understanding beyond the text. Some lingering questions come up when there is no clear resolution to a story and the reader is left up in the air. Sometimes a good story requires the reader to draw his or her own conclusions about what happened or
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	consider varying interpretations of the characters' action and the unfolding events. Encourage students to jot down any lingering questions they still have and bring them to their book club meeting. It is these questions that spark the deepest discussions.
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Speaking/Listening Objectives: <ul style="list-style-type: none">● SL1 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.● SL1a. 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.● SL4 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.	Assessment for Learning: <ul style="list-style-type: none">● Teacher observation● Reader's jots, writing about reading● exit slips
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Re-teaching: For ELL students- Beginning students may need help forming questions. Students benefit from pictures with question words. Confer with students using data from formal and informal observations to assess individual needs of students. Reteach in small groups and one on one as needed.	Enrichment: Use data from formal and informal assessments to determine individual needs. Using The Continuum of Literacy Learning, 3-8 look at the reading behaviors of higher level text, and teach to the demands of the higher level text in small groups or one on one as needed.
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Resources: Lucy Calkins Unit of Study for Teaching Reading grades 3-6	Teacher Notes: At this time in the year students should already be asking questions as
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Unit 4: Tackling Complex Texts Historical Fiction in Book Clubs • Strategies That Work Chapter 8	they read. During this unit of study, teach them to work to develop deeper questions and use them as discussion starters for book clubs.
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 2.2 Goal 1.10	R2C.5e,f R2A.5b R1I.5a R1D.5a-b R1H.5a LS1a	L.1b-e SL.1 SL.4 RL.3 RL7 RL10

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Grammar	Grade: 5	Unit of Study: Grammar	Timeline: Aug-May
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Big Idea: Writers apply grammar skills to written work

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none">● explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences● form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses● use verb tense to convey various times, sequences, states, and conditions● recognize and correct inappropriate shifts in verb tense● use correlative conjunctions (e.g., either/or, neither/nor)● 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	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students how to write compound sentences correctly using FANBOYS (for, and, nor, but, or, yet, so - conjunctions). Have students find examples of compound sentences in their independent reading books or in a sample text. Discuss reasons why the author chose a particular conjunction to join two simple sentences. Have students practice writing sentences of their own using each of the FANBOYS. You could also provide students with two simple sentences and have students combine them with an appropriate conjunction.● Teach students that subjects and verbs must agree and verb tense must stay consistent within a paragraph. Share a passage from any read aloud. Have students highlight the verb(s) in one sentence and identify the tense. Then guide them in changing the past tense verbs to present tense and vice versa. Engage students in a discussion of how it changes the meaning of the sentence, and what else needs to be changed in the remainder of the passage to maintain consistency. Remind students of the teaching point, “Subjects and verbs must agree and verb tense must stay consistent within a paragraph”.● Teach students revise a paragraph changing the tense from past to present. Display a passage written in past tense, and model changing the tense from <i>already happened</i> to <i>right now</i>.
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	<p>Students could practice by writing about an event in their life that has already happened then revising it to change the tense from past to present.</p>
<p>Speaking/Listening Objectives: SL1. 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● formal and informal observation● on demand writing prompts● writer's notebook entries● writing conferences● any and all pieces of writing in all subject areas
<p>Re-teaching:</p> <ul style="list-style-type: none">● Confer with students using data from informal and formal observation to assess individual needs of students. Re-teach in small groups and one on one as needed.	<p>Enrichment:</p> <ul style="list-style-type: none">● Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning</u> look at the writing behaviors at higher level text, and teach to the demands at the higher level in small groups or one on one as needed.
<p>Resources: <u>Mechanically Inclined</u> by Jeff Anderson <u>Everyday Editing</u> by Jeff Anderson</p>	<p>Teacher Notes: Students in fifth grade are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades - refer to the common core language standards for all grades prior to ensure all skills are being taught and assessed.</p>

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.1.a-e L.3.a,b

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Conventions	Grade: 5	Unit of Study: Conventions of Writing	Timeline: Aug-May
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Big Idea: Writers use appropriate punctuation, capitalization, spelling

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none"> ● use punctuation to separate items in a series ● use a comma to separate an introductory element from the rest of the sentence ● use a comma to set off the words yes and no (<i>e.g., Yes, thank you</i>), to set off a tag questions from the rest of the sentence (<i>e.g., It's true, isn't it?</i>), and to indicate direct address (<i>e.g., Is that you, Steve?</i>) ● use underlining, quotation marks, or italics to indicate titles of works ● spell grade-appropriate words correctly, consulting references as needed 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children that dialogue moves a narrative along and/or reveals something about a character, and that quotation marks serve as visual clues to show readers when dialogue is used in written work. Provide dialogue examples for students to analyze, discovering the “rules” for writing dialogue correctly. ● Teach children to edit their writing with the use of a checklist that focuses on the conventions of writing. Students could also engage in peer editing conferences.
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<p>Speaking/Listening Objectives: SL1. 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● formal and informal observation ● on demand writing prompts ● writer's notebook entries ● writing conferences ● any and all pieces of writing in all subject areas
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Confer with students using data from informal and formal observation to assess individual needs of students. Re-teach in small groups and one on one as needed. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning</u> look at the writing behaviors at higher level text, and teach to the demands at the higher level in small groups or one on one as needed.
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<p>Resources: <u>Mechanically Inclined</u> by Jeff Anderson <u>Everyday Editing</u> by Jeff Anderson</p>	<p>Teacher Notes: Students in fifth grade are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades - refer to the common core language standards for all grades prior to ensure all skills are being taught and assessed.</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.2.a-e

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READING	Grade: 5	Unit of Study: Writing about Reading	Timeline: February
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Big Idea: Readers can write longer and stronger to deepen their understanding

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• take short thoughts, questions, and reactions and write longer and stronger to deepen their understanding.	<p>Learning Activities:</p> <ul style="list-style-type: none">• Up to this point you have taught your readers to take notes on post-its or in a notebook. These short writes help students become accustomed to thinking and writing quickly and easily. Teach your students that sometimes readers need to write longer, more extended and detailed response to their independent reading (or a read aloud book).• Teach that writing a longer response requires looking back through the book, using notes, and outlining or listing major points. Model how you take a short thought from your read aloud and expand on it. Help students realize that you can go deeper with your thinking by discussing<ul style="list-style-type: none">○ what happened in the story to make you have that thought○ questions you still have about that thought○ ideas your partner had about that thought○ and more. . . write anything you are feeling that relates to that thought• Practice this multiple times with your read aloud book. Then have students try it with one of their own thoughts from the read aloud book. When you feel your students are ready, have them begin writing longer responses from their independent reading book.
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Speaking/Listening Objectives: SL1 SL4	Assessment for Learning: TC Benchmarks conferring notes observation
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Re-teaching: For ELL students- Consider having ELL students who are struggling with writing long use sentence stems and graphic organizers. For instance, the student could have a graphic organizer web with “My partner and I discussed _____” in the middle. Around the edges they could have further sentence stems like, “this is important because _____,” and “this made me think about _____.”	Enrichment:
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Resources: The Continuum of Literacy Learning Grades 3-8	Teacher Notes:
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.1 Goal 2.4 Goal 3.1 Goal 3.4 Goal 3.5	R1g R2c LS1a LS1b LS2a	RL1 RL2 RL3 SL1 SL4

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WRITING	Grade: 5	Unit of Study: Poetry	Timeline: February
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Big Idea: Poetry is unique way to communicate about and describe feelings, sensory images, ideas or stories.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Understand that writers can learn to write poems from studying mentor text● Write a variety of types of poems● Use words to convey images and strong feelings● Use figurative language and other literary devices such as alliteration, personification, simile, metaphor and onomatopoeia● Use repetition, refrain, rhythm, and other poetic techniques● Rules can be broken in poetry, but not all rules can be broken. Writers will need to choose which rules they will or will not follow and be consistent throughout their poems	<p>Learning Activities:</p> <ul style="list-style-type: none">● Teach students that a poem is like an X-ray of what is going on inside of you. Poetry is good for the soul. Share some poems that mean something to you. Perhaps some poems you found comfort in after going through a difficult time.● Teach children to “poem speak”. Often the way the author is speaking to the subject of the poem is different from “life-speak”: you probably wouldn’t speak with such feeling or sincerity in real life. Poem-speak is like condensed milk, which is made thicker and sweeter when water is removed.● Teach children to think small. The power of a poem can get diluted in too many adjectives and images.● Teach students to use imagery. Poems help us visualize. When you slow down, you’ll discover that you have powerful tools- your five senses- to capture the world around you.● Teach students to have fun with alliteration. You can make your poetry more musical by repeating the beginning consonants of certain words within a line. See what happens when you repeat the initial consonants of words in a particular line. Alliteration makes a line more musical and more fun to say out loud.● Teach students to fine-tune the rhythm of their poem. In many poems the music comes out through the rhythm, or beat. Look at some popular songs and see if students can identify the rhythm of the poem. Have them bring in other songs for more
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	<p>examples.</p> <ul style="list-style-type: none">● Teach students to use repetition for emphasis. Ask students if they have an important line, a certain part of the poem you want to stay with the reader? If so, have them try repeating that part. They could repeat a line, like a chorus in a song, or have the final line of the poem echo the very first line.● Teach students to experiment with fragments, shapes, line breaks, and white space.● Teach students to end with a bang. Endings matter a lot. The final image, line or idea in a poem will be the freshest in the reader's mind when he or she finishes reading. A lot of poems have some great lines but end weakly.● Teach students to be careful with rhyming. Not all poems have to rhyme. In fact, rhyming can be difficult.● Celebrate poetry. Have students bring poems to share with the class or groups.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none">● SL1 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.● SL1a. 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.● SL4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● TC Benchmarks● conferring notes● observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Confer with students using data from formal and informal observations to assess individual needs of students. Reteach in small groups and one on one as needed. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning, 3-8</u> look at the reading behaviors at higher level text, and teach to the demands of the higher level text in small groups or one on one as needed.
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<p>Resources: Continuum of Literacy Learning TC Curricular Calendar</p>	<p>Teacher Notes: This month your read aloud could be a story that uses a lot of figurative language. <u>Tuck Everlasting</u> by Natalie Babbit would be an example of this type of text. You could use this book to teach a little about the fantasy genre as well as supporting the figurative language work you are doing in the poetry unit.</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.6 Goal 2.2 Goal 1.5 Goal 1.10	R1E.5a-d R2B.5a-b	RL4

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SHARED READING	Grade: 5	Unit of Study: Shared Reading	Timeline: February
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Big Idea: Nonfiction: Compare and Contrast nonfiction articles

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">• Compare and contrast various aspects of nonfiction articles.	<p>Learning Activities:</p> <ul style="list-style-type: none">• Teach the students to analyze the structure of several nonfiction texts. For example, read a couple of articles about the same topic, such as bears, written in different text structures. Have the students compare the two and have a discussion about why they were written in those structures and the possible reasons why.• Teach students to analyze point of view. Give them several articles about the same topic, written from different points of view. Lead the students in a discussion about the effectiveness of the articles depending on the point of view. Why the author did chose to write this person in third person? Would it have been more effective if it was written from a first person point of view?• Give the students several articles written about a topic, such as bears. Have the students make observations about how these articles are all about the same topic, but some are divided into more specific subtopics, while others are more broad. For example one article could just be about bears becoming extinct while another could be about the different types of bears. Sometimes when we research we don't just need to grab every article ever written about bears, we can find articles that are specific to our topic.
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<p>Speaking/Listening Objectives:</p> <p>SL1 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.</p> <p>SL1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● TC Benchmarks● conferring notes● observation
<p>Re-teaching:</p> <ul style="list-style-type: none">● For ELL students- Consider having students use a word bank for each topic they read about. Teach words likely to be a part of this study and have students add to the bank new words they encounter. It will help with comprehension but it will also help with comparisons. Ask, "What words were in both articles? How were those words used here? How were they used here? What words were only in this article?"● Confer with students using data from formal and informal observations to assess individual needs of students. Re-teach in small groups and one on one as needed.	<p>Enrichment:</p> <ul style="list-style-type: none">● Use data from formal and informal assessments to determine individual needs. Using <i>The Continuum of Literacy Learning, 3-8</i> look at the reading behaviors at higher level text, and teach to the demands of the higher level text in small groups or one on one as needed.

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Resources: <ul style="list-style-type: none"> • The Continuum of Literacy Learning Grades 3-8 • Navigating Nonfiction in Narrative and Hybrid Text Volume 2 <ul style="list-style-type: none"> ○ Session 11 	Teacher Notes:
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.6 Goal 2.2 Goal 1.5 Goal 1.10	R1H.5a-c,f-i R3C.5g R1I.5a R3C.7h	RI1 RI5

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WORD WORK	Grade: 5	Unit of Study: Word Work	Timeline: February
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Big Idea: Exploring Consonants

<p>Learning Objectives: The student will spell:</p> <ul style="list-style-type: none">• Unaccented initial syllables (<i>a-</i>, <i>de-</i>, <i>be-</i>)• Initial hard and soft <i>g</i> and <i>c</i>• <i>s</i> and soft <i>c</i> and <i>g</i> in the final syllable• More words with <i>g</i>	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">• Teach students that when the schwa sound is in the first syllable the first syllable is unaccented. As in final unaccented syllables, students should understand that, the specific sound cannot always be trusted as a guide to spell the unaccented syllable in these words, but most of the words fall into categories that share similar spelling patterns. Given a word list have students sort words into the following headers: <i>a-</i>, <i>de-</i>, <i>be-</i>, and <i>oddball</i>.• This activity (initial hard and soft <i>g</i> and <i>c</i>) is stretched over several days. Given an initial hard and soft <i>g</i> and <i>c</i> word list, together read over the list and talk about any words that might be unfamiliar to students. First sort the words into two columns (<i>g</i> or <i>c</i>). After sort ask students what they notice about the words in the <i>c</i> column (the sound spelled with <i>c</i> at the beginning can sound like /<i>k</i>/ or /<i>s</i>/). Explain that these sounds are called hard <i>c</i> and <i>g</i> and soft <i>c</i> and <i>g</i>, now with the headers <i>hard and soft g and c</i> sort the words into the the following columns (<i>ce</i>ment, <i>ge</i>nle <i>cor</i>rect <i>ga</i>ther). Next combine all the hard <i>c</i> and hard <i>g</i> words together and the soft <i>c</i> and soft <i>g</i> words together. Now have students sort each list by the second letter in each word. The final sort will reveal that the hard and soft sounds are related to the vowel that follows. Underline the vowel that follows the <i>co</i> or <i>g</i> as a key word for each column, example <u>ce</u>ment, <u>ci</u>rcle, <u>cy</u>clist, <u>ga</u>ther, <u>go</u>ssip, <u>gu</u>tter. After modeling the sort students cut apart and sort their own words into both sorts,
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	<p>underline the vowel that follows the c or g. Noticing that the end the g is often followed by the letter e.</p> <ul style="list-style-type: none">● Teach students the soft and hard c and g at the end of words make the /s/ and /j/ sound. Using the headers (ce = /s/, ss=/s/, -ge =/j/, age=/ij/ sort the given word list. At the end of the activity help students to notice that the final sound /s/ can be spelled -ce or -ss and the soft sound ith gu-, -gue, -g words with an oddball column on this sort.
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<p>Speaking/Listening Objectives:</p> <p>SL1. 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.</p> <p>SL1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● Speed Sorts- using a stopwatch, students time themselves as they sort their words into categories. After obtaining a baseline speed, students repeat the sort several times and try to beat their own time.● Blind Sorts and Writing Sorts- headers or key words are laid down and students work together in a buddy sort. One student calls the word out without showing it and the other students indicates where the word should go. Writing Sort- student writes the word in the proper category using the keyword as a model for spelling as the partner calls the word aloud. The partner shows word card to student to check for accuracy.
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<p>Re-teaching:</p> <ul style="list-style-type: none">● Repeated work with words, have students keep words from word sort in plastic bags to repeat activity for practice and Re-teaching.● Students can record their words by writing their words in columns in their notebooks under the same headings used in word sort. Afterwards have students reflect and declare what	<p>Enrichment:</p> <ul style="list-style-type: none">● Speed Sorts- using a stopwatch, students time themselves as they sort their words into categories. After obtaining a baseline speed, students repeat the sort several times and try to beat their own time.● Blind Sorts and Writing Sorts- headers or key words are laid down and students work together in a buddy sort. One student
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<p>they learned.</p> <ul style="list-style-type: none"> ● For ELL students- As with previous months, make sure students can produce or recognize each sound and syllable when spoken before asking them to spell or read the sound 	<p>calls the word out without showing it and the other students indicates where the word should go. Writing Sort- student writes the word in the proper category using the keyword as a model for spelling as the partner calls the word aloud. The partner shows word card to student to check for accuracy</p>
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<p>Resources: Words Their Way- Word Study for Phonics, Vocabulary, and Spelling Instruction Words Their Way Word Sorts for Syllables and Affixes Spellers (green book)</p>	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 2.2 Goal 1.10	W2d LS1a	L.1b-e SL.1 SL.4

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Grammar	Grade: 5	Unit of Study: Grammar	Timeline: Aug-May
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Big Idea: Writers apply grammar skills to written work

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none">● explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences● form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses● use verb tense to convey various times, sequences, states, and conditions● recognize and correct inappropriate shifts in verb tense● use correlative conjunctions (e.g., either/or, neither.nor)● 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	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students how to write compound sentences correctly using FANBOYS (for, and, nor, but, or, yet, so - conjunctions). Have students find examples of compound sentences in their independent reading books or in a sample text. Discuss reasons why the author chose a particular conjunction to join two simple sentences. Have students practice writing sentences of their own using each of the FANBOYS. You could also provide students with two simple sentences and have students combine them with an appropriate conjunction.● Teach students that subjects and verbs must agree and verb tense must stay consistent within a paragraph. Share a passage from any read aloud. Have students highlight the verb(s) in one sentence and identify the tense. Then guide them in changing the past tense verbs to present tense and vice versa. Engage students in a discussion of how it changes the meaning of the sentence, and what else needs to be changed in the remainder of the passage to maintain consistency. Remind students of the teaching point, “Subjects and verbs must agree and verb tense must stay consistent within a paragraph”.● Teach students revise a paragraph changing the tense from past to present. Display a passage written in past tense, and model changing the tense from <i>already happened</i> to <i>right now</i>. Students could practice by writing about an event in their life that has already happened then revising it to change the tense from past to present.
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<p>Speaking/Listening Objectives: SL1. 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● formal and informal observation ● on demand writing prompts ● writer's notebook entries ● writing conferences ● any and all pieces of writing in all subject areas
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Confer with students using data from informal and formal observation to assess individual needs of students. Re-teach in small groups and one on one as needed. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning</u> look at the writing behaviors at higher level text, and teach to the demands at the higher level in small groups or one on one as needed.
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<p>Resources: <u>Mechanically Inclined</u> by Jeff Anderson <u>Everyday Editing</u> by Jeff Anderson</p>	<p>Teacher Notes: Students in fifth grade are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades - refer to the common core language standards for all grades prior to ensure all skills are being taught and assessed.</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.1.a-e L.3.a,b

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Conventions	Grade: 5	Unit of Study: Conventions of Writing	Timeline: Aug-May
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Big Idea: Writers use appropriate punctuation, capitalization, spelling

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none"> ● use punctuation to separate items in a series ● use a comma to separate an introductory element from the rest of the sentence ● use a comma to set off the words yes and no (<i>e.g., Yes, thank you</i>), to set off a tag questions from the rest of the sentence (<i>e.g., It's true, isn't it?</i>), and to indicate direct address (<i>e.g., Is that you, Steve?</i>) ● use underlining, quotation marks, or italics to indicate titles of works ● spell grade-appropriate words correctly, consulting references as needed 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children that dialogue moves a narrative along and/or reveals something about a character, and that quotation marks serve as visual clues to show readers when dialogue is used in written work. Provide dialogue examples for students to analyze, discovering the “rules” for writing dialogue correctly. ● Teach children to edit their writing with the use of a checklist that focuses on the conventions of writing. Students could also engage in peer editing conferences.
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<p>Speaking/Listening Objectives: SL1. 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● formal and informal observation ● on demand writing prompts ● writer’s notebook entries ● writing conferences ● any and all pieces of writing in all subject areas
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Confer with students using data from informal and formal observation to assess individual needs of students. Re-teach in 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning</u>
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small groups and one on one as needed.	look at the writing behaviors at higher level text, and teach to the demands at the higher level in small groups or one on one as needed.
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Resources: <u>Mechanically Inclined</u> by Jeff Anderson <u>Everyday Editing</u> by Jeff Anderson	Teacher Notes: Students in fifth grade are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades - refer to the common core language standards for all grades prior to ensure all skills are being taught and assessed.
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.2.a-e

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READING	Grade: 5	Unit of Study: Test Preparation	Timeline: March
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Big Idea: Test takers must be smart readers and able to decipher test language and structure

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Navigate the structures of standardized texts by having expectations of how a text will go based on their understanding of a particular genre● Identify and follow the written directions● To read the question stem and predict the answer before● Eliminate answers that don't match● Read actively by making a "road map" of a passage	<p>Learning Activities:</p> <ul style="list-style-type: none">● Set aside one day a week and call it "Reading Marathon Day" giving students opportunity to read for sixty minutes across a variety of texts. Have students stop and jot periodically or reading responses based on the genre they are reading. Remember keep interruptions short.● Teach "Brain Dump" take a few minutes to think about what you already know about the subject before you begin reading. Can brain dump on a post it at the beginning until students can do it naturally.● Teach students that directions on their standardized tests are the best clues that the text authors give them. Given a variety of test questions have students look at the directions circle the directions and highlight the verb in each direction. Make a class anchor chart title Directions and What I Need to Do, and list the verbs found in the questions, drawing students attention to what the student needs to do.● Remind students all they already know about the elements of specific genres and teach them ways that questions might be phrased that ask about these elements. Review narrative, non narrative (expository), and poetry structures, identifying the genre and teaching predictable questions for each type of genre.● Using sample tests have students work in groups listing the
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	<p>characteristics they notice (formal language, numbered lines or paragraphs, boldface directions, and boxed texts) on a chart to be shared with the class.</p> <ul style="list-style-type: none"> • Looking at a variety of tests notice the different language used to identify a main idea question • Teach students to stop and jot key words or phrases after each section that will offer clues to the structure of the passage and where to find the answers to detail questions. • Teach students not to avoid wrong-answer traps by prediction an answer before looking at the Classic Wrong Answers Anchor Chart.
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<p>Speaking/Listening Objectives: SL1 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • conferring notes • observation
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<p>Re-teaching:</p> <ul style="list-style-type: none"> • Teach students to restate the question before thinking about an answer, go back to section look for the answer, or if the passage is long teach students to take notice of details that seem to repeat in the passage, because they will be most likely asked about in the questions. • Teach students to identify genres and think about questions that will most likely be asked as they read. • Teach students when reading a narrative passage to put a “P” near sections that deal with the main problem and “S” near details that lead to solution • teach students to jot notes or headings in margins to help summarize text 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Create word walls for the class. For example collect words that describe characters in different ways. The words can be sorted in different ways. , such as into categories, such as words that describe happy, or sad, brave, mad, scared, mean, kind, and so on. Underneath these headings words can be listed that mean <i>mostly the same thing</i> as frustrated, upset, and enraged for mad. Can extend the word wall to include words from social studies, science, studying words that are related to units of study such as test preparation • Create a Concentration Synonym Game” or “Word Go Fish” in which students have to match the word with its
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<ul style="list-style-type: none"> ● For ELL students- A note about testing and reading time: In past years, ELLs had extended time for testing. Check for the current rules on ELLs and testing time. This may be something you want students to know or it may not be helpful. Consider your group and plan accordingly. It is sometimes helpful for them to know ahead of time they may be reading longer and will need more stamina. 	<p align="center">definition.</p>
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<p>Resources:</p> <ul style="list-style-type: none"> ● Test Talk Integrating Test Preparation into Reading Workshop by Amy H. Greene 7 Glennon Doyle Melton ● A Curricular Plan For Reading The Reading Workshop Grade 5, Unit 7 March/April, by Lucy Calkins ● Strategies That Work Chapter 15, by Stephanie Harvey 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> * Play Test Talk Trivia Game pg. 129 from Text Talk * Enrichment ideas are ways to extend vocabulary
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 2.2 Goal 1.10	W2d LS1a	L.1b-e SL.1 SL.4

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WRITING	Grade: 5	Unit of Study: Procedure Writing	Timeline: March
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Big Idea: Procedural texts are written to tell the reader how to achieve a particular goal or how to follow a set of procedures.

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Study examples of procedural texts● Write a procedural text	<p>Learning Activities:</p> <ul style="list-style-type: none">● Teach students that instructional texts can take many forms:<ul style="list-style-type: none">○ Recipes○ Instructions on how to operate something○ Instructions on how to assemble or build something○ Instructions on how to care for something○ Game rules○ Protocols for experiments○ Directions○ Signs○ Maps○ Shopping lists● Teach students that an instructional text is usually organized into three distinct parts:<ol style="list-style-type: none">1 What is to be achieved (title, goal, purpose, or aim).2 The materials, ingredients, or equipment needed.3 The procedure or steps the reader needs to follow in order to achieve the designated goal or aim. (These steps may be numbered; and sometimes illustrations, diagrams, and labels are used to assist the reader in following the steps.)● Teach students some language features commonly seen in
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	<p>procedural texts.</p> <ul style="list-style-type: none">○ Action words (examples: put, let, stir, shake, kick, hold).○ Detailed information on amount, color, size, time (examples: put in one cup; take the red square, go through the big door).○ Detailed information on how, when, and where (examples: cut carefully; after going through the door; on foot from the center). <ul style="list-style-type: none">● Teach students that procedural texts are usually either written in the second person (example: you take a ball).● Model how you can analyze a procedural text. For example, go through a recipe and highlight the different parts. What language features do you see? What different organizational parts can you identify?
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<p>Speaking/Listening Objectives:</p> <p>SL1 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 one others' ideas and expressing their own clearly.</p> <p>SL4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● TC Benchmarks● conferring notes● observation
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<p>Re-teaching:</p> <ul style="list-style-type: none">● Confer with students using data from formal and informal observations to assess individual needs of students. Re-teach in small groups and one on one as needed.	<p>Enrichment:</p> <ul style="list-style-type: none">● Have students create their own test taking tips and strategies to be shared with class.
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Resources: <ul style="list-style-type: none"> ● The Continuum of Literacy Learning Grades 3-8 ● Navigating Nonfiction in Narrative and Hybrid Text Volume 2 <ul style="list-style-type: none"> ○ Session 11 	Teacher Notes:
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers		Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W3A.5a W2A.5a-b W2C.5b W2B.5a-d W2C.7e W2D.5a-b	W2a-e

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READING	Grade: 5	Unit of Study: Thinking Strategies	Timeline: March
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Big Idea: Readers use multiple thinking strategies together to construct meaning from text

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Use strategies flexibly adapting to their needs within a given text 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Teach students to read texts in a strategic fashion. Give students a specific text (narrative, poem, expository) passage. Ask students “What kind of thinking strategy would be useful for comprehending this text?” Refer back to Comprehension Strategies Anchor Chart for list of Thinking Strategies, having students explain the strategy /strategies they would choose and why. Have students actually read the passage making notes on post it what thinking strategy was used and what they actually did to aid in their comprehension of the text. This activity should be done multiple times with different passages. • Model appropriate thinking strategies when reading class read aloud. • Have students record the “thinking strategies” used when doing independent reading in content areas and/or at home.
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<p>Speaking/Listening Objectives:</p> <p>SL1 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 one others’ ideas and expressing their own clearly.</p> <p>SL4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • TC Benchmarks • conferring notes • observation
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<p>Re-teaching: Review the 7 “Thinking Strategies” and with picture books practice each strategy.</p>	<p>Enrichment:</p> <ul style="list-style-type: none"> • Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning, 3-8</u> look at the reading behaviors at higher level text, and have students practice using the thinking strategies using the demands of the higher level text.
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<p>Resources:</p> <ul style="list-style-type: none"> • <u>Strategies That Work</u> by Stephanie Harvey 	<p>Teacher Notes: <u>7 Thinking Strategies</u> Monitoring Comprehension Activating and Connecting Background Knowledge Questioning Visualizing Inferring Determining Importance Summarizing and Synthesizing</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology		Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	LS 1a R2C.7d R1H.5a-c R2C.5a-f R2C7.d R2A5.b ICTL4A.5a-b R11.5b R1D.5a-b	RL1 RI1 RL2 RI2 RL3 RI3 RL6 RI5 RL7 RI9 RL9 RI8 RL10 RI10

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WORD WORK	Grade: 5	Unit of Study: Word Work	Timeline: March
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Big Idea: Exploring Consonants

<p>Learning Objectives: The student will spell:</p> <ul style="list-style-type: none">● The sound of <i>k</i> spelled <i>ck</i>, <i>ic</i>, and <i>x</i>● Spellings with <i>qu</i>● Words with silent consonants● <i>gh</i> and <i>ph</i>	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Introduce the <i>ck</i>, <i>ic</i>, and <i>x</i> spelling patterns in a manner similar to the other sorts. Have students notice how the /k/ sound or /ks/ in the case of <i>x</i> in the middle and end of words are spelled with <i>ck</i>, <i>ic</i>, and <i>x</i>. <i>Stomach</i> is an oddball because it ends in a sound like /ick/ but is spelled in a unusual way. Have students sort a given word list under the headers -ck -ck- -ic -x and oddball.● Play Double Crazy Eights to review the <i>k</i> and <i>ck</i> spellings from <u>Words Their Way</u> chapter 7● Introduce the <i>qu</i> sort by passing out the list of words and having students notice how the words are all alike, talk about the possible ways to sort the <i>qu</i> words. The letters <i>q</i> and <i>u</i> together spell the /kw/ blend that can come in the first or second syllable of these words, however can spell the should of /k/ like in the word <i>antique</i>. Students sort their list into the following groups <i>qu</i>'s with (1st syllable, 2nd syllable, and <i>qu</i>=/k/)● Given a list of words that have silent <i>t</i>, <i>w</i>, <i>g</i>, <i>k</i>, <i>h</i>, and <i>gh</i> have students establish their own categories to sort, or;you can introduce your own specific headers. Remind students that some words like <i>wrestle</i> could go in more than one category. Students then use their library book to find more words that fit the silent <i>t</i>, <i>w</i>, <i>h</i>, <i>k</i>, <i>g</i>, and <i>gh</i> category to add to their word sort.● Follow same procedures with <i>gh</i> and <i>ph</i> words.
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Speaking/Listening Objectives:

SL1. 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

SL1a. 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.

SL4. 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.

Assessment for Learning:

- Spell Check 6 Assessment for Consonants

Re-teaching:

- Repeated work with words, have students keep words from word sort in plastic bags to repeat activity for practice and Re-teaching.
- Students can record their words by writing their words in columns in their notebooks under the same headings used in word sort. Afterwards have students reflect and declare what they learned.

Enrichment:

- Speed Sorts- using a stopwatch, students time themselves as they sort their words into categories. After obtaining a baseline speed, students repeat the sort several times and try to beat their own time.
- Blind Sorts and Writing Sorts- headers or key words are laid down and students work together in a buddy sort. One student calls the word out without showing it and the other students indicate where the word should go. Writing Sort- student writes the word in the proper category using the keyword as a model for spelling as the partner calls the word aloud. The partner shows word card to student to check for accuracy.

Resources:

Words Their Way- Word Study for Phonics, Vocabulary, and Spelling Instruction
Words Their Way Word Sorts for Syllables and Affixes Spellers (green)

Teacher Notes:

All activities can be found in Words Their Way Study for Phonics, Vocabulary and Spelling Instruction or Words Their Way Word Sorts for Syllables and Affixes.

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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.1b-e SL.1 SL.4 RF.3

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Grammar	Grade: 5	Unit of Study: Grammar	Timeline: Aug-May
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Big Idea: Writers apply grammar skills to written work

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none">● explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences● form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses● use verb tense to convey various times, sequences, states, and conditions● recognize and correct inappropriate shifts in verb tense● use correlative conjunctions (e.g., either/or, neither.nor)● 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	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none">● Teach students how to write compound sentences correctly using FANBOYS (for, and, nor, but, or, yet, so - conjunctions). Have students find examples of compound sentences in their independent reading books or in a sample text. Discuss reasons why the author chose a particular conjunction to join two simple sentences. Have students practice writing sentences of their own using each of the FANBOYS. You could also provide students with two simple sentences and have students combine them with an appropriate conjunction.● Teach students that subjects and verbs must agree and verb tense must stay consistent within a paragraph. Share a passage from any read aloud. Have students highlight the verb(s) in one sentence and identify the tense. Then guide them in changing the past tense verbs to present tense and vice versa. Engage students in a discussion of how it changes the meaning of the sentence, and what else needs to be changed in the remainder of the passage to maintain consistency. Remind students of the teaching point, “Subjects and verbs must agree and verb tense must stay consistent within a paragraph”.● Teach students revise a paragraph changing the tense from past to present. Display a passage written in past tense, and model changing the tense from <i>already happened</i> to <i>right now</i>.
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	<p>Students could practice by writing about an event in their life that has already happened then revising it to change the tense from past to present.</p>
<p>Speaking/Listening Objectives: SL1. 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">● formal and informal observation● on demand writing prompts● writer's notebook entries● writing conferences● any and all pieces of writing in all subject areas
<p>Re-teaching:</p> <ul style="list-style-type: none">● Confer with students using data from informal and formal observation to assess individual needs of students. Re-teach in small groups and one on one as needed.	<p>Enrichment:</p> <ul style="list-style-type: none">● Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning</u> look at the writing behaviors at higher level text, and teach to the demands at the higher level in small groups or one on one as needed.
<p>Resources: <u>Mechanically Inclined</u> by Jeff Anderson <u>Everyday Editing</u> by Jeff Anderson</p>	<p>Teacher Notes: Students in fifth grade are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades - refer to the common core language standards for all grades prior to ensure all skills are being taught and assessed.</p>

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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.1.a-e L.3.a,b

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Conventions	Grade: 5	Unit of Study: Conventions of Writing	Timeline: Aug-May
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Big Idea: Writers use appropriate punctuation, capitalization, spelling

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none"> ● use punctuation to separate items in a series ● use a comma to separate an introductory element from the rest of the sentence ● use a comma to set off the words yes and no (<i>e.g., Yes, thank you</i>), to set off a tag questions from the rest of the sentence (<i>e.g., It's true, isn't it?</i>), and to indicate direct address (<i>e.g., Is that you, Steve?</i>) ● use underlining, quotation marks, or italics to indicate titles of works ● spell grade-appropriate words correctly, consulting references as needed 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children that dialogue moves a narrative along and/or reveals something about a character, and that quotation marks serve as visual clues to show readers when dialogue is used in written work. Provide dialogue examples for students to analyze, discovering the “rules” for writing dialogue correctly. ● Teach children to edit their writing with the use of a checklist that focuses on the conventions of writing. Students could also engage in peer editing conferences.
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<p>Speaking/Listening Objectives: SL1. 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● formal and informal observation ● on demand writing prompts ● writer’s notebook entries ● writing conferences ● any and all pieces of writing in all subject areas
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Confer with students using data from informal and formal observation to assess individual needs of students. Re-teach in small groups and one on one as needed. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning</u> look at the writing behaviors at higher level text, and teach to the demands at the higher level in small groups or one on one as needed.
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<p>Resources: <u>Mechanically Inclined</u> by Jeff Anderson <u>Everyday Editing</u> by Jeff Anderson</p>	<p>Teacher Notes: Students in fifth grade are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades - refer to the common core language standards for all grades prior to ensure all skills are being taught and assessed.</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.2.a-e

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WRITING	Grade: 5	Unit of Study: Expository Nonfiction	Timeline: April/May
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Big Idea: Writers build on expository structures to write lively, voice filled nonfiction picture books

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Writers build on expository structures to write lively, voice filled nonfiction picture books● Use headings and subheadings to organize different parts and guide the reader● Include features (for example, table of contents, boxes of facts set off from the text, diagrams, charts) and other tools (for example, glossary) to provide information to the reader● Provide details and interesting examples that develop the topic● Use organizational structures (for example, compare and contrast, cause and effect, sequence, problem and solution and description)●	<p>Learning Activities:</p> <ul style="list-style-type: none">● Have students choose a topic that they are committed to and is substantial enough for research. Check out multiple books from the library. Help students find books that are at or below their level.● Review the note taking procedures you taught in the biography unit. Remind students that they should be looking for the most important facts.● Help students create “chapters” for their books. How are they going to divide their research up? Help students get organized and prepared to research. For example, make a folder with pockets for each chapter.● Teach students to write using a particular organizational strategy. Model and discuss how different organizational strategies are more effective depending on your topic. For example, a story about the life cycle of a butterfly should be written in a sequence structure.● Teach students to consider carefully what text features they will include in their stories. Demonstrate how different text features are more helpful in aiding comprehension than others.● Teach students to revise their work. Some possible revision lessons include (but are not limited to):<ul style="list-style-type: none">○ Writing a lead
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	<ul style="list-style-type: none"> ○ Writing a conclusion ○ Adding headings and subheadings ○ Transitions between paragraphs ○ Using quotes from experts ○ Including facts, statistics, examples or anecdotes ○ Use descriptive and specific vocabulary ○ Defining words ● When you are ready to publish have students combine all they have learned about text features and text structure to create an expository book that looks like one found in the library. Celebrate your successes and display the books in your classroom library.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● SL1 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. ● SL4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts, and relevant, descriptive details to support main idea or themes; speak clearly at an understandable pace. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● cold writes ● conferring notes ● observation ● writer's notebooks
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Confer with students using data from formal and informal observations to assess individual needs of students. Reteach in small groups and one on one as needed. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning, 3-8</u> look at the writing behaviors at
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	higher level text, and teach to the demands at the higher level in small groups or one on one as needed.
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Resources: The Continuum of Literacy Learning Grades 3-8 Navigating Nonfiction in Narrative and Hybrid Text Volume 2 Lucy Calkins Units of Study for Writing	Teacher Notes:
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA4	Goal 1.6 Goal 1.7 Goal 1.8 Goal 2.1 Goal 2.4 Goal 3.1 Goal 3.5 Goal 3.7	W3A.5a ICTL6B.5c W2A.5a-b ICTL 4D.5a-b W2B.5a-b W2C.5b W2C.7e W2D5.a-b ICTL1A.5a-e R1H.5h-i	W4 RI7 L3a-b W5 RI9 W6 RI10 W7 RI1 W8 RI2 W9a-b RI4 W10 RI5

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READING	Grade: 5	Unit of Study: Navigating Nonfiction	Timeline: April/May
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Big Idea: Nonfiction readers synthesize information from multiple sources

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Read a variety of books and articles and draw conclusions● Readers become specialists and read as researchers- synthesizing, analyzing, and exploring essential questions in subtopics● Researchers carry an essential question in the forefront of their mind as they read and collect information● Readers look across several possible explanations or answers to their questions, thinking, writing, or talking. They determine what big idea or theme connects these possible explanations together.● Readers connect the past with the present and explore point of view and perspective of texts when forming ideas and theories	<p>Learning Activities:</p> <ul style="list-style-type: none">● Teach students to synthesize information as a research technique. First teach students to come up with a question that will guide their research. As students read information from different books and articles they find and mark information that relates to their question. At the end of the research students can combine the information to draw a conclusion.● Have students research a famous person. Have them make a timeline that includes ten important moments from that person's life. Using those 10 moments teach the students to draw a conclusion about the person using those events. For example: How has this person impacted our world? How did the events in this person's life shape them into the person they became?● Teach students that "multiple sources" can include videos and photographs as well as articles. Model how you can use all of these sources to answer a research question.● Have several small groups read different articles about the same topic. Then mix the groups up and have them share with each other what their article was about. Have the kids work together in their group to synthesize the information from all the articles.
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<p>Speaking/Listening Objectives:</p> <ul style="list-style-type: none"> ● SL1 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. ● SL4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts, and relevant, descriptive details to support main idea or themes; speak clearly at an understandable pace. 	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● TC Benchmarks ● conferring note ● observation ● jots ● projects ● timelines ● writing about reading
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Confer with students using data from informal and formal observation to assess individual needs of students. Re-teach in small groups and one on one as needed. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Use data from informal and formal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning, 3-8</u> look at the reading behaviors at higher level text, and teach to the demands of the higher level text in small groups or one on one as needed.
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<p>Resources:</p> <ul style="list-style-type: none"> ● The Continuum of Literacy Learning Grades 3-8 ● Navigating Nonfiction in Narrative and Hybrid Text Volume 2 	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA7	Goal 1.5 Goal 1.6 Goal 1.7 Goal 2.4 Goal 3.1 Goal 3.4 Goal 3.5 Goal 3.6 Goal 3.7	R3C.5a,e,g,i-j R1E.5a-d R1I.5a R3A	RI2 RI1 RI4 RI6 RL2 SL1 SL4

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READING	Grade: 5	Unit of Study: Thinking Strategy Schema	Timeline: April/May
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Big Idea: Readers connect new learning to past learning by activating their schema

<p>Learning Objectives:</p> <p>The student will:</p> <ul style="list-style-type: none">● Connect new learning to past learning by activating their schema.● Understand that schema is the unique information or background knowledge that you have gathered.	<p>Learning Activities:</p> <ul style="list-style-type: none">● Explain to students that your brain is constantly learning new information and picking up new ideas: when you read a book, visit a new place, meet or talk to someone... illustrate this by bringing in a sticky lint roller and several trinkets/ pieces of paper from your life (a business card from someone you've met, a candy wrapper, a receipt, a small photograph, etc) and show that just as the lint roller picks up all these objects off the floor/table and they stick, your brain picks up new information and experiences and it sticks.● Instruction: All this information in your brain is called "schema." Define schema as the unique information or background knowledge that you have gathered in your brain. Emphasize that everyone's schema is different because we've all learned different things, read different books, had different experiences.● Guided Practice: On a giant "brain map" on chart paper, add topics in your schema and then have students share their own schema to add to the chart. Try to find some topics that all students have schema about (e.g., a popular TV show, something they studied in the previous year of school, etc).● Independent Practice: Students fill out their own "brain map" with a list of topics in their schema.● Anytime you read a book (it could be your read aloud or picture books) spend a few moments thinking about the topic. Ask
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	<p>students what they already know about the subject. Jot a quick list on the board. After you read have a discussion about what the students have learned. Teach them that they are constantly adding to their background knowledge.</p> <ul style="list-style-type: none">• You can also teach them to do research on the side to build their own background knowledge about topics they want to know more about.
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<p>Speaking/Listening Objectives:</p> <p>SL1 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.</p> <p>SL4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts, and relevant, descriptive details to support main idea or themes; speak clearly at an understandable pace.</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none">• TC Benchmarks• conferring notes• observation
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<p>Re-teaching:</p> <ul style="list-style-type: none">• Confer with students using data from informal and formal observation to assess individual needs of students. Re-teach in small groups and one on one as needed.	<p>Enrichment:</p> <ul style="list-style-type: none">• Use data from informal and formal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning, 3-8</u> look at the reading behaviors at higher level text, and teach to the demands of the higher level text in small groups or one on one as needed.
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<p>Resources:</p> <ul style="list-style-type: none">• The Continuum of Literacy Learning Grades 3-8• Navigating Nonfiction in Narrative and Hybrid Text <p>Volume 2</p> <ul style="list-style-type: none">○ Session 11	<p>Teacher Notes:</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice		Nonlinguistic Representation	x	Cooperative Learning	x	Equity	x	Research
x	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA2 CA3 CA7	Goal 1.5 Goal 1.6 Goal 1.7 Goal 2.4 Goal 3.1 Goal 3.4 Goal 3.5 Goal 3.6 Goal 3.7	R3C.5a,e,g,i-j R1E.5a-d R1I.5a R3A	RI2 RI1 RI4 RI6 RL2 SL1 SL4

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WORD WORK	Grade: 5	Unit of Study: Word Work	Timeline: April
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Big Idea: Affixes

<p>Learning Objectives: The student will spell:</p> <ul style="list-style-type: none"> ● Prefixes (re-, un-) ● Prefixes (dis-, mis-, pre-) ● Prefixes (ex-, non-, in-, fore-) ● Prefixes (uni-, bi-, tri-, and other numbers) 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Prepare of set of words with the prefixes re and un for students. Display the list on the white board ask students what they notice about the words and who could these words be sorted. Students may notice that all words have a smaller word inside them remind them that these are base words. Have students sort the words according the the prefix including an oddball column as well. ● Have students spell the word misspell.I Have them speculate about why there are two ss in the word, but do not offer an explanation yourself. Continue with a sort similar to the one above using dis- mis- pre- and oddball as your headers. After reviewing sorted words discuss meaning of the prefixes and how the prefixes change the meaning of the base word. Revisit the word misspell, noticing that one s is part of the prefix and the other s is part of the base word. ● Follow the same procedures with the prefixes (ex, non, in, fore, uni, bi, tri), making sure the meanings of the prefixes are explained as well how the prefix changes the meaning of the work
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<p>Speaking/Listening Objectives: SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Spell Check 7 Assessment for Affixes
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grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Re-teaching:

- Play **Prefix Spin** from Words Their Way to review prefixes
- Repeated work with words, have students keep words from word sort in plastic bags to repeat activity for practice and Re-teaching.
- Students can record their words by writing their words in columns in their notebooks under the same headings used in word sort. Afterwards have students reflect and declare what they learned.
- **For ELL learners-** Make sure ELLs can use a small selected group of words with prefixes correctly to start. If students are struggling with this, provide them with oral activities to practice these words in sentences. Once students have mastered this, transfer to new words with the same prefixes. Next, discuss spellings of these prefixes.

Enrichment:

- Speed Sorts- using a stopwatch, students time themselves as they sort their words into categories. After obtaining a baseline speed, students repeat the sort several times and try to beat their own time.
- Blind Sorts and Writing Sorts- headers or key words are laid down and students work together in a buddy sort. One student calls the word out without showing it and the other students indicates where the word should go. Writing Sort- student writes the word in the proper category using the keyword as a model for spelling as the partner calls the word aloud. The partner shows word card to student to check for accuracy.

Resources:

Words Their Way- Word Study for Phonics, Vocabulary, and Spelling Instruction
Words Their Way Word Sorts for Syllables and Affixes Spellers (green

Teacher Notes:

All activities can be found in Words Their Way Study for Phonics, Vocabulary and Spelling Instruction or Words Their Way Word Sorts for

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book) Things That Are Most in the World by Judi Barrett	Syllables and Affixes.
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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.1b-e SL.1 SL.4 RF.3

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WORD WORK	Grade: 5	Unit of Study: Word Work	Timeline: May
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Big Idea: Affixes

<p>Learning Objectives: The student will spell:</p> <ul style="list-style-type: none"> ● Suffixes (-y, -ly, -ily) ● Comparatives (-er, -est) ● Suffixes (-ness, -ful, -less) 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Prepare a set of words that end in y, ly, and ily for the students, after reading aloud all the words, ask students what they notice about the words and how would they sort this list. If they don't mention the suffix guide them to sort these words with the headers -y, -ly, -ily. After the sort teach students the meaning of each suffix and how it changes the meaning of the words. ● Practice this skill on slates, give students the base word for example thirst, the students are to pick one of the 3 suffixes (y, ly, or ily) to make a new word. Then they are to use the word in a sentence. ● Review comparatives with students talking about the difference between using -er and -est. Practice with base words adding er and est, then with simple base words and base words that end in y. After students have practiced on their slates give them a word sort with -er -est -ier -iest . You may also add the headers doub (hotter) e-drop (braver) change y to i (happier) nothing (calmer). You can do the same activity with the suffixes (-ness, -ful, -less, and combo).
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<p>Speaking/Listening Objectives: SL1. 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● Spell Check 7 Assessment for Affixes
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their own clearly.

SL1a. 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.

SL4. 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.

Re-teaching:

- Have students transfer their understanding of these rules by spelling additional words with suffixes on their slates.
- Read Things That Are Most in the World by Judi Barret, identifying and noticing the spelling of the superlatives on each page.

Enrichment:

- Speed Sorts- using a stopwatch, students time themselves as they sort their words into categories. After obtaining a baseline speed, students repeat the sort several times and try to beat their own time.
- Blind Sorts and Writing Sorts- headers or key words are laid down and students work together in a buddy sort. One student calls the word out without showing it and the other students indicates where the word should go. Writing Sort- student writes the word in the proper category using the keyword as a model for spelling as the partner calls the word aloud. The partner shows word card to student to check for accuracy.

Resources:

Words Their Way- Word Study for Phonics, Vocabulary, and Spelling Instruction
Words Their Way Word Sorts for Syllables and Affixes Spellers (green book)
Things That Are Most in the World by Judi Barrett

Teacher Notes:

All activities can be found in Words Their Way Study for Phonics, Vocabulary and Spelling Instruction or Words Their Way Word Sorts for Syllables and Affixes.

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Marzano Strategies:

Equity/Workplace Readiness

	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.1b-e SL.1 SL.4 RF.3

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Grammar	Grade: 5	Unit of Study: Grammar	Timeline: Aug-May
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Big Idea: Writers apply grammar skills to written work

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none"> ● explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences ● form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses ● use verb tense to convey various times, sequences, states, and conditions ● recognize and correct inappropriate shifts in verb tense ● use correlative conjunctions (e.g., either/or, neither.nor) ● 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 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach students how to write compound sentences correctly using FANBOYS (for, and, nor, but, or, yet, so - conjunctions). Have students find examples of compound sentences in their independent reading books or in a sample text. Discuss reasons why the author chose a particular conjunction to join two simple sentences. Have students practice writing sentences of their own using each of the FANBOYS. You could also provide students with two simple sentences and have students combine them with an appropriate conjunction. ● Teach students that subjects and verbs must agree and verb tense must stay consistent within a paragraph. Share a passage from any read aloud. Have students highlight the verb(s) in one sentence and identify the tense. Then guide them in changing the past tense verbs to present tense and vice versa. Engage students in a discussion of how it changes the meaning of the sentence, and what else needs to be changed in the remainder of the passage to maintain consistency. Remind students of the teaching point, “Subjects and verbs must agree and verb tense must stay consistent within a paragraph”. ● Teach students revise a paragraph changing the tense from past to present. Display a passage written in past tense, and model changing the tense from <i>already happened</i> to <i>right now</i>. Students could practice by writing about an event in their life that has already happened then revising it to change the tense from past to present.
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<p>Speaking/Listening Objectives: SL1. 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● formal and informal observation ● on demand writing prompts ● writer's notebook entries ● writing conferences ● any and all pieces of writing in all subject areas
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<p>Re-teaching:</p> <ul style="list-style-type: none"> ● Confer with students using data from informal and formal observation to assess individual needs of students. Re-teach in small groups and one on one as needed. 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning</u> look at the writing behaviors at higher level text, and teach to the demands at the higher level in small groups or one on one as needed.
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<p>Resources: <u>Mechanically Inclined</u> by Jeff Anderson <u>Everyday Editing</u> by Jeff Anderson</p>	<p>Teacher Notes: Students in fifth grade are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades - refer to the common core language standards for all grades prior to ensure all skills are being taught and assessed.</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

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Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.1.a-e L.3.a,b

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Conventions	Grade: 5	Unit of Study: Conventions of Writing	Timeline: Aug-May
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Big Idea: Writers use appropriate punctuation, capitalization, spelling

<p>Learning Objectives: The student will:</p> <ul style="list-style-type: none"> ● use punctuation to separate items in a series ● use a comma to separate an introductory element from the rest of the sentence ● use a comma to set off the words yes and no (<i>e.g., Yes, thank you</i>), to set off a tag questions from the rest of the sentence (<i>e.g., It's true, isn't it?</i>), and to indicate direct address (<i>e.g., Is that you, Steve?</i>) ● use underlining, quotation marks, or italics to indicate titles of works ● spell grade-appropriate words correctly, consulting references as needed 	<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ● Teach children that dialogue moves a narrative along and/or reveals something about a character, and that quotation marks serve as visual clues to show readers when dialogue is used in written work. Provide dialogue examples for students to analyze, discovering the “rules” for writing dialogue correctly. ● Teach children to edit their writing with the use of a checklist that focuses on the conventions of writing. Students could also engage in peer editing conferences.
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<p>Speaking/Listening Objectives: SL1. 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</p>	<p>Assessment for Learning:</p> <ul style="list-style-type: none"> ● formal and informal observation ● on demand writing prompts ● writer’s notebook entries ● writing conferences ● any and all pieces of writing in all subject areas
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<p>Re-teaching:</p> <ul style="list-style-type: none"> Confer with students using data from informal and formal observation to assess individual needs of students. Re-teach in small groups and one on one as needed. 	<p>Enrichment:</p> <ul style="list-style-type: none"> Use data from formal and informal assessments to determine individual needs. Using <u>The Continuum of Literacy Learning</u> look at the writing behaviors at higher level text, and teach to the demands at the higher level in small groups or one on one as needed.
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<p>Resources: <u>Mechanically Inclined</u> by Jeff Anderson <u>Everyday Editing</u> by Jeff Anderson</p>	<p>Teacher Notes: Students in fifth grade are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades - refer to the common core language standards for all grades prior to ensure all skills are being taught and assessed.</p>
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Marzano Strategies:

Equity/Workplace Readiness

x	Homework and Practice	x	Nonlinguistic Representation	x	Cooperative Learning	x	Equity		Research
x	Setting Objectives and Providing Feedback	x	Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	x	Technology	x	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA1 CA5 CA6	Goal 1.5 Goal 1.6 Goal 1.10 Goal 2.2	W2d LS1a	L.2.a-e

Appendix

English Language Arts Glossary of Terms
Depth of Knowledge (DOK) Levels
Balanced Literacy Terms
Helpful WEB Links for Communication Arts
K-6 Collective Commitments Reading Workshop
Show Me Standards
GLEs
Standards Crosswalk for English Language Arts – Grade 5

GLOSSARY OF TERMS
COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

November, 2009

This Glossary of Terms provides definitions and elaborations for terms used in the **2.0 Version** of the Communication Arts Grade and/or Course Level Expectations (GLE/CLE) documents. The Glossary includes additional terms to clarify important concepts in Communication Arts. The GLE/CLE correlations are listed in the third column. e.g., W2F = Writing. 2 Compose well-developed text using standard English conventions. F Sentence construction. Information Literacy definitions and the corresponding GLE/CLEs will be added after revisions have been completed.

*Asterisk denotes words that are content-related terminology that are not referenced in the GLE/CLE documents.

active voice	writing in which the subject of the sentence performs the action of the verb active voice - "My sister decorated the cake." (passive voice - when the subject receives the action - "The cake was decorated by my sister.")	W2C
active-listening behaviors	actions that let the speaker know the audience is listening (e.g., non-verbal body language cues such as facial expressions, gestures, eye contact; verbal cues such as questioning and summarizing main points, etc.)	LS1B
affixes	one or more sounds or letters attached to the beginning or end of a word or base: prefixes and suffixes	R1E
alliteration	repetition of sounds in stressed syllables or words in sequence [see sound device]	R2B
allusion	reference, within a literary work, to another work of fiction, film, a piece of art, or even a real event; a kind of shorthand, drawing on this outside work to provide greater context or meaning to the situation being written about. (While allusions can be an economical way of communicating with the reader, they risk alienating readers who do not recognize these references.) [see rhetorical devices]	R2B
analogy	expression showing similarities between two things. (Analogies show relationships. For example, "Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance." Analogies take the printed form A:B :: C:D and are read "A is to B as C is to D.") [see rhetorical devices]	R2B R3B

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analyze	To break something down into parts to examine its nature	R1H R1I R2A R2C R3A R3C
antecedent	word, phrase, or clause to which a pronoun refers, as understood by the context	W2C W2E
author's purpose	author's intent or reason for writing: to explain/inform, to entertain, to persuade or author's intent as demonstrated by the passage	R2C R3C
automaticity	automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice (In the early stages of learning to read, readers may be accurate, but slow and inefficient at word recognition. Continued reading practice helps word recognition become more automatic, rapid, and effortless. Automaticity refers only to accurate, speedy word recognition, <u>not</u> to reading with expression or comprehension.)	R1D
awareness of audience	writing for a specific purpose with a specific reader or group of readers in mind	W2A
cause and effect	connection or relationship between a precipitating event or reason and its effects or results <ul style="list-style-type: none"> • cause: makes something occur • effect: outcome of the cause 	R2C R3C
character traits	characterization developed by describing various aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.	R2C
classroom resources	reference materials such as a dictionary, thesaurus, handbook, word wall, glossary, or technological tool	R1E
cohesive devices	elements that bind writing together as a whole; cohesive devices include transitional words and phrases as well as repetition of key words and the use of "reference words" that "point back" to ideas in the text	W2C

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colloquialism	common word or phrase that is used in everyday speech; colloquialisms may be specific to a geographic region; authors use colloquialisms to develop characterization (e.g., "How's it goin'?" is a colloquialism for "How are you?")	LS1A
compare	to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities	R1I R2C R3C
complex task	work consisting of multiple interconnected, involved, or complicated steps	R3D
concepts of print	conventions of print; the understanding an individual has about the accepted practices that govern the use of print and the written language (e.g., reading left to right and top to bottom, words are made of letters, use of spaces between words, use of upper- and lower-case letters, spelling patterns, punctuation, etc.)	R1A
conflict	struggle or clash between opposing characters or opposing forces <ul style="list-style-type: none"> • external conflict: a struggle between a character and an outside force <ul style="list-style-type: none"> ○ person versus person ○ person versus society ○ person versus nature ○ person versus "fate" • internal conflict: a struggle within a character <ul style="list-style-type: none"> ○ person versus self 	R2C
connotation	attitude and emotional feelings associated with a word or idea (Denotation - a word's literal meaning.)	R3C
context clues	information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase	R1E
contrast	to explain how things are different	R1I R2C R3C
conventions	capitalization, punctuation, spelling, grammar	W2E

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cueing system	any of the various sources of information aiding in the identification of an unrecognized word and helping readers construct meaning from print (e.g., phonics, grammar, context, word parts, and text structure)	R1G
culture	customary beliefs and social norms of a group; the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population (As part of the setting, place may involve not only the geographical place, but also the social, economic, or cultural environment.)	R1I
decode	to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning (To learn to read, one must learn the conventional code in which text is written in order to decode the written message. In reading practice, the term is used primarily to refer to word identification.)	R1C
decoding strategies	methods of translating symbols into words or identifying unknown words (roots and affixes, word chunking, context clues, etc.)	R1C
description/ descriptive writing	writing that portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell) [see types of writing]	W3A
dialect	representation of the language spoken by the people of a particular place, time or social group <ul style="list-style-type: none"> • regional dialect: spoken in a specific geographic region • social dialect: spoken by members of a specific social group or class 	R2B
diary/journal	log kept by an individual or group of individuals recording daily events, thoughts and opinions, the weather, or other topics	W3A
directionality	ability to accurately perceive spatial orientation of print (e.g., the print concept of reading from left to right and top to bottom)	R1A
draft	writing ideas in a rough, unpolished form; the preliminary version of a piece of writing	W1A
draw conclusions	use of facts and inferences to make a judgment or decision	R1H

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enunciation	clear pronunciation and articulation of words	LS2A
environmental print	print and other graphic symbols, in addition to books, that are found in the physical environment	R1D
euphemism	literary technique that is more acceptable and usually more pleasant way of saying something that might be inappropriate or uncomfortable (“He went to his final reward” is a common saying for “He died.”) [see literary techniques/devices]	R2B R3B
evaluate	to make a judgment of quality based on evidence	R2A R2B R2C R3A R3B R3C
exposition/ expository writing	writing that presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic [see types of writing]	W3A
fact and opinion	<ul style="list-style-type: none"> • fact: statement that can be proven • opinion: statement that reflects a writer’s belief, but which cannot be supported by proof 	R3C
fiction	imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.)	R2A R2B R2C
figurative language	word or phrase that departs from everyday literal language for the sake of comparison, emphasis, clarity, or freshness of thought [see literary techniques/devices]	R2B R3B W2D
flashback	literary technique in which the author presents information that happened before the events currently taking place [see literary techniques/devices]	R2C

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fluency	ability to read a text accurately, quickly, and with proper expression and comprehension (Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.)	R1D
foreshadowing	literary technique in which the author provides clues to coming events in a narrative [see literary techniques/devices]	R2C
freshness of thought	creativity or originality in writing	W2B
genre	<ul style="list-style-type: none"> • categories used to classify literature (e.g. fiction, non-fiction, poetry, drama) • categories used to classify writing (e.g. narrative, descriptive, expository, persuasive) 	W3A
grade-level instructional text	<ul style="list-style-type: none"> • instructional reading level: the text level at which a student reads 90%-95% of the words accurately with 75%-89% comprehension; the level at which a student needs support from the teacher • independent reading level: the text level at which a student reads 96%-100% of the words accurately and comprehends 90%-100% of the content without help 	R1D

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graphic organizer	<p>a visual device in reading/and or writing for organizing information around a concept, theme, or topic; includes, but not limited to, the following:</p> <ul style="list-style-type: none"> • advanced organizer: previews instruction and provides familiar concepts that connect and anchor the new learning • chart: gives information, shows processes, or makes comparisons with pictures, symbols and/or words • concept map, or web: presents written ideas around a theme, characteristic, category, or word • diagram: shows how something works, how it is constructed, or how its parts relate to one another • graph: presents information with lines, pictures, and symbols rather than words • mind map: uses pictures and symbolic drawings rather than written words to display thoughts • outline: organizes information into topics and subtopics with related details; topic outlines use words and phrases to describe key information; sentence outlines use complete sentences to list major points and supporting details • Venn diagram: uses two overlapping circles to express similarities and differences in two things 	R1F W1A IL1C
high-frequency words	common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)	R1D
historic time frame	era, or time period, in which the plot is set; the cultural era reflected in the literature	R1I
humor	writing that is meant to entertain in a light manner, often in funny or absurd situations	W2D
hyperbole	literary technique in which exaggeration is used to convey meaning (e.g., "I've told you a million times.") [see literary techniques/devices]	R2B
idiom	term or phrase whose meaning cannot be deduced from the literal definition and the arrangement of its parts, but refers instead to a figurative meaning that is known only through common use (e.g., "I am pulling your leg." or "You're skating on thin ice.") [see literary techniques/devices]	R2B

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imagery	language that appeals to the five senses: touch, taste, smell, sound, and sight; mental pictures evoked through use of simile and metaphor; sensory language [see literary techniques/devices]	R2B
infer	to draw meaning from a combination of clues in the text without explicit reference in the text	R1G
irony	literary technique that compares expectations and reality dramatic irony exists contrast or discrepancy when information is known to the reader or audience but unknown to the characters <ul style="list-style-type: none"> • situational irony involves an occurrence that contradicts the expectations of the reader or audience • verbal irony occurs when a writer or speaker says one thing but means the opposite [see literary techniques/devices]	R2B R3B
jargon	technical terms, acronyms, and language used by people of the same profession or specialized interest group [see literary techniques/devices]	R2B R3B
letter	<ul style="list-style-type: none"> • a formal business letter has a prescribed form (full block, block, semi-block) and contains a return address/heading, inside address, salutation, body paragraphs, closing, and signature • a friendly letter (informal or personal letter) has five parts: date/heading, greeting/salutation, body, closing, and signature 	W3A

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literary techniques/devices	<p>techniques/devices used in writing which are intended to create a special effect or feeling, which include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • euphemism • hyperbole • figurative language • flashback • foreshadowing • idiom • imagery • irony • jargon • metaphor • personification • propaganda • satire • simile • slang • symbolism 	R2B R3B
main idea	implicit or explicit message; what a text is “mostly about”	R1H
metaphor	<p>literary technique that makes a direct comparison between two unlike things; a comparison that <i>does not</i> use the connective words “like” or “as” (e.g., “Love is a rose.”)</p> <p>[see literary techniques/devices]</p>	R2B R3B
mood	feeling created in the reader which is evoked through the language of the text	R2C
narrative/ narrative writing	<p>writing that relates a story or a personal essay (e.g., anecdote, autobiography, memoir)</p> <p>[see types of writing]</p>	W3A
nonfiction	<p>writing that reflects real events and is intended to explain, inform, entertain, persuade, or give directions</p> <p>(e.g., autobiography, biography, memoir, essay, workplace communications)</p>	R3A R3B R3C R3D
nonverbal communication	communication without words; body language (facial expression, gestures); sign language	LS1A

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onomatopoeia	sound device in which the word echoes or suggests its meaning, so that sound and sense are reinforced (e.g., hiss, splash, zap, whoosh, etc.) [see sound device]	R2B R3B
onset and rime	parts of monosyllabic words in spoken language, smaller units than syllables but may be larger than phonemes <ul style="list-style-type: none"> • onset: initial consonant sound of a syllable (The onset of bag is b-; The onset of swim is sw-) • Rime: part of a syllable that contains the vowel and all that follows it (The rime of bag is -ag; The rime of swim is -im. Rime is also referred to as a word chunk.) 	R1B
pace	rate or speed	R1D LS2A
parallel structure/ parallelism	deliberate repetition of similar or identical words and phrases in neighboring lines, sentences, or paragraphs [see rhetorical devices]	R2B R3B W2C
paraphrase	using one's own words to express the main ideas in what has been read, seen, or heard	R1H
passage	piece of text, fiction or non-fiction, used for instruction/assessment	*
personification	literary technique in which a non-living or non-human thing (e.g. animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities (e.g., "a happy home") [see literary techniques/devices]	R2B R3B
perspective/ viewpoint	position from which something is considered or evaluated; standpoint	R2C R3C
persuasive writing/ argument	writing that seeks to influence readers or listeners to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) [see types of writing]	W3A

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phoneme	smallest part of spoken language that makes a difference in the meaning of words (English has approximately 41 phonemes. Some words, such as “a” or “oh,” have only one phoneme. The word “if” has two phonemes: /i/ and /f/. “Check” has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)	R1B
phonemic awareness	awareness of the sounds that make up words (Beginning readers demonstrate phonemic awareness by combining or blending the separate sounds in a word to say the word: /c/ /a/ /t/ is spoken as “cat.”)	R1B
phonetic spelling	spelling a word as it sounds	W2E
phonics	phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words	R1C
plot	action or sequence of events in a story; five basic elements: exposition, rising action, climax, falling action, and resolution	R2C
point of view	perspective from which a story is told <ul style="list-style-type: none"> • first person point of view: the narrator participating in the action and referring to himself/herself as “I” • second person point of view: the “you” in directions, explanations or arguments (not frequently used) • third person point of view: the narrator generally not a character in the story (although this is not always the case), and referring to the characters as “he” or “she” as the events are told <ul style="list-style-type: none"> ○ limited omniscient point of view: the narrator relating the inner thoughts and feelings of just one character ○ omniscient point of view: the narrator as all-knowing and relating the inner thoughts and feelings of all the characters 	R2C R3C
poise	appearance of ease, self-confidence, and self-control in one’s manner	LS2A
post-reading skills	strategies used to reflect on reading and to integrate new information and concepts with previously learned understandings	R1H

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predict	to use context and content clues to anticipate what might happen next	R1F R1G R1H
pre-reading strategies	activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text's topic or main idea, and set a purpose for reading [see graphic organizer]	R1F
pre-writing strategies	activities that take place before writing to give structure and organization to the piece [see graphic organizer]	W1A
pronoun case	pronouns may be used as subjects, objects, or possessives <ul style="list-style-type: none"> • subjective/nominative case: "He went to the mall." • objective case: "The cat sat on her lap." • possessive case: "Is that your sweater?" 	W2E
propaganda techniques	methods used to make arguments more persuasive <ul style="list-style-type: none"> • appeal to ignorance: suggests that if a claim has not been proven false, then it must be true • bandwagon: promotes the idea that if everyone does it or believes it, it must be right • broad generalization: claims something to be true for all members of a group • circular thinking: uses the claim as foundational proof • either/or: assumes only two alternatives • loaded words: uses emotionally charged words to produce strong positive or negative reactions • oversimplification: makes complicated issues simple to solve • red herring: changes the subject to distract from the real argument • straw man: dismisses the other side of the argument as ridiculous 	R2B R3B
purpose	writing to explain or inform, to entertain, to describe, or to persuade	W3A
question to clarify	comprehension technique in which a student generates questions about text during reading in order to come to a deeper understanding of the text	R1H
read-alouds	fiction or nonfiction that is read aloud with students	R1G

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reading rate	speed at which a selection is read based on the purpose for reading: skimming, scanning, studying, or reading for pleasure	R1D
reflect	to think about and write or speak one's views in response to a text, presentation, or experience	R1H
reflective writing	written text conveying the writer's critical thinking about text	W3A
refrain	word, phrase or sentence that is repeated for emphasis in a poem	
reliability	dependability and credibility	LS1AI L1B
repetition	words or certain phrases repeated for a stronger emphasis by the author. [see rhetorical devices]	R2B W2D
respond to literature	to express one's thoughts and feelings about a work to reinforce understanding of the text	W3A
resume	organized summary of a job applicant's background and qualifications	W3A
retell	to give an oral or written description of a story after reading or hearing the text read aloud; a more detailed account than a summary	R1H
rhetorical device	method used in writing or speaking in which language is used to influence or persuade an audience <ul style="list-style-type: none"> • allusion • analogy • parallelism • repetition • rhetorical question • understatement 	R2B R3B W2D LS1A
rhetorical question	question posed for its persuasive effect without the expectation of a reply [see rhetorical device]	*

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rhyme	<p>sound device marked by the repetition of identical or similar stressed sounds</p> <ul style="list-style-type: none"> • perfect or exact rhyme: differing consonant sounds followed by identical vowel sounds, as in “bee” and “see” • approximate rhyme: the final consonant sounds are identical, as in “trip” and “slap” • end rhyme: the rhyming words occur at the end of the lines of poetry • internal rhyme: rhyming words occur within the lines of poetry <p>[see sound device]</p>	R2B
rhyme scheme	<p>pattern of rhyming lines in a poem (Rhyme schemes are denoted by representative letters to show which lines rhyme. For example, abab could denote a quatrain’s rhyme scheme.)</p>	*
rhythm	<p>sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables</p> <p>[see sound device]</p>	R2B
root word	<p>form of a word after all affixes are removed</p>	R1E
satire	<p>literary technique that combines a critical attitude with humor, often with the intent of correcting or changing the subject of the satire</p> <p>[see literary techniques/devices]</p>	R2B R3B
semi-phonetic spelling	<p>stage in spelling development in which the spelling represents only the surface sound features of the word (A few letters may represent whole words: “bk” for the word “book.”)</p>	W2E
sensory details	<p>details that appeal to the five senses and evoke images of how something looks, sounds, feels, tastes, or smells; sensory details may be literal (descriptive language) or figurative (imagery)</p>	R2B W2D
sentence variety	<p>four basic types:</p> <ul style="list-style-type: none"> • declarative sentence: informs the reader; punctuated with a period • exclamatory sentence: expresses strong feelings; punctuated with an exclamation point • imperative sentence: commands, makes requests; usually punctuated with a period, sometimes with an exclamation point • interrogative sentence: asks a question; punctuated with a question mark 	W2C

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sentence structures	four basic sentence structures include: <ul style="list-style-type: none"> • simple sentence: one independent clause and no dependent clauses, as in “The dog ate my homework.” • compound sentence: two or more coordinate independent clauses, but no dependent clause, as in “George talked about global warming, and Harry listened to every word.” • complex sentence: one independent clause and one or more dependent clauses, as in “I knew when you came in.” • compound complex: compound sentence with two or more independent clauses and one or more dependent clauses, as in “Teachers speak and students listen when both are motivated.” 	W2C
setting	geographic location and time period of a story	R2C
simile	literary technique in which two unlike things are compared, using the words “like” or “as” (e.g., “Ice is smooth as glass.”) [see literary techniques/devices]	R2B R3B
slang	informal words or phrases used in casual conversation [see literary techniques/devices]	R2B R3B
sound device	use of sound for certain literary effects <ul style="list-style-type: none"> • alliteration • onomatopoeia • rhyme • rhythm 	R2B R3B
stanza	division of a poem consisting of a series of lines arranged together	*
story elements	basic parts of a story: setting, characters, plot, conflict, point of view, and theme	R2C
style	author’s use of language; its effect and appropriateness to the author’s purpose and audience	R2C W2A
style manual	systematic explanation of print conventions; rules for citing sources in text, as in the MLA Guidebook, APA Publication Manual, Chicago	IL1D
subplot	smaller story within the larger story	R2C

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summarize	to make a brief statement about the essential ideas or major points in a text	R1H
summary	shortened version of the original; (Main purpose of a summary is to highlight the major points from a text/passage, a film, or an event.)	W3A
supporting details	examples provided to describe, explain, or reinforce the main idea	R1H
symbolism	object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning [see literary techniques/devices]	R2B R3B
text features	parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.)	R2A
theme	underlying or implicit meaning, concept, or message in a text	R2C
tone	attitude the author takes toward the subject, the characters, or the audience	R2C
transitional spelling	stage of spelling development in which the speller relies more on how words look than how they are pronounced	W2E
types of writing	modes, forms, and purposes of writing: <ul style="list-style-type: none"> • description/descriptive writing portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell) • exposition/expository writing presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic • narrative/narrative writing relates a story or a personal essay (e.g., anecdote, autobiography, memoir) • persuasive writing/argument seeks to influence readers to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) 	W3A
understatement	form of speech in which a lesser expression is used than what would be expected [See rhetorical devices]	R2B R3B

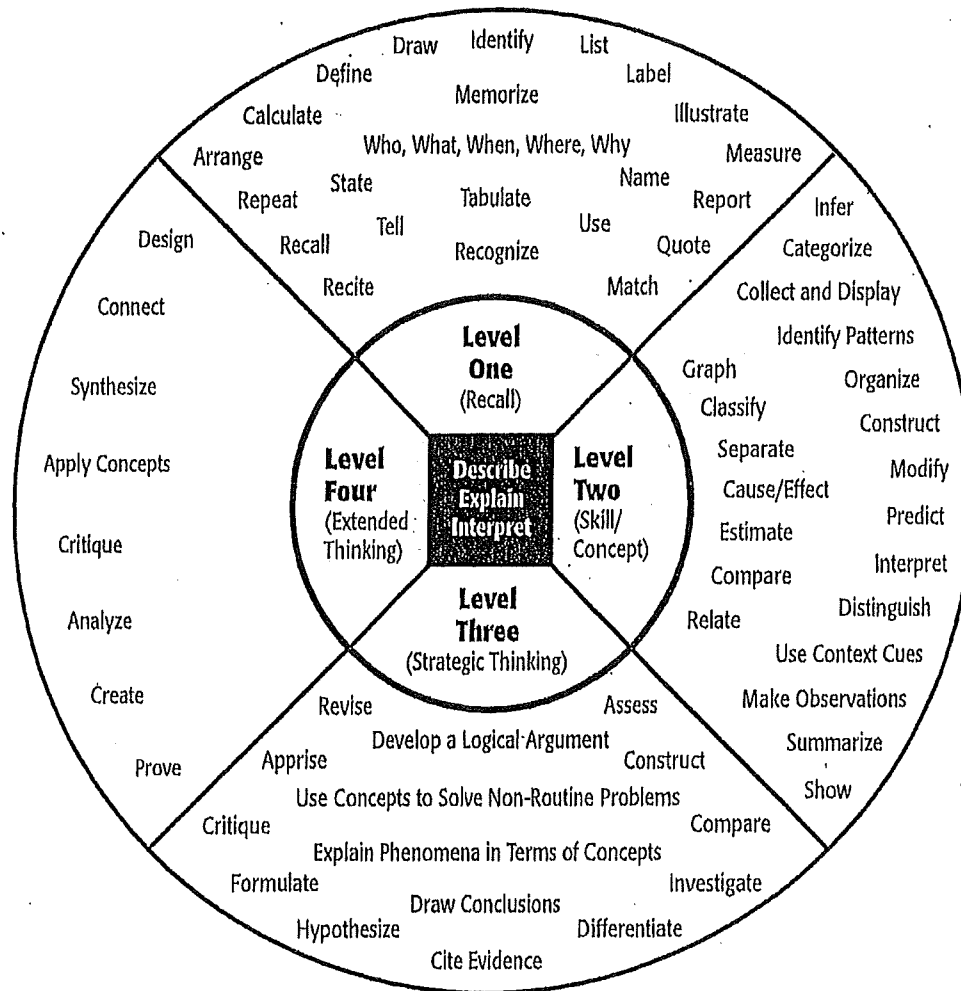
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validity	message that is relevant, accurate, justifiable, and logically correct	LS1A
verbal communication	words spoken aloud	LS1A
viewpoint/ perspective	[See perspective/viewpoint]	R2C R3C
visualize	to picture the people, places, and/or actions that an author describes in text; a reading strategy to increase comprehension of text	R1G
vocabulary	words one can understand and use correctly	R1E
voice	distinctive tone or style of a particular writer; a reflection of the personality of the writer	W2D
word chunk	parts of monosyllabic words in spoken language [see onset and rime]	R1B
workplace communication	writing in and for the workplace: letters, email, memos, reports, forms, pamphlets, brochures, proposals, newsletters, manuals, advertisements, etc.	W3A
writing plan	organizational format used to “think through” a piece of writing. It is generally chosen by the student and may take the form of pictures, webs, outlines, etc.	W1A

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and Interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Depth of Knowledge Level Descriptors

	READING	WRITING
<p>Level 1- Recall</p>	<p>Requires students to receive or recite fact or to use simple skills or abilities. Oral reading that does not include analysis of the text as well as basic comprehension of a text is included. Items require only a minimal understanding of text presented and often consist of verbatim recall from text or simple understanding of a single word or phrase. Some examples that represent but do not constitute all of Level 1 performance are:</p> <ul style="list-style-type: none"> ➤ Support ideas by reference to details in the text. ➤ Use a dictionary to find the meaning of words. ➤ Identify figurative language in a reading passage. <p><i>Automatic responses will be dependent on grade level.</i></p>	<p>Level 1 requires the student to write or recite simple facts. This writing or recitation does not include complex synthesis or analysis but basic ideas. The students are engaged in listing ideas or words as in a brainstorming activity prior to written composition; are engaged in a simple spelling or vocabulary assessment; or are asked to write simple sentences. Students are expected to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization and spelling. Some examples that represent but do not constitute all of Level 1 performance are:</p> <ul style="list-style-type: none"> ➤ Use punctuation marks correctly. ➤ Identify Standard English grammatical structures and refer to resources for correction.
<p>Level 2 – Basic Application of Skill/ Concept</p>	<p>Includes the engagement of some mental processing beyond recalling or reproducing a response; it requires both comprehension and subsequent processing of text or portions of text. Inter sentence analysis of inference is required. Some important concepts are covered but not in a complex way. Standards and items at this level may include words such as <i>summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion</i>. Literal main ideas are stressed. A Level 2 assessment item may require students apply some of the skills and concepts that</p>	<p>Level 2 requires some mental processing. At this level students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note-taking, outlining or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or web site. Some examples that represent but do not constitute all of Level 2</p>

	<p>are covered in Level 1. Some examples that represent but do not constitute all of Level 2 performance are:</p> <ul style="list-style-type: none"> ➤ Use context cues to identify the meaning of unfamiliar words. ➤ Identify and summarize the major events in a narrative. <p>Use information or conceptual knowledge.</p> <p><i>At this level 2 or more steps are typical.</i></p>	<p>performance are:</p> <ul style="list-style-type: none"> ➤ Construct compound sentences, ➤ Use simple organizational strategies to structure written work, ➤ Write summaries that contain the main ideas of the reading selection and pertinent details.
<p>Level 3 – Strategic Thinking</p>	<p>Deep knowledge becomes more of a focus at Level 3. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Items may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge. Items may also involve more superficial connections between texts. Some examples that represent but do not constitute all of Level 3 performance are:</p> <ul style="list-style-type: none"> ➤ Determine the author's purpose and describe how it affects the interpretation of a reading selection. ➤ Summarize information from multiple sources to address a specific topic. ➤ Analyze and describe the characteristics of various types of literature. 	<p>Level 3 requires some higher level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentences and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage students are engaged in editing and revising to improve the quality of the composition. Some examples that represent but do not constitute all of Level 3 performance are:</p> <ul style="list-style-type: none"> ➤ Support ideas with details and examples. ➤ Use voice appropriate to the purpose and audience. ➤ Edit writing to produce a logical progression of ideas.

<p>Level 4 – Extended Thinking</p>	<p>Higher order thinking is central and knowledge is deep at Level 4. The standard or assessment item at this level will probably be an extended activity, with extended time provided. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. Students take information from at least one passage and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts. Some examples that represent but do not constitute all of Level 4 performance are:</p> <ul style="list-style-type: none"> ➤ Analyze and synthesize information from multiple sources. ➤ Examine and explain alternative perspective across a variety of sources. ➤ Describe and illustrate how common themes are found across texts from different cultures. 	<p>Higher-level thinking is central to Level 4. The standard at this level is a multi-paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes. An example that represents but does not constitute all of Level 4 performance is:</p> <ul style="list-style-type: none"> ➤ Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both. <p><i>At Level 4 students are typically expected to include creativity as part of the overall process.</i></p>
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L.A. examples from: Council of Chief State School Officers TILSA Alignment Study, Reviewer Background Information and Instruction, May 2001.

Balanced Literacy Terms

Revised March 2013

Term	Definition
Oral Story Telling	Component of balanced literacy that supports the writing workshop and language development. Students are engaged in various story telling opportunities. This may include retelling a teacher's story, a partner's story or their own story. Teaching opportunities may include the five finger story, listening skills, expressive language, vocabulary, turn-taking and semantics.
Reader's Workshop	Component of balanced literacy in which reading is done by the students. The start of the workshop should consist of a focused teaching point through a mini-lesson. After the mini-lesson, students are sent off to independently read, partner read, and/or participate in book clubs. While students are reading the teacher is conferring with readers, leading a small guided reading or strategy group and/or assessing reading. You may provide a mid-workshop teaching point as an opportunity to highlight exemplary work, problem solve, give an additional teaching point or highlight a conference. Workshop ends with a teaching share to reinforce the teaching point from the mini-lesson.
Mini-lesson	Component of reader's workshop lasting 7-12 minutes. The components of the mini-lesson are: <ul style="list-style-type: none"> • Connection: link to prior learning, building background knowledge, ie... "Readers, yesterday we learned..." • Teaching Point: A focused reading skill/strategy to be explicitly taught through teacher modeling with mentor texts. Create a chart with your students to use as a tool on how to use this strategy while they are independent reading. ie... "Readers, today we will be learning..." As you model from a mentor text, "Readers, watch me while I..." • Active Engagement: Students will practice the reading strategy modeled on their own or with a partner in their independent text or a provided text. "Readers, now you try..." • Link: Restate the teaching point. Remind students of the skill or strategy they will practice in their independent reading during workshop today. Send them off to read. "Readers, today and everyday you can..."
Midworkshop Teaching Point	This is an opportunity halfway through the workshop time to pause the reader or writer and address the whole class in a 1-2 minute teaching point. This can include: highlighting student thinking or work, reminders, a previous teaching point, etc...

Teach Share	The workshop ends with a small amount of time for the students to work collaboratively with others sharing thinking or the work they have done. (this is NOT an author's chair) The teach share begins with the teacher framing the time with a statement highlighting or celebrating student work or providing another reminder/teaching point. Then students share with partners, clubs or as a whole what they did in relation to the teaching point. (lasts 3-5 minutes)
Writer's Workshop	Component of balanced literacy in which writing is done by the students. The start of the workshop should consist of a focused teaching point through a mini-lesson. After the mini-lesson, students are sent off to independently write within the genre study. While students are writing the teacher is conferring with writers, leading a small guided writing groups or strategy groups and/or assessing writers. You may provide a mid-workshop teaching point as an opportunity to highlight exemplary work, problem solve, give an additional teaching point or highlight a conference. Workshop ends with a teaching share to reinforce the teaching point from the mini-lesson.
Reading Logs	Each reader should have a reading log that is used daily at home and school throughout the course of the school year. This tool will provide the teacher and student with evidence of growth of stamina, volume, genre choices, reading life at home and school. Goal setting can be done around the reading log.
Interactive/Shared Writing	This is a strategy in which to teach structure and mechanics in writing. The class can use a shared experience to write about while practicing mechanics, spelling, grammar and writing structures (ie. parts of a letter) This is typically done on chart paper and the "pen" is shared by teacher and student. All interactive writing charts should display accurate conventions to act a model for reading and writing. (everything should be spelled correctly and grammatically correct)
Interactive Read Aloud	Interactive read aloud is the heart of the balanced literacy classroom. Children should be read to everyday, while given time for accountable talk 3 times per week. Read aloud text should be at or slightly above the average reading level in your classroom. The read aloud should support the work done in Reader's Workshop. (ie. Unit of Study) The read aloud consist of a book introduction, vocabulary, think alouds, turn and talks and finally grand conversation.
Turn and Talk (Think, Pair, Share)	Turn and Talk is an opportunity for all students to have a voice. Students should be paired with a partner that they will discuss a topic, question or idea during mini-lesson or interactive read aloud. During a turn and talk the teacher is listening in on children's conversations while coaching thinking. This is also a time when the teacher can take notes about student thinking and talking about books, writing, reading skills, etc...

Think Aloud	Think alouds are modeled by the teacher during interactive read aloud. The think aloud is a time when the teacher pauses and models thinking aloud that he/she wants readers to do in a few minutes during turn and talk.
Guided Reading	While students are independently reading during the workshop time, A-J readers may be pulled together for a guided reading group on their instructional level. Guided reading consists of setting up the book through vocabulary instruction, looking at the cover, and making predictions. Students are coached on thinking within (MSV), thinking beyond (comprehension), and thinking about the text (critiquing and/or analyzing). Students read independently of each other while the teacher listens in and coaches on MSV. The teacher may also take a running record during this time.
Strategy Groups	While students are independently reading and/or writing during the workshop time, readers/writers may be pulled together for a strategy group. This group could consist of various leveled readers/writers working on the same strategy or skill.
Conferring	While students are independently reading or writing the teacher will confer with students on previously taught skills or strategies that students are expected to do in their independent reading/writing. The components of a conference are research, decide, teach, and link. During the RESEARCH the teacher will question the reader/writer about what they are doing as a reader/writer. The teacher will take anecdotal notes on the child's strengths and weaknesses. From the notes taken, the teacher will DECIDE on a skill or strategy to teach. The teacher will model (TEACH) the skill or strategy. The student will practice the skill or strategy. At the end of the conference the teacher will LINK the new learning to future work.
Running Records	Running records are an assessment tool that the teacher uses to gain instructional information around the cuing systems of reading (meaning, structure, visual). Informal running records are done frequently to determine the next steps of instruction.
Word Work	Word work is a component of balanced literacy that includes phonemic awareness, phonics instruction, spelling instruction, word wall and high frequency words.
Word Wall	A word wall is a scaffolding tool for readers and writers as they are gaining independence. Examples of word walls are high frequency words and content word walls.

Book Clubs	During the independent reading time of reader's workshop, students may participate in book clubs. Approximately three times per week book clubs will meet and discuss their books. These are readers using multiple copies of the same book in sync with each other. Book club participants will engage in conversations much like the conversations you have had in interactive read aloud.
Partner Reading	During K-2 reader's workshop, as students are gaining stamina they may participate in partner reading. This is when two students on the same reading level are sharing the same text. Reading is done aloud either chorally or I read, you read. During this time teachers should be listening in, conferring with partnerships, and taking anecdotal records.
Stop and Jot (Post-it)	Students should be writing about reading. Stop and jot provides students with an opportunity to anchor their thinking and talk back to their books. Students could post-it about character's feelings, how characters change over time, boxes and bullets, story gist, envisionment, predictions, etc.. This can be done in their independent books or and/or during interactive read aloud time.
Reader's Notebook	A reader's notebook can be used by students during the workshop time or interactive read aloud time to record thinking and talking back to texts. This could include stop and jot, writing long and strong, question/answer, graphic organizers, etc..
Writer's Notebook (Grades 3-6)	All student grades 3-6 will have a writer's notebook. A writer's notebook is used during the writer's workshop time for generating ideas, drafting, revising and editing pieces of writing. The writer's notebook is for student use as they practice craft, structure, meaning/significance, conventions, and ideas.
Book Boxes	All students should have a place to keep "just right books" that they are to be reading at home and school. This can be baggies, boxes, magazine cartons, etc... Students reading levels A-E should have at least 10-12 books in their baggies, F-L: 8-10. Once student are in chapter books they should have a variety of chapter books as well as picture books consisting of fiction and non-fiction at their fingertips.
Anchor Chart	A visual aid created with students that teaches and supports a skill or strategy for readers and writers.
Reading Stamina & Volume	Reading stamina is how LONG a student is engaged in independent reading. Reading volume is how MUCH a student is independently reading during a given amount of time. Stamina and volume vary based on reading level.
Writing Stamina & Volume	Writing stamina is how LONG a student is engaged in independent writing. Writing volume is how MUCH a student is independently writing during a given amount of time. Stamina and volume vary based on writing level.

Helpful Links for Communication Arts

Common Core State Standards (CCSS):

- English/Language Arts - <http://www.corestandards.org/ELA-Literacy>

Missouri Department of Elementary and Secondary Education (DESE):

- Missouri Core Academic Standards for Communication Arts:
<http://dese.mo.gov/webinar/Webinar-fall2012-english-CCR.htm>
- Grade Level Expectations (GLE) / Crosswalk
 - Kindergarten - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-K-11.pdf>
 - 1st Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-1-11.pdf>
 - 2nd Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-2-11.pdf>
 - 3rd Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-3-11.pdf>
 - 4th Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-4-11.pdf>
 - 5th Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-5-11.pdf>
 - 6th Grade - <http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-6-11.pdf>

Teachers College (TC): <http://readingandwritingproject.com/>

- Reading Assessments -
<http://readingandwritingproject.com/resources/assessments/reading-assessment>
- Writing Assessments (narrative writing continuum) -
<http://readingandwritingproject.com/resources/assessments/writing-assessments.html>
- Additional Assessment Tools -
<http://readingandwritingproject.com/resources/assessments/additional-assessment-tools.html>
- Classroom Charts
 - Kindergarten - <http://readingandwritingproject.com/resources/classroom-charts/kindergarten>
 - 1st Grade - <http://readingandwritingproject.com/resources/classroom-charts/first-grade.html>
 - 2nd Grade - <http://readingandwritingproject.com/resources/classroom-charts/second-grade.html>
 - 3rd/6th Grade - <http://readingandwritingproject.com/resources/classroom-charts/third-eighth-grade.html>

Reading Workshop	
Teacher	<ul style="list-style-type: none"> • Engages students with effective whole group mini lessons that follow a similar structure (connection, teaching point, active involvement, link) • Confers with readers to move them along learning pathways • Meets with small groups of students with similar reading needs in guided reading and/or strategy groups • Includes mid-workshop teaching point and a teaching share to highlight exemplary work, to problem solve, give an additional point, or highlight a conference • Uses formal and informal reading assessments to drive whole group and individual instruction • Develops individual student goals and has a plan to assist students in meeting them • Has a system to organize and use conferring notes, assessments, and reading goals
Students	<ul style="list-style-type: none"> • Independently reading self-selected, best fit books • Read for a variety of genres • Regularly share reading reflection, experience, and new learning with a peer or whole class through partner reading (K-2) and/or book clubs (2-6) • Process reading through turn and talks, stop and jots, reading notebook, writing from a post-it, higher level thinking writing prompts tied to deepening meaning (a variety of these strategies could be used K-6) • Focus on meaning while reading (making connections, questioning, visualizing, inferring, synthesizing, monitoring, and determining importance) • Meets with teacher regularly based on student data in a guided reading group, strategy group, or individual conference
Structures & Systems	<ul style="list-style-type: none"> • Most of the reader's workshop time is spent with students independently reading just right books • Small group and or conferring with students occurs daily • A variety of organizational tools such as book boxes, take-home baggies, reader's notebooks, and reading logs (K-6) are used • Anchor charts are visible • Proper pacing of the Units of Study • End of unit celebrations occur

Writing Workshop	
Teacher	<ul style="list-style-type: none"> • Engages students with effective whole group mini-lessons that follow a similar structure (connection, teaching point, active involvement, and link) • Confers with writers to move them along learning pathways • Meets with small groups of students with similar writing needs • Includes mid-workshop teaching point and a teaching share to highlight exemplary work, problem solve, give an additional teaching point or highlight a conference • Uses mentor text to model effective writing strategies
Students	<ul style="list-style-type: none"> • Independently generate writing of self-selected topics • Write for a variety of genres • Regularly share writing/reflection/experience/new learning with a peer or whole class
Structures & Systems	<ul style="list-style-type: none"> • Organizational tools such as writer's notebooks (3-6) or writing folders (K-2) are used; folders may include tools such as alphabet charts and personal dictionaries • Use of word walls, anchor charts, and shared writing are visible • Proper pacing of the Units of Study • End of unit celebrations occur • Most of the writer's workshop time is spent with students independently writing on self-selected topics • Small group and/or conferring with students occurs daily

Shared Reading	
Teacher	<ul style="list-style-type: none"> ● Introduce new and reread a variety of text (poems, charts, posters, big books, songs, word wall) ● Pick one or two focus skills a week ● Provide moments for your students to have discussions ● Model various reading strategies ● Use “Guess the Covered Word” techniques and other strategies to orchestrate MSV ● Use as a foundation of Reader’s Workshop ● Plan out presentation of teaching points
Students	<p>Students are highly engaged in:</p> <ul style="list-style-type: none"> ● Practicing the skills ● Using reading strategies ● Actively listening ● Reading along with the text ● Sharing strategies to help each other
Structures & Systems	<ul style="list-style-type: none"> ● Daily shared reading outside the Reader’s Workshop (K-1) ● Minimum of 2 times a week of shared reading for 2nd grade ● Current grade level text ● 1-2 teaching points a week ● Variety of texts ● Focus on reading strategies

Interactive Read Aloud with Accountable Talk	
Teacher	<ul style="list-style-type: none"> ● Present a variety of genres ● Pick one or two focus skills a week ● Provide moments for your students to have whole class conversations ● Use as a foundation of Reader’s Workshop ● Plan out presentation of teaching points ● Model thinking like a reader ● Model higher level thought process to aid in comprehension
Students	<ul style="list-style-type: none"> ● Practicing the skills ● Actively listening ● Engaged ● Turn and Talk/ Stop and Draw/Stop and Jot ● Students question each other to deepen understanding
Structures & Systems	<ul style="list-style-type: none"> ● Daily read alouds outside the Reader’s Workshop time ● Preplanning interactions ● 1-2 teaching points a week ● Rich literature that engages readers ● Focus on comprehension ● Variety of texts ● Turn and Talk / Think Aloud/Whole class conversation

The Show-Me Standards

KNOWLEDGE • PERFORMANCE • ACADEMIC SUCCESS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which "knowledge" grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms with their environments
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth's biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Note to Readers: What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that "knowing" and "doing" are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one's knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 "performance" standards, listed under four broad goals. On the reverse side are 40 "knowledge" standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.

All Missourians are eager to ensure that graduates of Missouri's public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

Authority for the Show-Me Standards: Section 160.514, Revised Statutes of Missouri, and the Code of State Regulations, 5 CSR 50-375.100.

GOAL 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

TURN OVER

GOAL 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

Communication Arts Grade Level Expectations

The Communication Arts *Grade Level Expectations* document is an **updated** version of the March, 2004 K-12 Communication Arts Grade Level Expectations. Missouri educators from across the state, representing education from the primary grades through the college level, met numerous times to carefully examine the current Grade Level Expectations and make suggestions to update that document. This is the result of their discussion and study.

Please note:

- In several instances, the difference is a change in location, rather than a change in the GLE itself.
- All Communication Arts content may be assessed at the grade level where it appears.
- Teachers are responsible for content up to—and including—that which appears at the grade level they teach. This document represents a continuum of instruction, so teachers must be familiar with GLEs leading up to their grade level so that they may scaffold instruction for students missing requisite skills.
- The GLE Update and Review Committees addressed only Reading and Writing.

An asterisk (*) is used to indicate GLEs that are locally assessed.

PLEASE NOTE: The Information Literacy strand will be revised during the 2008-2009 school year. The existing version is included at the end of this document and includes grades K-12. While the Information Literacy GLEs are under revision, teachers are responsible for the content in the existing version.

Sources: *7 Keys to Comprehension: How to Help Your Kids Read It and Get It!* (Zimmerman, Susan and Chryse Hutchins, Heinemann Publishers); *Apprenticeship in Literacy: Transitions Across Reading and Writing* (Dorn, Linda, Stenhouse Publishers); *Glossary of Terms* (NAEP Reading Framework); *Information Literacy Strands for Student Learning: Standards and Indicators* (American Association of School Librarians and the Association for Educational Communications and Technology, 1998); *Literary Devices* (Jay Braiman, 2003,2006); *Mosaic of Thought* (Zimmerman, Susan and Elin Keene, Heinemann Publishers); *NETS for Students* (International Society for Technology in Education, National Educational Technology Standards for Students); *Scaffolding Young Writers: A Writer's Workshop Approach* (Dorn, Linda, Stenhouse Publishers); *Shaping Literate Minds: Developing Self-Regulated Learners* (Dorn, Linda, Stenhouse Publishers); *Strategies that Work: Teaching Comprehension to Enhance Understanding* (Harvey, Stephanie and Anne Goudvis, Stenhouse Publishers); *Units of Study for Primary Writing* (Calkins, Lucy, Heinemann Publishers); *Units of Study for Teaching Writing Grades 3-5* (Calkins, Lucy, Heinemann Publishers).

Missouri Department of Elementary and Secondary Education
October, 2008

Reading

1 Develop and apply skills and strategies to the reading process									
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	Print Concepts	* Demonstrate basic concepts of print: <ol style="list-style-type: none"> directionality left to right, return sweep, top and bottom understanding that the story is in the print word by word matching distinction between letter and word 	* Demonstrate concepts of print: <ol style="list-style-type: none"> upper- and lower-case letters first and last letters in words directionality in letter and word order punctuation has meaning 						
	DOK ST	1		1					
B	Phonemic Awareness	* Develop ability to recognize sounds (phonemes) in words (phonemic awareness): <ol style="list-style-type: none"> recognize rhyming words isolate consonant sounds hear and say onset and rime hear and say spoken phonemes 	* Demonstrate ability to use phonemes to construct words: <ol style="list-style-type: none"> produce rhyming words separate and say sounds in words blend sounds to form words replace beginning and ending sounds to form new words 						
	DOK ST	1		2					

Reading

		1 Develop and apply skills and strategies to the reading process											
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8			
C	* Develop alphabet and phonics knowledge: a. identify letters b. say sounds associated with letters c. write letter that goes with consonant sound												
	Phonics												
DOK	1	2	2	2	2	2	2	2	2	2	2	2	2
ST	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6
D	* Read simple text a. containing a small bank of high-frequency words b. consisting of environmental print	* Read grade-level instructional text by developing automaticity of an increasing core of high-frequency words with appropriate phrasing and expression	* Read grade-level instructional text with fluency, accuracy and expression	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text	* Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text
Fluency													
DOK	1	1	1	1	1	1	1	1	1	1	1	1	1
ST	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5

Reading

1 Develop and apply skills and strategies to the reading process									
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
E	* Develop vocabulary by listening to and discussing unknown words in stories	* Develop vocabulary by reading, listening to, and discussing unknown words in stories using a. root words b. word chunks c. context clues	* Develop vocabulary by reading, listening to, and discussing unknown words in stories using a. root words b. classroom resources c. context clues	Develop vocabulary through text, using a. root words and synonyms b. synonyms and antonyms c. context clues d. glossary and dictionary, with assistance	Develop vocabulary through text, using a. root words and affixes b. synonyms and antonyms c. context clues d. glossary and dictionary	Develop vocabulary through text, using a. roots and affixes b. synonyms and antonyms c. context clues d. glossary and dictionary	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus
DOK	2	2	2	2	2	2	2	2	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6
F	* Develop and apply, with assistance, pre-reading strategies to aid comprehension: a. access prior knowledge b. preview text and picture c. make general prediction	* Develop and apply, with assistance, pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. state a purpose for reading, with assistance	* Develop and apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose and rate for reading
DOK	2	2	2	2	2	2	2	2	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6

Reading

1 Develop and apply skills and strategies to the reading process									
G	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
During Reading	* During reading, shared reading, or read-alouds, develop and utilize, with assistance, strategies to a. self-question and correct b. infer c. predict and check using cueing systems: meaning, structure, and visual information	* During reading, develop and utilize strategies to a. self-question and correct b. determine meaning of unknown words c. self-monitor comprehension d. question the text e. infer f. visualize	* During reading, utilize strategies to a. self-question and correct b. determine meaning of unknown words c. self-monitor comprehension d. question the text e. infer f. visualize	* During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	* During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	* During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	* During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	* During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	* During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize
DOK	2	2	2	2	2	2	2	2	2
ST	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5

Reading

1 Develop and apply skills and strategies to the reading process								
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
H	<p>* Develop and apply post-reading skills after reading or read-alouds to respond to text:</p> <ol style="list-style-type: none"> answer basic comprehension questions on question to clarify retell reflect draw conclusions analyze 	<p>* Apply post-reading skills to respond to text:</p> <ol style="list-style-type: none"> answer basic comprehension on questions identify the main idea and supporting details question to clarify retell reflect draw conclusions analyze 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions explain the relationship between the main idea and supporting details make predictions question to clarify reflect draw conclusions analyze paraphrase summarize 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions explain the relationship between the main idea and supporting details make predictions question to clarify reflect draw conclusions analyze paraphrase summarize 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions explain the relationship between the main idea and supporting details make predictions question to clarify reflect draw conclusions analyze paraphrase summarize 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions explain the relationship between the main idea and supporting details make predictions question to clarify reflect draw conclusions analyze paraphrase summarize 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> answer basic comprehension questions explain the relationship between the main idea and supporting details make predictions question to clarify reflect draw conclusions analyze paraphrase summarize 	
DOK	2	3	3	3	3	3	3	3
ST	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5

Reading

1 Develop and apply skills and strategies to the reading process		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
I	Making Connections	<p>* Identify connections between text to text -- similarities and differences in various fiction and non-fiction works (text to self and own experiences)</p> <p>a. text to text -- similarities and differences in various fiction and non-fiction works, with assistance (text to self and own experiences)</p> <p>b. text to self and own experiences)</p>	<p>* Identify relevant connections between text to text -- similarities and differences in various fiction and non-fiction works (text to self and own experiences)</p> <p>a. text to text -- similarities and differences in various fiction and non-fiction works, with assistance (text to self and own experiences)</p> <p>b. text to self and own experiences)</p> <p>c. text to world (text ideas and the world)</p>	<p>* Identify relevant connections between text to text -- similarities and differences in various fiction and non-fiction works (text to self and own experiences)</p> <p>a. text to text -- similarities and differences in various fiction and non-fiction works, with assistance (text to self and own experiences)</p> <p>b. text to self and own experiences)</p> <p>c. text to world (text ideas and the world)</p>	<p>Identify and explain relevant connections between text to text (text ideas -- information and relationships in various fiction and non-fiction works-- compare and contrast)</p> <p>*b. text to self (text ideas and own experiences)</p> <p>*c. text to world (text ideas and the world)</p>	<p>Compare, contrast and analyze connections between text to text (information and relationships in various fiction and non-fiction works)</p> <p>*b. text to self (text ideas and own experiences)</p> <p>*c. text to world (text ideas and the world)</p>	<p>Compare, contrast and analyze connections between text to text (information and relationships in various fiction and non-fiction works)</p> <p>*b. text to self (text ideas and own experiences)</p> <p>*c. text to world (text ideas and the world)</p>	<p>Compare, contrast and analyze connections between text to text (information and relationships in various fiction and non-fiction works)</p> <p>*b. text to self (text ideas and own experiences)</p> <p>*c. text to world (text ideas and the world)</p>	<p>Compare, contrast and analyze connections between text to text (information and relationships in various fiction and non-fiction works)</p> <p>*b. text to self (text ideas and own experiences)</p> <p>*c. text to world (text ideas and the world)</p>	<p>Compare, contrast and analyze connections between text to text (information and relationships in various fiction and non-fiction works)</p> <p>*b. text to self (text ideas and own experiences)</p> <p>*c. text to world (text ideas and the world)</p>
DOK		2	2	2	3	3	3	3	3	3
ST		CA2, 3, 7, 1.5, 1.6, 1.9	CA2, 3, 7, 1.5, 1.6, 1.9	CA2, 3, 7, 1.5, 1.6, 1.9	CA2, 3, 7, 1.5, 1.6, 1.9	CA2, 3, 7, 1.5, 1.6, 1.9	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5	CA2, 3, 7, 1.5, 1.6, 1.9, 3.5	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5

Reading

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	* Use details from text, with assistance, to locate names of author and illustrator and apply information in title and pictures	* Use details from text to locate names of author and illustrator and apply information in title and pictures	* Use details from text to locate and apply information in title, pictures and table of contents	Use grade level text to a. locate and apply information in title, table of contents and glossary b. locate and recognize the text features of fiction, poetry and drama	Use grade level text to a. locate, interpret and apply information in title, table of contents and glossary b. locate and recognize the text features of fiction, poetry and drama	Use grade level text to a. locate, interpret and apply information in title, table of contents and glossary b. locate and recognize the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama
DOK	1	1	1	1	1	1	2	2	2
ST	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 2.4, 1.6	CA 2, 1.5, 2.4, 1.6	CA 2, 1.5, 2.4, 1.6	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5
B	* Participate in read-aloud experiences involving rhythm, rhyme, alliteration, and repeating line or phrase	* Recognize rhythm, rhyme and alliteration in read-aloud experiences and independent reading	* Identify examples of rhythm, rhyme and alliteration	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. simile b. metaphor c. personification d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. onomatopoeia b. alliteration c. idiom d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. hyperbole b. imagery c. propaganda d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. jargon b. dialect c. slang d. symbolism e. analyze literary techniques previously introduced
Literary Techniques									
DOK	1	1	1	2	2	2	2	2	2
ST	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6, 2.4	CA 2, 1.5, 1.6, 2.4	CA 2, 1.5, 1.6, 2.4	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5

Reading

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C	<p>* Use details from text to identify story elements in shared reading and read-alouds with assistance:</p> <ol style="list-style-type: none"> main characters problem(s)/events setting 	<p>* Use details from independent reading and read-alouds to identify</p> <ol style="list-style-type: none"> characters problem events in logical sequence solutions setting 	<p>* Use details from text to</p> <ol style="list-style-type: none"> make basic inferences predict solution(s) identify events in logical sequence identify settings, characters, and problems 	<p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension on skills previously introduced make inferences compare and contrast identify cause and effect identify narrator identify events from the beginning, middle and end identify author's purpose identify settings, character traits, and solutions, and story events 	<p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension on skills previously introduced make inferences compare and contrast identify cause and effect identify author's purpose identify setting, character traits, and solutions, and story events 	<p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension on skills previously introduced make inferences compare and contrast identify cause and effect explain author's purpose identify setting, character traits, and solutions, and story events 	<p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension on skills previously introduced identify plot, including problem/conflict, climax, and resolution analyze the influence of setting on characters and plot explain cause and effect identify point of view identify author's viewpoint/perspective identify the problem-solving processes of characters explain the effectiveness of solutions *i. make inferences 	<p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension on skills previously introduced identify plot and sub-plot, mood, flashback, theme and types of conflict analyze cause and effect identify and explain point of view identify and explain author's viewpoint/perspective evaluate the problem-solving processes of characters *h. make inferences 	<p>Use details from text to</p> <ol style="list-style-type: none"> demonstrate comprehension on skills previously introduced identify and explain flashback, mood and theme analyze point of view analyze author's viewpoint/perspective determine how an incident foreshadows a future event interpret behaviors, and motives, and consequence s of characters' actions evaluate problem-solving processes of characters evaluate effectiveness of solutions *i. make inferences
Literary Elements									
DOK	1	1	2	2	2	2	3	3	3
ST	CA 2, 1.5, 1.6, 3.1, 3.5, 2.4	CA 2, 1.5, 1.6, 3.1, 3.5, 2.4	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times									
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	* Develop an awareness that text and pictures provide information	* Identify and explain information in text, pictures, title and charts	* Locate and interpret information in illustrations, title, headings, captions, diagrams, charts and graphs	Locate and interpret key information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas	a. Identify and explain text features in biography and autobiography y. Analyze text features to clarify meaning, emphasizing newspapers and magazines	Explain and analyze text features to clarify meaning, emphasizing consumer texts	Explain, analyze and evaluate the author's use of text features to clarify meaning
DOK	1	1	2	2	2	2	2	2	3
ST	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5
B	* Respond to examples of sensory details within the context of nonfiction text with assistance	* Recognize examples of sensory details in nonfiction text with assistance	* Explain examples of sensory details in nonfiction text	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing
DOK	1	1	2	2	2	2	2	2	2
ST	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times								
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C	<p>* In response to text and with assistance, ask questions to clarify meaning</p> <p>a. answer questions to clarify meaning</p> <p>b. recognize important information and identify supporting details</p>	<p>* Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. ask questions to clarify meaning</p> <p>c. answer questions to clarify meaning</p> <p>d. identify main ideas and provide support</p> <p>e. identify sequence of events</p> <p>f. make basic inferences</p> <p>g. identify problems and solutions</p>	<p>Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. answer questions to clarify meaning</p> <p>c. explain main idea and supporting details</p> <p>d. sequence events</p> <p>e. identify cause and effect</p> <p>f. draw conclusions</p> <p>g. compare and contrast</p> <p>h. make inferences</p> <p>i. identify author's purpose for writing text</p> <p>j. identify problems and solutions</p>	<p>Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. explain main idea and supporting details</p> <p>c. sequence events</p> <p>d. identify cause and effect</p> <p>e. draw conclusions</p> <p>f. compare and contrast</p> <p>g. make predictions</p> <p>h. make inferences</p> <p>i. distinguish between fact and opinion</p> <p>j. identify and explain author's purpose</p> <p>k. identify problems and solutions</p>	<p>Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. explain main idea and supporting details</p> <p>c. sequence events</p> <p>d. identify and explain cause and effect</p> <p>e. compare and contrast</p> <p>f. make predictions</p> <p>g. make inferences</p> <p>h. evaluate the accuracy of the information</p> <p>i. identify and interpret author's ideas and purpose</p> <p>j. identify problems and solutions</p>	<p>Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. paraphrase author's stated ideas</p> <p>c. make predictions</p> <p>d. make inferences</p> <p>e. evaluate the accuracy of the information</p> <p>f. sequence events</p> <p>g. compare and contrast</p> <p>h. identify point of view</p> <p>i. determine and/or compare authors' viewpoints</p> <p>j. explain cause and effect</p> <p>k. identify problem solving processes and explain the effectiveness of solutions</p> <p>l. analyze two or more texts</p>	<p>Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. summarize author's ideas</p> <p>c. make predictions</p> <p>d. make inferences</p> <p>e. evaluate the accuracy of the information</p> <p>f. sequence events</p> <p>g. compare and contrast</p> <p>h. identify and explain point of view</p> <p>i. determine and/or compare authors' viewpoints</p> <p>j. explain cause and effect</p> <p>k. identify problem solving processes and explain the effectiveness of solutions</p> <p>l. analyze two or more texts</p>	<p>Use details from text to</p> <p>a. demonstrate comprehension on skills previously introduced</p> <p>b. evaluate adequacy of evidence presented by author</p> <p>c. determine author's purpose based on text analysis</p> <p>d. compare and contrast</p> <p>e. determine importance of information</p> <p>f. analyze point of view</p> <p>g. determine author's viewpoints</p> <p>h. identify problem solving processes and explain effectiveness of solutions</p> <p>i. determine importance of information</p> <p>j. analyze word choice and connotation</p> <p>k. analyze organizational effectiveness</p> <p>l. analyze accuracy of information</p>
DOK	1	2	2	2	3	3	3	3
ST	CA 3, 1.5, 1.6, 3.5	CA 3, 1.5, 1.6, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
D	* Follow simple pictorial/written direction, with assistance	* Read and follow a simple direction to perform a task	* Read and follow simple directions to perform a task	* Read and follow two- and three-step directions to complete a simple task	* Read and follow three- and four-step directions to complete a task	* Read and follow multi-step directions to complete a task	* Read and follow multi-step directions to complete a complex task	* Read and follow multi-step directions to complete a complex task	* Read and follow multi-step directions to complete a complex task
Understanding Directions									
DOK	1	1	1	2	2	2	2	2	2
ST	CA.3, 1.5, 1.6	CA.3, 1.5, 1.6	CA.3, 1.5, 1.6	CA.3, 1.5, 1.6	CA.3, 1.5, 1.6	CA.3, 1.5, 1.6	CA.3, 1.5, 1.6	CA.3, 1.5, 1.6	CA.3, 1.5, 1.6

Writing

1 Apply a writing process in composing text									
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	<p>* Follow a writing process to</p> <p>a. brainstorm and record ideas in writing plan</p> <p>b. generate a draft in written form on student-selected topic</p> <p>c. reread writing to clarify meaning and enhance descriptions (such as, describing words, relevant details)</p> <p>d. edit for conventions (refer to W2E) with assistance</p> <p>e. publish writing with assistance</p>	<p>* Follow a writing process to</p> <p>a. use a simple strategy in prewriting when appropriate</p> <p>b. compose a draft in written form on student-selected topic</p> <p>c. reread and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D)</p> <p>d. edit for choice, with assistance (refer to W2A, W2B, W2C, W2D)</p> <p>e. edit for conventions (refer to W2E) with assistance</p> <p>f. share writing</p>	<p>Follow a writing process to</p> <p>a. use a simple pre-writing strategy to generate a draft</p> <p>b. reread and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D)</p> <p>d. edit for conventions (refer to W2E)</p> <p>*e. share writing</p>	<p>Follow a writing process to</p> <p>a. use a simple pre-writing strategy to generate a draft</p> <p>b. reread and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D)</p> <p>d. edit for conventions (refer to W2E)</p> <p>*e. share writing</p>	<p>Follow a writing process to</p> <p>a. use appropriate pre-writing strategies to generate a draft</p> <p>b. reread and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D)</p> <p>d. edit for conventions (refer to W2E)</p> <p>*e. share writing</p>	<p>Follow a writing process to</p> <p>a. use appropriate pre-writing strategies as needed to generate a draft</p> <p>b. reread and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D)</p> <p>d. edit for conventions (refer to W2E)</p> <p>*e. share writing</p>	<p>Follow a writing process to:</p> <p>a. use appropriate pre-writing strategies as needed to generate a draft</p> <p>b. reread and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D)</p> <p>d. edit for conventions (refer to W2E)</p> <p>*e. share writing</p>		
Writing Process									
DOK	3	3	3	3	3	3	3	3	3
ST	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2

Writing

2 Compose well-developed text									
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A Audience and purpose	* Recognize different audiences for writing	* Recognize audience and purpose with assistance	* Compose text showing awareness of audience	Compose text showing awareness of audience in a format appropriate to audience and purpose	Compose text showing awareness of audience in a format appropriate to audience and purpose	Compose text showing awareness of audience in a format appropriate to audience and purpose	Compose text showing awareness of audience in a format appropriate to audience and purpose	Compose text showing awareness of audience in a format appropriate to audience and purpose	Compose text showing awareness of audience in a format appropriate to audience and purpose
	DOK ST	1 CA 4, 2.1	2 CA 4, 2.1	3 CA 4, 2.1	3 CA 4, 2.1	3 CA 4, 2.1	3 CA 4, 2.1	3 CA 4, 2.1	3 CA 4, 2.1
B Ideas and Content	* Compose text using pictures and words with ideas that relate to a topic, with assistance	* Compose text using pictures and words with ideas that relate to a topic, with assistance	* Compose text with a clear controlling idea relevant details/examples, with assistance	Compose text with a clear controlling idea relevant details /examples	Compose text with a clear controlling idea relevant details /examples	Compose text with a clear controlling idea relevant details /examples	Compose text with a clear controlling idea relevant details	Compose text with a strong, controlling idea relevant, specific details	Compose text with a strong controlling idea relevant, specific details complex ideas freshness of thought
	DOK ST	2 CA 4, 2.1	3 CA 4, 2.1	3 CA 4, 2.1	3 CA 4, 2.1	3 CA 4, 2.1	3 CA 4, 2.1	3 CA 4, 2.1	3 CA 4, 2.1

Writing

		2 Compose well-developed text							
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
C	*	Compose text with assistance	Compose text with a simple opening and simple closing with complete sentences or thoughts	* Compose text with evidence of beginning, middle and end sentences or thoughts (declarative and interrogative)	Compose text with a beginning, middle and end sentence variety (including imperative and exclamatory)	Compose text with a beginning, middle, and end a logical sequence of events sentence variety	Compose text with a clear beginning, middle, and end a logical sequence of events appropriate paragraphing a variety of sentence structures, including simple and compound	Compose text with an effective beginning, middle, and end a logical order appropriate paragraphing a variety of sentence structures, including complex sentences cohesive devices, especially transitions	Compose text with an effective beginning, middle, and end a logical order effective paragraphing a variety of sentence structures, including complex sentences compound-sentences cohesive devices, including transitions, repetition, pronoun antecedent, and parallel structure
	*	Compose text with assistance	Compose text with a simple opening and simple closing with complete sentences or thoughts	* Compose text with evidence of beginning, middle and end sentences or thoughts (declarative and interrogative)	Compose text with a beginning, middle and end sentence variety (including imperative and exclamatory)	Compose text with a beginning, middle, and end a logical sequence of events sentence variety	Compose text with a clear beginning, middle, and end a logical sequence of events appropriate paragraphing a variety of sentence structures, including simple and compound	Compose text with an effective beginning, middle, and end a logical order appropriate paragraphing a variety of sentence structures, including complex sentences cohesive devices, especially transitions	Compose text with an effective beginning, middle, and end a logical order effective paragraphing a variety of sentence structures, including complex sentences compound-sentences cohesive devices, including transitions, repetition, pronoun antecedent, and parallel structure
DOK	1	2	2	2	2	2	3	3	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1
D	*	Compose text using words that are related to the topic	Compose text using words that are related to the topic, and, with assistance, some words that are specific and accurate	* Compose text using words that are related to the topic, and some words that are specific and accurate	Compose text using words that are related to the topic, and some words that are specific and accurate	Compose text using words that are specific, accurate, and suited to the topic sensory detail	Compose text using precise and vivid language writing techniques, such as figurative language, sensory detail, and purposeful dialogue	Compose text using precise and vivid language writing techniques, such as figurative language, sensory detail and purposeful dialogue	Compose text using precise and vivid language writing techniques such as figurative language, sensory detail and purposeful dialogue
	*	Compose text using words that are related to the topic	Compose text using words that are related to the topic, and, with assistance, some words that are specific and accurate	* Compose text using words that are related to the topic, and some words that are specific and accurate	Compose text using words that are related to the topic, and some words that are specific and accurate	Compose text using words that are specific, accurate, and suited to the topic sensory detail	Compose text using precise and vivid language writing techniques, such as figurative language, sensory detail, and purposeful dialogue	Compose text using precise and vivid language writing techniques, such as figurative language, sensory detail and purposeful dialogue	Compose text using precise and vivid language writing techniques such as figurative language, sensory detail and purposeful dialogue
DOK	2	2	2	2	2	2	3	3	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1

Writing

2 Compose well-developed text

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
E	<p>* In written text</p> <p>a. form letters using correct pathway of movement (letter formation) capitalize first letters of own first and last name</p> <p>b. use ending punctuation in written text, with assistance</p> <p>c. use correct spelling of own first and last names, semi-phonetic spelling, spelling strategies</p> <p>e. write legibly</p>	<p>* In written text</p> <p>a. print all letters legibly, using correct pathway of movement, and appropriate spacing between letters and words</p> <p>b. capitalize appropriate names of people and beginning words of sentences at end of sentence and a comma in the greeting and closing of a letter with assistance</p> <p>d. words (nouns) and action words (verbs) spell words with simple patterns and high frequency words correctly</p> <p>e. use phonetic spelling, classroom resources to verify correct spelling, and spelling strategies</p> <p>g. write legibly</p>	<p>* In written text</p> <p>a. space correctly between letters and words</p> <p>b. capitalize days of week, names of towns, cities, states</p> <p>c. use correct ending punctuation in declarative and interrogative sentences, comma in dates, and comma in the greeting and closing of a letter</p> <p>d. correctly use describing words (adjectives) and substitute pronouns for nouns</p> <p>e. spell words with simple patterns and high-frequency words correctly</p> <p>f. use transitional spelling, classroom resources, especially dictionary, and spelling strategies</p> <p>g. write legibly</p>	<p>In written text</p> <p>a. space correctly words in a sentence and in margins</p> <p>b. capitalize months of year, titles of individuals, greeting and closing of letter</p> <p>c. use correct punctuation in imperative and exclamatory sentences</p> <p>d. correctly use verbs that agree with the subject, and comparative and superlative forms of adverbs and adjectives</p> <p>e. correctly spell simple compounds, homophones, and words with affixes</p> <p>f. use standard spelling, classroom resources, including dictionary, to edit for correct spelling</p> <p>*g. write legibly</p>	<p>In written text</p> <p>a. capitalize holidays, names of countries and countries in a series, and between city and state</p> <p>b. use commas in a series, apostrophe in contractions and singular possessives, with assistance</p> <p>d. correctly use verbs that agree with compound subject, and conjunctions</p> <p>e. standard spelling and classroom resources, including dictionary, to edit for correct spelling</p> <p>*f. write legibly</p>	<p>In written text</p> <p>a. capitalize titles and proper nouns</p> <p>b. use comma in compound sentences</p> <p>c. use apostrophe in singular possessives, and proper punctuation in titles with assistance</p> <p>d. use correct verb tense and subject/verb agreement</p> <p>e. use correct spelling of simple compounds, homophones, contractions and words with affixes</p> <p>f. use standard spelling, classroom resources, including dictionary, to edit for correct spelling</p> <p>*g. write legibly</p>	<p>In written text</p> <p>a. capitalize within dialogue</p> <p>b. use commas and quotation marks in dialogue, and semi-colon in compound sentences</p> <p>c. use apostrophe in irregular and plural possessives, quotation marks in dialogue, with assistance</p> <p>d. use standard spelling, classroom resources, including dictionary, to edit for correct spelling</p> <p>*e. write legibly</p>	<p>In written text</p> <p>a. use convention s of capitalization, use colon to introduce lists</p> <p>b. use comma to introduce lists</p> <p>c. use correct pronoun case</p> <p>d. use dictionary, spell-check and other resources to edit for correct spelling</p> <p>*e. write legibly</p>	
DOK	1	1	1	1	1	1	1	1	1
ST	CA 1, 2,2	CA 1, 2,2	CA 1, 2,2	CA 1, 2,2	CA 1, 2,2	CA 1, 2,2	CA 1, 2,2	CA 1, 2,2	CA 1, 2,2

Conventions

Writing

3 Write effectively in various forms and types of writing									
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	*a. Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features *b. Recognize different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations)	*a. Use narrative, descriptive, expository, and/or persuasive features *b. Recognize different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations)	Compose *a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features *b. thank-you notes, friendly letters, lists, invitations	Compose a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features b. text using an appropriate format	Compose a variety of texts, a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features b. selecting and using an appropriate format c. including a summary (narrative or informational)	Compose a variety of texts, a. narrative, descriptive, expository, and/or persuasive features including a summary (narrative or informational)	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features including a summary responding to literature	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features in various formats, including workplace communication (e.g., business letter with a correctly addressed envelope, email communications) including summary including literature response	
Forms/Types/Modes of Writing									
DOK	3	3	3	3	3	3	3	3	3
ST	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1, 2.6, 4.8

Listening and Speaking

1 Develop and apply effective listening skills and strategies		GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
		Listen	Listen	Listen	Listen	Listen	Listen	Listen	Listen	Listen
A		<ul style="list-style-type: none"> for enjoyment for information for simple directions, with teacher assistance 	<ul style="list-style-type: none"> for enjoyment for information for simple directions to follow 	<ul style="list-style-type: none"> for enjoyment for information to solve problems for directions to complete a simple task 	<ul style="list-style-type: none"> for enjoyment for information to distinguish fact from opinion for directions to complete a two- or three-step task 	<ul style="list-style-type: none"> for enjoyment for information to identify tone, mood and emotion of verbal and nonverbal communication 	<ul style="list-style-type: none"> for enjoyment for information to identify tone, mood and emotion of verbal and nonverbal communication 	<ul style="list-style-type: none"> for enjoyment for information to identify tone, mood and emotion of verbal and nonverbal communication 	<ul style="list-style-type: none"> for enjoyment for information critically to recognize and interpret propaganda techniques 	<ul style="list-style-type: none"> for enjoyment for information for directions and use clarifying strategies for understanding (e.g., questioning, summarizing and paraphrasing) to recognize how colloquialisms and jargon and reflect context, regions and cultures
	Purpose for Listening									
B	ST	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 I 1f, II 5b, III 1b, K-4	CA 5, 6 1.5, 1.6, 1.10 II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8	CA 5, 6 1.5, 1.6, 1.10 II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8	CA 5, 6 1.5, 1.6, 1.10 II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8	CA 5, 6 1.5, 1.6, 1.10 II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8
	FR									
Listening Behavior		Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact) with teacher assistance	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)
	ST	CA 5, 6 1.5 I 2h, IV 1d, K-4	CA 5, 6 1.5 I 2h, IV 1d, K-4	CA 5, 6 1.5 I 2h, IV 1d, K-4	CA 5, 6 1.5 I 2h, IV 1d, K-4	CA 5, 6 1.5 I 2h, IV 1d, K-4	CA 5, 6 1.5 II 5b, III 1c, IV 1e, 5-8	CA 5, 6 1.5 II 5b, III 1c, IV 1e, 5-8	CA 5, 6 1.5 II 5b, III 1c, IV 1e, 5-8	CA 5, 6 1.5 II 5b, III 1c, IV 1e, 5-8
FR										

Listening and Speaking

2 Develop and apply effective speaking skills and strategies for various audiences and purposes		GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
		A	When sharing ideas or experiences <ul style="list-style-type: none"> • speak audibly • use age-appropriate vocabulary 	Speak clearly when sharing ideas and asking questions in small and large groups	Speak at an appropriate volume and maintain a clear focus when sharing ideas	Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas	In discussions and presentations, <ul style="list-style-type: none"> • present ideas in a logical sequence • identify and apply appropriate speaking techniques such as volume control, pace and eye contact 	In discussions and presentations, <ul style="list-style-type: none"> • give organized presentations that demonstrate a clear viewpoint • select and use appropriate public speaking techniques such as rate, pace and enunciation 	In discussions and presentations, <ul style="list-style-type: none"> • speak clearly and stay on topic • use appropriate volume, tone of voice, rate of speech, fluency/inflections and eye contact 	In discussions and presentations, use designated time constraints <ul style="list-style-type: none"> • media • organized notes
B	Give simple oral directions with teacher assistance	Give simple oral directions	Give clear oral directions to complete a simple task	Give clear two- and three-step oral directions to complete a simple task	Give clear and concise three- and four-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a task	
Discussion and Presentation										
ST	CA 1, 6 2.1, 2.3 II 1e, 3b-c, e, 5a, c-e, 9-h, 6a & h-1, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	CA 1, 6 2.1, 2.3 II 1e, 3b-c, e, 5a, c-e, 9-h, 6a & h-1, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	CA 1, 6 2.1, 2.3 II 1e, 3b-c, e, 5a, c-e, 9-h, 6a & h-1, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	CA 1, 6 2.1, 2.3 II 1e, 3b-c, e, 5a, c-e, 9-h, 6a & h-1, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	CA 1, 6 2.1, 2.3, 4.6 II 1e, 3b-c, e, 5a, c-e, 9-h, 6a & h-1, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	CA 1, 6 2.1, 2.3, 4.6 II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	CA 1, 6 2.1, 2.3, 4.6 II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	CA 1, 6 2.1, 2.3, 4.6 II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	CA 1, 6 2.1, 2.3, 4.6 II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	CA 1, 6 2.1, 2.3, 4.6 II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8
FR										
Giving Directions										
ST	CA 1, 6 2.1, 2.3 I 6e, K-4	CA 1, 6 2.1, 2.3 I 6e, K-4	CA 1, 6 2.1, 2.3 I 6e, K-4	CA 1, 6 2.1, 2.3 I 6e, K-4	CA 1, 6 2.1, 2.3 I 6e, K-4	CA 1, 6 2.1, 2.3 I 6e, K-4	CA 1, 6 2.1, 2.3 I 6e, K-4	CA 1, 6 2.1, 2.3 I 6e, K-4	CA 1, 6 2.1, 2.3 I 6e, K-4	CA 1, 6 2.1, 2.3 I 6e, K-4
FR										

Information Literacy – UNDER REVISION

1 Develop and apply effective research process skills to gather, analyze and evaluate information		GRADE 1	GRADE 2	GRADE 3	GRADES 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	
A	Develop awareness of resources on topics of interest	GRADE K CA 2, 3 1.1, 1.2 I 2a, d, III 1d, K-4	GRADE 1 Find resources on topics of interest, with assistance	GRADE 2 Formulate keywords and questions, with assistance, to locate resources on topics of interest	GRADE 3 Formulate keywords and questions to investigate topics	GRADES 4 Formulate and research keywords and questions to establish a focus and purpose for inquiry	GRADE 5 Develop research questions in order to establish a focus and purpose for a project	GRADE 6 Develop questions and statements of purpose to guide research	GRADE 7 Develop a research plan, with assistance, to guide investigation and research of focus questions	GRADE 8 Develop a research plan to guide investigation and research of focus questions
	Research Plan	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, d, III 1d, K-4	CA 2, 3 1.1, 1.4 I 2a, III 1b, I, IV 2e, 5-8	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8	CA 2, 3 1.1, 1.4, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8	CA 2, 3 1.1, 1.4, 4.5 I 2a, III 1b, I, IV 2e, 5-8
B	Acquire Information		Locate information on keywords and questions in provided resources, with assistance	Locate information on keywords in provided resources	Locate and use various resources to find information on keywords and questions	Locate and use various resources to acquire information to answer questions	Locate and use multiple resources to	Locate and use multiple resources to	Locate and use primary and secondary sources to	Locate and use primary and secondary sources to
	ST	CA 2, 3 1.2, 1.4 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4, 1.6 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4, 1.6 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4, 1.6 I 2b-c & e-f, 3f, III 1e, K-4	CA 2, 3 1.2, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8	CA 2, 3 1.2, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8	CA 2, 3 1.2, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8	CA 2, 3 1.2, 1.4, 1.7 I 2b-c, e, 3f, III 1d, IV 1g, 5-8
C	Record Information			Use resources to identify relevant information	Use resources to identify relevant information	Use a specified note-taking format and organizational strategies to record relevant information	Record relevant information using a variety of note-taking and organizational strategies	Record relevant information using a variety of note-taking and organizational strategies	Record relevant information using a self-selected note-taking or organizational strategy	Record relevant information using a self-selected note-taking or organizational strategy
	ST	CA 2, 3, 4, 1.2, 1.8, 2.1 I 3f, IV 1e, K-4	CA 2, 3, 4, 1.2, 1.8, 2.1 I 3f, IV 1e, K-4	CA 2, 3, 4, 1.2, 1.8, 2.1 I 3f, IV 1e, K-4	CA 2, 3, 4, 1.2, 1.8, 2.1 I 3f, IV 1e, K-4	CA 2, 3, 4, 1.2, 1.8, 2.1 I 3d, 5-8	CA 2, 3, 4, 1.2, 1.8, 2.1 I 3d, 5-8	CA 2, 3, 4, 1.2, 1.8, 2.1 I 3d, 5-8	CA 2, 3, 4, 1.2, 1.8, 2.1 I 3d, 5-8	CA 2, 3, 4, 1.2, 1.8, 2.1 I 3d, 5-8

Information Literacy – UNDER REVISION

D	Develop awareness, through discussion, that credit is to be given for others' ideas, images and information, with assistance	Give credit, through discussion, for others' ideas, images and information	Informally give credit for others' ideas, images and information found in various resources	Informally give credit for others' ideas, images and information found in various resources	Give credit for others' ideas, images and information by listing sources used in research	Define "plagiarism" and document research sources	Document research sources using a given citation format	Document research sources using a given citation format
Sources Consulted	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 IV 3d, K-4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8	CA 4 1.4, 1.7, 1.8, 2.3, 4.4 I 3d, IV 3d, 5-8
ST								
FR								

Information Literacy – UNDER REVISION

2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media		GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
A	Media Messages	Identify, with assistance, simple messages conveyed through oral and visual media	Identify, with assistance, intended messages conveyed through oral and visual media	Identify intended messages conveyed through oral and visual media	Identify and explain intended messages conveyed through oral and visual media	Analyze messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Identify and explain viewpoints conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Identify and explain media techniques used to convey messages in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Analyze and synthesize two or more messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)
ST		CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7
FR		I 6h, II 5 f & i, III 1j, 3a, K-4	I 6h, II 5 f & i, III 1j, 3a, K-4	I 6h, II 5 f & i, III 3a, K-4	I 6h, II 5 f & i, III 1j, 3a, K-4	I 5a, II 1a, III 3c, 5-8	I 5a, II 1a, III 3c, 5-8	I 5a, II 1a, III 3c, 5-8	I 5a, II 1a, III 3c, 5-8

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

DRAFT

Reading Standards for Literature – Grade 5			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<p>1. Key Ideas and Details</p>	<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>R1H.5.a-c-f-i Apply post-reading skills to demonstrate comprehension of text:</p> <ul style="list-style-type: none"> a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions f. draw conclusions g. analyze h. paraphrase i. summarize 	<p>R1H.5.a-c-f-i/R2C.5.a-f Aligns to multiple GLEs</p>
		<p>R2C.5.a-f Use details from text to</p> <ul style="list-style-type: none"> a. demonstrate comprehension skills previously introduced b. make inferences c. compare and contrast d. identify and explain cause and effect e. explain author's purpose f. identify setting, character traits, problems and solutions, and story events 	

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

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Reading Standards for Literature – Grade 5 -- Continued			
CCR Anchor Standards Key Ideas and Details	Grade-Specific Standard	Missouri GLE Alignment	Explanation
2.	<p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>[R2C.7.b] [Use details from text to b. identify plot and subplot, mood, flashback, theme, and types of conflicts.]</p>	<p>[R2C.7.b] No alignment (The GLE first appears in grade 7)</p>
		<p>R1H.5.a Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions</p> <p>R2C.5.a-b,e-f Use details from text to a. demonstrate comprehension skills b. previously introduced c. make inferences e. explain author's purpose f. identify setting, character traits, problems and solutions, and story events</p>	<p>R1H.5.a/R2C.5.a-b,e-f Aligns to multiple GLEs (The CCR Anchor Standard is more specific than the GLE in requiring how characters respond to challenges. The CCR Anchor Standard is more specific than the GLE in requiring how the speaker reflects upon a topic.)</p>
3.	<p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>R1H.5.i Apply post-reading skills to demonstrate comprehension of text: i. summarize</p>	<p>R1H.5.i Direct alignment</p>
		<p>R2C.5.c,f Use details from text to c. compare and contrast f. identify setting, character traits, problems and solutions, and story events</p>	<p>R2C.5.c,f Direct alignment</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

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Reading Standards for Literature – Grade 5 -- Continued			
CCR Anchor Standards Craft and Structure	Grade-Specific Standard	Missouri GLE Alignment	Explanation
4.	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RIE.5.a-d Develop vocabulary through text, using a. roots and affixes b. synonyms and antonyms c. context clues d. glossary and dictionary	R1E.5.a-d/R2B.5.a-b Direct alignment
		R2B.5.a-b Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. simile b. metaphor	
5.	RL.5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama or poem.	R2A.5.a-b Use grade level text to a. locate, interpret and apply information in title, table of contents and glossary b. locate and recognize the text features of fiction, poetry and drama	R2A.5.a-b Partial alignment (The CCR Anchor Standard requires explanation of how text elements fit together to provide structure.)
		[R2C.7.d] [Use details from text to identify and explain point of view]	
6.	RL.5.6 Describe how the narrator's or speaker's point of view influences how events are described.	[R2C.7.d] No alignment (The GLE first appears in grade 7)	

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

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Reading Standards for Literature – Grade 5 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
7. Integration of Knowledge and Ideas	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	R2A.5.b Use grade level text to b. locate and recognize the text features of fiction, poetry and drama	R2A.4.b/ICTL4A.5.a-b Aligns to multiple GLEs
		ICTL4A.5.a-b a. Identify messages conveyed in various media b. Identify media techniques used to convey messages.	
8.		(not applicable to literature)	
9. Range of Reading and Level of Text Complexity	RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	R1I.5.a Compare, contrast and analyze connections: a. text to text (information and non-fiction works) in various fiction and non-fiction works)	R1I.5.a Partial alignment (The CCR Anchor Standard is more specific on types of texts to compare.) [R2C.7.b] No alignment (The GLE first appears in grade 7)
		[R2C.7.b] [Use details from text to identify plot and sub-plot, mood, flashback, theme and types of conflict.]	
10.	RL.5.10 By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 4-5 complexity band independently and proficiently.	R1D.5.a-b Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text R1H.5.a Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions	R1D.5.a-b/R1H.5.a Aligns to multiple GLEs

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

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Reading Standards for Informational Text – Grade 5			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
1.	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RIH.5.a-c,f-i Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions f. draw conclusions g. analyze h. paraphrase i. summarize	R1H.5.a-c,f-i/R3C.5.g Aligns to multiple GLEs
		R3C.5.g Use details from text to g. make inferences	
2.	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RIH.5.b,j Apply post-reading skills to demonstrate comprehension of text: b. identify and explain the relationships between the main idea and supporting details i. summarize	R1H.5.b,j Partial alignment (The CCR Anchor Standard requires explanation of two or more main ideas while the GLE focuses on one.)
		R1H.5.b,j Apply post-reading skills to demonstrate comprehension of text: b. identify and explain the relationships between the main idea and supporting details i. summarize	

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

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Reading Standards for Informational Text – Grade 5 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
3. Key Ideas and Details	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	R3C.5.a,e,g,i,j Use details from text to <ol style="list-style-type: none"> a. demonstrate comprehension skills e. previously introduced g. compare and contrast i. make inferences j. identify and interpret author's ideas and purpose 	R3C.5.a,e,g,i,j Direct alignment
		RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	
4. Craft and Structure	RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	RI.5.a Compare, contrast and analyze connections: <ol style="list-style-type: none"> a. text to text (information and relationships in various fiction and non-fiction works) 	R1I.5.a/R3C.5.a,c-e,g,j Aligns to multiple GLEs
		R3C.5.a,c-e,g,j Use details from text to <ol style="list-style-type: none"> a. demonstrate comprehension skills c. previously introduced d. sequence events e. identify and explain cause and effect g. compare and contrast j. make inferences 	
5.		RI.5.a Compare, contrast and analyze connections: <ol style="list-style-type: none"> a. text to text (information and relationships in various fiction and non-fiction works) 	R1I.5.a/R3C.5.a,c-e,g,j Aligns to multiple GLEs
		R3C.5.a,c-e,g,j Use details from text to <ol style="list-style-type: none"> a. demonstrate comprehension skills c. previously introduced d. sequence events e. identify and explain cause and effect g. compare and contrast j. make inferences 	

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

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Reading Standards for Informational Text – Grade 5 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
6. Craft and Structure	<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>RI.5.a Compare, contrast and analyze connections: a. text to text (information and non-fiction works in various fiction and non-fiction works</p>	<p>RI.5.a Partial alignment (The CCR Anchor Standard is more specific than the GLE in requiring similarities and differences in point of view.)</p>
		<p>[R3C.7.h] [Use details from text to h. identify and explain point of view]</p>	<p>[R3C.7.h] No alignment (The GLE first appears in grade 7)</p>
7. Integration of Knowledge and Ideas	<p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>R3A.5 Apply information in text features, graphics, such as maps, diagrams, charts, and index to clarify and connect concepts to the main idea.</p>	<p>R3A.5/ICTL4A.5.a-b Aligns to multiple GLEs</p>
		<p>ICTL4A.5.a-b a. Identify messages conveyed in various media messages b. Identify media techniques used to convey messages</p>	
8. Integration of Knowledge and Ideas	<p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>R3C.5.i Use details from text to i. identify and interpret the author's ideas and purposes</p>	<p>R3C.5.i/R1H.5.b Aligns to multiple GLEs</p>
		<p>R1H.5.b Apply post-reading skills to demonstrate comprehension of text: b. identify and explain the relationship between the main idea and supporting details</p>	
9.	<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>RI.5.a Compare, contrast and analyze connections: a. text to text (information and relationships in various fiction and non-fiction works</p>	<p>RI.5.a Partial alignment (The CCR Anchor Standard is more specific in requiring that the student be able to write or speak about the connections.)</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

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Reading Standards for Informational Text – Grade 5 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
10. Range of Reading and Level of Text Complexity	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	R1D.5.a-b Read grade-level instructional text <ul style="list-style-type: none"> a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text 	R1D.5.a-b/R1H.5.a Aligns to multiple GLEs
		R1H.5.a Apply post-reading skills to demonstrate comprehension of text: <ul style="list-style-type: none"> a. answer basic comprehension questions 	

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

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Reading Standards: Foundational Skills – Grade 5			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
1.		(not applicable after grade 1)	
2.		(not applicable after grade 1)	
3.	<p>RF.5.3.a Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>R1C.4 Apply decoding strategies to “problem-solve” unknown words when reading when needed.</p> <p>R1D.4.a Read grade-level instructional text</p> <p>a. with fluency, accuracy and expression</p> <p>R1E.4.a-d Develop vocabulary through text, using</p> <p>a. root words and affixes b. synonyms and antonyms c. context clues d. glossary and dictionary</p>	<p>R1C.4/R1D.4.a/R1E.4.a-d Aligns to multiple GLEs</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

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Reading Standards: Foundational Skills – Grade 5 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
4. Fluency	<p>RF.5.4.a-c Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		
		<p>R1D.5.a-b Read grade-level instructional text</p> <p>a. with fluency, accuracy and expression</p> <p>b. adjusting reading rate to difficulty and type of text</p>	<p>R1D.5.a-b Direct alignment</p>
		<p>R1D.5.a-b Read grade-level instructional text</p> <p>a. with fluency, accuracy and expression</p> <p>b. adjusting reading rate to difficulty and type of text</p>	<p>R1D.5.a-b Direct alignment</p>
		<p>R1C.5 Apply decoding strategies to “problem-solve” unknown words when reading when needed</p>	<p>R1C.5 Direct alignment</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

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Writing Standards – Grade 5				
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation	
1. Text Types and Purposes	<p>W.5.1.a-d Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.</p>	<p>W3A.5.a Compose</p> <p>a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features.</p>	<p>W3A.5.a Direct alignment (The CCR Anchor Standard is more specific than the GLE concerning the components of persuasive text.)</p>	
		<p>W2A.5.a-b Compose text</p> <p>a. showing awareness of audience</p> <p>b. in a format appropriate to audience and purpose</p>	<p>W2A.5.a-b/W2B.5.a-b Aligns to multiple GLEs</p>	
	<p>b. Provide logically ordered reasons that are supported by facts and details.</p>	<p>W2B.5.a-b Compose text with</p> <p>a. strong, controlling idea</p> <p>b. relevant, specific details</p>	<p>W2C.5.a-b Compose text with</p> <p>a. a clear beginning, middle, and end</p> <p>b. a logical sequence of events</p>	<p>W2C.5.a-b Direct alignment</p>
		<p>c. Link opinion and reasons using words and phrases and clauses (e.g., <i>consequently, specifically</i>).</p>	<p>[W2C.7.e] [Compose text with cohesive devices, especially transitions]</p>	<p>[W2C.7.e] No alignment (The GLE first appears in grade 7)</p>
	<p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>W2C.5.a Compose text with</p> <p>a. a clear beginning, middle, and end</p>	<p>W2C.5.a Direct alignment</p>	

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

DRAFT

Writing Standards – Grade 5 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Text Types and Purposes 2.	W.5.2.a-e Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	W3A.5.a Compose a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features.	W3A.5.a Direct alignment (The CCR Anchor Standard is more specific than the GLE concerning the components of informative text.)
		W2A.5.a-b Compose text a. showing awareness of audience b. in a format appropriate to audience and purpose	W2A.5.a-b/W2B.5.a/W2C.5.b Aligns to multiple GLEs
		W2B.5.a Compose text with a. strong controlling idea	
		W2C.5.b Compose text with b. a logical sequence of events	
		W2B.5.a-b Compose text with a. strong controlling idea b. relevant, specific details	W2B.5.a-b Direct alignment
		[W2C.7.e] [Compose text with cohesive devices, especially transitions]	[W2C.7.e] No alignment (The GLE first appears in grade 7)
		W2D.5.a-b Compose text using a. words that are specific accurate, and suited to the topic b. writing techniques such as sensory detail and purposeful dialogue	W2D.5.a-b Direct alignment
		W2C.5.b Compose text with b. a logical sequence of events	W2C.5.b Direct alignment
		e. Provide a concluding statement or section related to the information or explanation presented.	

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

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Writing Standards – Grade 5 -- Continued						
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation			
<p>Text Types and Purposes</p> <p>3.</p>	<p>W.5.3.a-e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>W3A.5.a Compose narrative, descriptive, expository, and/or persuasive texts, using appropriate text features.</p> <p>W2A.5.a-b Compose text</p> <p>a. showing awareness of audience</p> <p>b. in a format appropriate to audience and purpose</p> <p>W2B.5.a Compose text with</p> <p>a. strong controlling idea</p> <p>W2C.5.a-b Compose text with</p> <p>a. a beginning, middle, and end</p> <p>b. a logical sequence of events</p> <p>W2D.5.a-b Compose text with</p> <p>a. words that are specific, accurate and suited to the topic</p> <p>b. writing techniques such as sensory detail and purposeful dialogue</p> <p>[W2C.7.e] [Compose text with cohesive devices, especially transitions]</p> <p>W2D.5.a-b Compose text with</p> <p>a. words that are specific, accurate and suited to the topic</p> <p>b. writing techniques such as sensory detail and purposeful dialogue</p>	<p>W3A.5.a Direct alignment (The CCR Anchor Standard is more specific than the GLE concerning the components of narrative text.)</p> <p>W2A.5.a-b/W2B.5.a/W2C.5.a-b Aligns to multiple GLEs (The CCR Anchor Standard specifies the introduction of narrator and characters.)</p> <p>W2D.5.a-b Partial alignment (The CCR Anchor Standard includes focus on pacing.)</p> <p>[W2C.7.e] No alignment (The GLE first appears in grade 7)</p> <p>W2D.5.a-b Direct alignment</p>			
				<p>b. Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p>	<p>W2D.5.a-b Compose text with</p> <p>a. words that are specific, accurate and suited to the topic</p> <p>b. writing techniques such as sensory detail and purposeful dialogue</p>	<p>W2D.5.a-b Partial alignment (The CCR Anchor Standard includes focus on pacing.)</p>
				<p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p>[W2C.7.e] [Compose text with cohesive devices, especially transitions]</p>	<p>[W2C.7.e] No alignment (The GLE first appears in grade 7)</p>
				<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>W2D.5.a-b Compose text with</p> <p>a. words that are specific, accurate and suited to the topic</p> <p>b. writing techniques such as sensory detail and purposeful dialogue</p>	<p>W2D.5.a-b Direct alignment</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

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Writing Standards – Grade 5 -- Continued				
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation	
3.	<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>W2C.5.a Compose text with</p> <p>a. a beginning, middle, and end</p>	<p>W2C.5.a Direct alignment</p>	
4.	<p>W.5.4 Produce a clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.</p>	<p>W2A.5.a-b Compose text</p> <p>a. showing awareness of audience</p> <p>b. in a format appropriate to the audience and purpose</p>	<p>W2A.5.a-b Direct alignment</p>	
5.	<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)</p>	<p>W1A.5.a-e Follow a writing process to</p> <p>a. use a prewriting strategy</p> <p>b. generate a draft</p> <p>c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word, choice (refer to W2A, W2B, W2C, W2D)</p> <p>d. edit for conventions (refer to W2E)</p> <p>e. share writing</p>	<p>W1A.5.a-e Partial alignment (The CCR Anchor Standard allows for guidance and support.)</p>	

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Writing Standards – Grade 5 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Production and Distribution of Writing 6.	W.5.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	ICTL1B.5 Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work.	ICTL1B.5 Direct alignment
		ICTL5C.5.a-c a. Recognize that there are a variety of ways to share information. b. Select the format appropriate for the intended audience and purpose. c. Effectively share information. W1A.5.a-e Follow a writing process to a. use a prewriting strategy b. generate a draft c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word, choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) e. share writing	ICTL5C.5.a-c Partial alignment (The CCR Anchor Standard is more specific requiring a level of keyboarding skills. The CCR Anchor Standard allows some guidance and support from adults.) W1A.5.a-e Direct alignment

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Writing Standards – Grade 5 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Research to Build and Present Knowledge 7.	W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	ICTL2B.5.a-c a. Develop questions based on prior knowledge b. Generate key words to research topics c. Revise or clarify, with minimal assistance, focus questions and/or key words as information is gathered.	ICTL2B.5.a-c/ICTL3A.5.a-c/ICTL4D.5.a-b/W3A.5.a Aligns to multiple GLEs
		ICTL3A.5.a-c a. Identify types of sources, including oral, print, and digital, appropriate for the information needed b. Explain, with assistance, whether a primary or secondary source is the best choice for the information needed. c. Locate information sources using appropriate organizational tools ICTL4D.5.a-b a. Analyze information gathered for gaps b. Locate additional information as needed W3A.5.a Compose a variety of texts, a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features.	

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Writing Standards – Grade 5 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Research to Build and Present Knowledge 8.	W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	ICTL1A.5.a-e Follow and monitor inquiry process to: <ol style="list-style-type: none"> Identify a information need Access prior knowledge relevant to the needed information Identify what additional information is needed Locate relevant sources. Select information appropriate to the problem or question 	ICTL5A.5.a-e/ICTL5A.5/ICTL6B.5.c/RIH.5.h-i Aligns to multiple GLEs
		ICTL5A.5 Record relevant information using a variety of note-taking or organizational strategies.	
		ICTL6B.5.c c. Document, with minimal assistance, each source referenced using appropriate citation format.	
		RIH.5.h-i Apply post-reading skills to demonstrate comprehension of text: <ol style="list-style-type: none"> Paraphrase summarize 	

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Writing Standards – Grade 5 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<p>Research to Build and Present Knowledge</p> <p>9.</p>	<p>W.5.9.a-b</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text; identifying which reasons and evidence support which point[s]”).</p>	<p>W3A.5.a-c</p> <p>Compose a variety of texts,</p> <p>a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features</p> <p>b. selecting and using an appropriate format including a summary (narrative or informational)</p>	<p>W3A.5.a-c</p> <p>Direct alignment (Cross reference appropriate reading standards in GLEs and CCR Anchor Standard for complete alignment. The CCR Anchor Standard focuses on connecting the reading and writing processes.)</p>

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Writing Standards – Grade 5 -- Continued			
CCR Anchor Standards Range of Writing	Grade-Specific Standard	Missouri GLE Alignment	Explanation
10.	<p>W.5.10 Write routinely over extended time frames (time for research, reflection and revision) and shorter times frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W1A.5.a-e Follow a writing process to</p> <ul style="list-style-type: none"> a. use a prewriting strategy b. generate a draft c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word, choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) e. share writing 	<p>W1A.5.a-e Partial alignment (The CCR Anchor Standard focuses on writing over long and short time frames while the GLE focuses on the process without noting the differences in how long a writing task would take.)</p>
		<p>W2A.5.a-b Compose text</p> <ul style="list-style-type: none"> a. showing awareness of audience b. in a format appropriate to audience and purpose 	<p>W2A.5.a-b Direct alignment</p>
		<p>W3A.5.a Compose a variety of texts</p> <ul style="list-style-type: none"> a. narrative, descriptive, expository, and/or persuasive features. 	<p>W3A.5.a Partial alignment (The CCR Anchor Standard specifies reflective writing.)</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

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Speaking and Listening Standards – Grade 5				
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation	
1. Comprehension and Collaboration	<p>SL.5.1.a-d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) and diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</p>	No alignment		
				<p>LS1B.5 Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)</p> <p>R1H.5.d Apply post-reading skills to demonstrate comprehension of text: d. question to clarify</p> <p>LS2A.1 Speak clearly when sharing ideas and asking questions in small and large groups.</p> <p>R1H.5.b,f Apply post-reading skills to demonstrate comprehension of text: b. identify and explain the relationship between the main idea and supporting details f. draw conclusions</p> <p>R1H.5.i Apply post-reading skills to demonstrate comprehension of text: i. summarize</p>
				<p>LS1B.5 Partial alignment (The CCR Anchor Standard is more specific.)</p> <p>R1H.5.d/LS2A.1 Aligns to multiple GLEs</p> <p>R1H.5.b,f Partial alignment (The CCR Anchor Standard is mainly in reference to discussion while the GLE is in reference to reading.)</p>
				<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

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Speaking and Listening Standards – Grade 5 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Comprehension and Collaboration 3.	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	No alignment	
	SL.5.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	LS2A.5 In discussions and presentations that <ul style="list-style-type: none"> • give organized presentations that demonstrate a clear viewpoint • select and use appropriate public speaking techniques such as rate, pace, and enunciation 	LS2A.5 Direct alignment
Presentation of Knowledge and Ideas 4.	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	ICTL5C.5.b b. Select the format appropriate to the intended audience and purpose	ICTL5C.5.b Partial alignment (The CCR Anchor Standard focuses on adding media to presentations while the GLE focuses on selection of the entire presentation.)
	SL.5.6 Adapt speech to a variety of contexts and tasks using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	No alignment	No alignment

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

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Language Standards – Grade 5			Missouri GLE Alignment	Explanation
CCR Anchor Standards	Grade-Specific Standard			
1. Conventions of Standard English	L.5.1.a-e			
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking			
	a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		<p>W2C.5.d Compose text with sentence variety</p> <p>W2E.4.d In written text d. correctly use verbs that agree with compound subject and conjunctions</p>	<p>W2C.5.d/W2E.4.d Partial alignment (The CCR Anchor Standard is more specific in requiring the explanation of the function of these types of words rather than only using them correctly.)</p>
	b. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.		<p>W2E.5.d In written text, d. use correct verb tense and subject/verb agreement</p>	<p>W2E.5.d Partial alignment (The CCR Anchor Standard specifies forming and using perfect tense verbs.)</p>
	c. Use verb tenses to convey various times, sequences, states, and conditions.		<p>W2E.5.d In written text, d. use correct verb tense and subject/verb agreement</p>	<p>W2E.5.d Partial alignment (The CCR Anchor Standard is more specific than the GLE on verb tenses to be used)</p>
	d. Recognize and correct inappropriate shifts in verb tense.*		<p>W2E.5.d In written text, d. use correct verb tense and subject/verb agreement</p>	<p>W2E.5.d Partial alignment (The CCR Anchor Standard is more specific than the GLE on verb tense shifts.)</p>
e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).		No alignment		

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

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Language Standards – Grade 5 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Conventions of Standard English 2.	L.5.2.a-e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	a. Use punctuation to separate items in a series.	W2E.4.b In written text b. use commas in a series, and between city and state	W2E.4.b Direct alignment
	b. Use a comma to separate an introductory element from the rest of the sentence.	No alignment	No alignment
	c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	No alignment	No alignment
	d. Use underlining, quotation marks, or italics to indicate titles of works	No alignment	No alignment
e. Spell grade-appropriate words correctly, consulting references as needed.	W2E.5.e-f In written text, e. use correct spelling of simple compounds, homophones, contractions and words with affixes f. use standard spelling, classroom resources, including dictionary, to edit for correct spelling	W2E.5.e-f Direct alignment	Direct alignment

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Language Standards – Grade 5 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
3. Knowledge of Language	<p>L.5.3.a-b Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>W2C.5.d Compose text with sentence variety</p>	<p>W2C.5.d Partial alignment (The CCR Anchor Standard is more specific than the GLE in focusing on interest and style in writing.)</p>
		<p>R11.5.a Compare, contrast and analyze connections: a. text to text (information and relationships in various fiction and non-fiction works</p>	<p>R11.5.a Partial alignment (The CCR Anchor Standard is more specific on comparing types of English language used while the GLE focuses on connections between texts in general.)</p>
		<p>[R2B.8.b] [Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing b. dialect]</p>	<p>[R2B.8.b] No alignment (The GLE first appears in grade 8)</p>

STANDARDS CROSSWALK FOR English Language Arts – Grade 5

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Language Standards – Grade 5 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
4. Vocabulary Acquisition and Use	L.5.4.a-c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> ; choosing flexibly from a range of strategies.		
	a. Use context (e.g., cause/effect relationships in text) as a clue to the meaning of a word or phrase.	R1E.5.c Develop vocabulary through text, using c. context clues	R1E.5.c Direct alignment
	b. Use common grade-appropriate Greek and Latin affixes and roots, as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).	R1E.5.a Develop vocabulary through text, using a. root words and affixes	R1E.5.a Direct alignment
	c. 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.	R1E.5.d Develop vocabulary through text, using d. glossary and dictionary	R1E.5.d Partial alignment (The CCR Anchor Standard specifies consulting digital format as well as print format to find pronunciation and word meanings while the GLE specifies the use of glossary and dictionary.)

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Language Standards – Grade 5 -- Continued			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
5.	<p>L.5.5.a-c Demonstrate understanding of figurative language word relationships and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p>	<p>R2B.5.a-b/R3B.5.a-b Identify and explain examples of sensory details figurative language, and basic literary techniques in text, emphasizing</p> <p>a. simile b. metaphor</p>	<p>R2B.5.a-b/R3B.5.a-b Direct alignment</p>
6.	<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>[R2B.6.c] No alignment (The GLE for idioms first appears in grade 6. There is no alignment for recognizing and explaining adages and proverbs.)</p> <p>R1E.5.b Direct alignment</p>	<p>[R2B.6.c] No alignment (The GLE for idioms first appears in grade 6. There is no alignment for recognizing and explaining adages and proverbs.)</p> <p>R1E.5.b Direct alignment</p>
			<p>R1E.5.a-d Partial alignment (The CCR Anchor Standard suggests the use of specific transition words.)</p> <p>[W2C.7.e] No alignment (The GLE first appears in grade 7)</p> <p>W2D.5.a Direct alignment</p>