Cambria Heights School District Curriculum

Course Name	English Language Arts
Grade Level	Fifth grade

1.1	Foundational Skills **Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.**			
Key Concepts	**Essential Questions**	**Standard** **(Descriptor)**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Book Handling				
Print Concepts				
Phonological Awareness				
Phonics and Word Recognition	• How do decoding strategies help a reader to read unknown words? • How does a sight word vocabulary support a reader's development?	• Know and apply grade level phonics and word analysis skills in decoding words. 　○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (example roots and affixes) to read accurately unfamiliar multisyllabic words.		syllabication roots prefixes suffixes
Fluency	How does reading fluently support a reader's comprehension?	• Read with accuracy and fluency to support comprehension: 　○ Read on-level text with purpose and understanding. 　○ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 　○ Use context to confirm or self-correct		fluency prosody (rate, stress, and intonation) rate expression accuracy comprehension self-correct

		word recognition and understanding, rereading as necessary.		

<table>
<tr>
<td rowspan="2">1.2</td>
<td colspan="4">Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</td>
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<td>Key Concepts</td>
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<td>Standard</td>
<td>Eligible Content

(Grades 3-5)</td>
<td>Terminology</td>
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<tr>
<td>Key Ideas and Details</td>
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<td>Main Idea</td>
<td>• How do main idea and details help a reader create meaning in a text?</td>
<td>• Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text</td>
<td>E05.B-K.1.1.2
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
<td>main idea
details
summarize</td>
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<td>Text Analysis</td>
<td>How does evidence from the text help a reader make inferences?

How does a reader use the information in a text to explain the relationship between two or more ideas?</td>
<td>Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.</td>
<td>E05.B-K.1.1.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

E05.B-K.1.1.3
Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
<td>cite
making inferences
generalizations</td>
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<td>Craft and Structure</td>
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<td>Point of View</td>
<td>How does a reader analyze multiple accounts of an event or topic to determine point of view?</td>
<td>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
<td>E05.B-C.2.1.1
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view</td>
<td>analyze
point of view
perspective</td>
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</table>

			they represent.	
Text Structure	• How does the structure of the text assist the reader in gaining meaning from informational text?	• Use text structure in and among texts to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).	**E05.B-C.2.1.2** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information and text features in two or more texts.	text structure
Vocabulary	• How does clarifying the meaning of unknown words help a reader gain understanding of a text?	• Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	**E05.B-V.4.1.1** 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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). c. Determine the meaning of general academic and domain-specific words and phrases used in a text. **E05.B-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. a. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of	figurative language simile metaphor personification idiom adages proverbs

			the words. Determine the meaning of general academic and domain-specific words or phrases used in a text.	
Integration of Knowledge and Ideas				
Diverse Media	• How does a reader draw on information from multiple sources in order to solve problems?	• 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.	**E05.B-C.3.1.3** Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.	text features
Evaluating Arguments	• How do readers analyze an author's use of evidence and reasons to understand their arguments?	• Determine how an author supports particular points in a text through reasons and evidence.	**E05.B-C.3.1.1** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	evidence reasons argument
Analysis Across Texts	• How does a reader integrate information from multiple sources to demonstrate understanding?	• Integrate information from several texts on the same topic to demonstrate understanding of that topic.	**E05.B-C.3.1.2** Integrate information from several texts on the same topic in order to demonstrate subject knowledge. **E05.B-C.3.1.3** Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.	text features
Vocabulary Acquisition and Use	• Why is it important for a reader to determine the meaning of unknown and/or multiple meaning words? How does a reader demonstrate their understanding of new vocabulary?	• Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	**E05.B-V.4.1.1** 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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a	figurative language simile metaphor personification idiom adages proverbs homophones homographs

			word (e.g., *photograph, photosynthesis*).	
			c. Determine the meaning of general academic and domain-specific words and phrases used in a text. **E05.B-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. Determine the meaning of general academic and domain-specific words or phrases used in a text.	
Range of Reading and Text Complexity	• Why is it important for a reader to independently and proficiently read a work of literary non-fiction and informational text?	• Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.		

1.3	Reading Literature **Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**			
Key Concepts		**Standard**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Key Ideas and Details				
Text Analysis	• How does evidence from the text help a reader make inferences?	• Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	**E05.A-K.1.1.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	cite inference generalization
Literary Elements	• How does comparing and contrasting story elements help a reader gain understanding of a text?	• Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	**E05.A-K.1.1.3** Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).	compare contrast
Theme	• How do readers summarize a text to determine theme?	• Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	**E05.A-K.1.1.2** 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.	theme
Craft and Structure				
Point of View	• How does a reader analyze multiple accounts of the same event in order to determine point of view?	• Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**E05.A-C.2.1.1** Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose of a text and explain how it is conveyed in the text.	point of view perspective

Text Structure	• How does the structure of a text assist the reader in gaining meaning from works of literature?	• Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		text structure
Vocabulary	• How does clarifying the meaning of unknown words and figurative language assist a reader in understanding a work of literature?	• Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	**E05.B-V.4.1.1** 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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). c. Determine the meaning of general academic and domain-specific words and phrases used in a text. **E05.B-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. Determine the meaning of general academic and domain-specific words or phrases used in a text.	figurative language simile metaphor personification idiom adages proverbs homophones homographs

Integration of Knowledge and Ideas				
Sources of Information	• How do visual and multimedia elements contribute to a reader's understanding of a work of literature?	• 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).		multimedia tone
Text Analysis	How does a reader compare and contrast texts within the same genre to demonstrate understanding of literary elements?	Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.	**E05.A-C.3.1.1** Compare and contrast stories in the same genre on their approaches to similar themes and topics.	compare contrast themes literary elements
Vocabulary Acquisition and Use	How does a reader determine the meaning of unknown and/or multiple meaning words? How does a reader demonstrate their understanding of new vocabulary?	Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.	**E05.A-V.4.1.1** 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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). **E05.A-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship	figurative language simile metaphor personification idiom adages proverbs homographs homophones

			between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
Strategies	• How do readers employ strategies to determine the meaning of multiple meaning words?	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	**E05.A-V.4.1.1** 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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).	multi-meaning word context clues affixes roots
Range of Reading and Text Complexity	• Why is it important for a reader to independently and proficiently read a work of literary fiction?	• Read and comprehend literary fiction on grade level, reading independently and proficiently.		literary fiction

1.4	Writing **Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**			
Key Concepts		**Standard**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Informative /Explanatory Writing		**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**		
Focus	• How does clearly introducing a topic support a writer's focus? • Why is it important for a writer to keep their intended audience in mind while crafting their writing?	• Identify and introduce the topic clearly.	E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose. E05E.1.1.1 Introduce text for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.	topic focus author's purpose
Content	• How does using evidence assist a writer in supporting their development of a topic?	• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.	E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. E05. E.1.1.2 Develop the analysis using a variety of evidence from text to support claims, opinions, and inferences	facts definitions concrete details quotations
Organization	• How does a writer organize information to create meaning? • How does a writer use phrases and clauses to link ideas?	• Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.	E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.	concluding statement

			E05.C.1.2.3 Link ideas within categories of information using words and phrases and clauses (e.g., *in contrast, especially).*	
			E05.C.1.2.6 Provide a concluding section related to the information or explanation presented.	
			E05E.1.1.1 Introduce text for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.	
			E05.E.1.1.3 Link ideas within categories of information using words and phrases and clauses (e.g. in contrast, especially).	
			E05.E.1.1.6 Provide a concluding section related to the analysis provided	
Conventions	• How does proper use of conventions assist a writer in the development of their writing?	• Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	**E04.D.1.1.1** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	verb tense correlative conjunctions sentence fragments subject/verb agreement prepositions interjections commonly confused words pronoun/antecedent
			E05.D.1.1.2 Form and use the perfect (e.g. I had walked; I have walked; I will have walked) verb tenses.	
			E05.D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions.	
			E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense.	

			E05.D.1.1.5 Use correlative conjunctions (e.g. either/or, neither/nor). E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* E05.D.1.1.7 Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their, they're*).* E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.* E05.D.1.2.1 Use punctuation to separate items in a series. E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence. E05.D.1.2.3 Use a comma to set of the words, yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works E05.D.1.2.5 Spell grade appropriate words correctly.	
Style	• Why is it important for a writer to use precise language to explain a topic? • How does a writer write with an awareness of style?	• Write with an awareness of style. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length.	E05.C.1.2.4 Use precise language and domain specific vocabulary to inform about or explain the topic. E05.C.1.2.5 Establish and maintain a formal	formal style voice word choice sentence fluency

			style.	
			E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. **E05.D.2.1.2** Choose words and phrases to convey ideas precisely. **E05.D.2.1.3** Choose punctuation for effect. **E05.E.1.1.4** Use precise language and domain specific vocabulary to inform about or explain the topic. **E05.E.1.1.5** Establish and maintain a formal style.	
Opinion/ Argumentative Writing		**Write opinion pieces on topics or texts.**		
Focus	• How do writers clearly introduce a topic and state an opinion about the topic? Why is it important for a writer to keep their intended audience in mind while crafting their writing?	• Introduce the topic and state an opinion on the topic.	**E05.C.1.1.1** Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **E05.E.1.1.1.** Introduce text for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.	opinion topic
Content	• How do writers use facts and details from credible sources to support opinions?	• Provide reasons that are supported by facts and details; draw from credible sources.	**E05.C.1.1.2** Provide reasons that are supported by facts and details **E05. E.1.1.2** Develop the analysis using a	credible sources

			variety of evidence from text to support claims	
Organization	How does a writer organize their ideas to support their opinion? How does a writer link their opinions and reasons using phrases and clauses? How does a writer develop a concluding statement to support their opinion?	Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.	**E05.C.1.1.1** Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **E05.C.1.1.3** Link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically). **E05.C.1.1.5** Provide a concluding section related to the opinion presented. **E05E.1.1.1** Introduce text for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose. **E04.E.1.1.3** Link opinion and reasons using words, phrases, and clauses (e.g. in contrast, especially). **E04.E.1.1.6** Provide a concluding statement or section related to the analysis presented	
Conventions	• How does proper use of conventions assist a writer in the development of their writing?	• Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	**E05.D.1.1.1** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. **E05.D.1.1.2** Form and use the perfect (e.g. I had walked; I have walked; I will have walked) verb tenses.	verb tense correlative conjunctions sentence fragments subject/verb agreement

			E05.D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions. **E05.D.1.1.4** Recognize and correct inappropriate shifts in verb tense. **E05.D.1.1.5** Use correlative conjunctions (e.g. either/or, neither/nor). **E05.D.1.1.6** Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. **E05.D.1.1.7** Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their, they're*). **E05.D.1.1.8** Ensure subject-verb and pronoun-antecedent agreement. **E05.D.1.2.1** Use punctuation to separate items in a series. **E05.D.1.2.2** Use a comma to separate an introductory element from the rest of the sentence. **E05.D.1.2.3** Use a comma to set of the words, yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address **E05.D.1.2.4** Use underlining, quotation marks, or italics to indicate titles of works **E05.D.1.2.5** Spell grade appropriate words correctly.	

Style	• How do writers expand, combine, and reduce sentences to maintain reader interest? • How do writers write with an awareness of style?	• Write with an awareness of style. • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	**E05.C.1.1.4** Establish and maintain a formal style. **E05.D.2.1.1** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. **E05.D.2.1.2** Choose words and phrases to convey ideas precisely. **E05.D.2.1.3** Choose punctuation for effect. **E05.D.2.1.4** Choose words and phrases for effect. **E05.E.1.1.4** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E05.E.1.1.5** Establish and maintain a formal style.	formal style voice word choice sentence fluency
Narrative Writing		• Write narratives to develop real or imagined experiences or events.		
Focus	• How do writers establish story elements to orient the reader to a situation?	• Orient the reader by establishing a situation and introducing a narrator and/or characters.	**E05.C.1.3.1** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose; establish a controlling point.	
Content	How does a writer use narrative techniques to develop characters and events in their writing? How does a writer use concrete words,	Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory	**E05.C.1.3.2** Use narrative techniques such as dialogue and description and pacing to develop experiences and events or to show the responses of	narrative techniques dialog description pacing

	phrases, and sensory details to precisely describe events?	details to convey experiences and events precisely.	characters to situations. **E05.C.1.3.4** Use concrete words and phrases and sensory details to convey experiences and events precisely.	
Organization	How does a writer use narrative elements to organize and a piece of narrative writing? How does a writer use a variety of transitional words and phrases to manage the sequence of events? How does a writer develop a strong conclusion for narrative writing?	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	**E05.C.1.3.1** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose; establish a controlling point. **E05.C.1.3.3** Use a variety of transitional words and phrases and clauses to manage the sequence of events. **E05.C.1.3.5** Provide a conclusion that follows from the narrated experiences or events.	transition words
Conventions	How does proper use of conventions assist a writer in the development of a piece of writing?	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	**E05.D.1.1.1** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. **E05.D.1.1.2** Form and use the perfect (e.g. I had walked; I have walked; I will have walked) verb tenses. **E05.D.1.1.3** Use verb tense to convey various times, sequences, states, and conditions. **E05.D.1.1.4** Recognize and correct inappropriate shifts in verb tense. **E05.D.1.1.5** Use correlative conjunctions (e.g. either/or, neither/nor).	

		E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. **E05.D.1.1.7** Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their, they're*). **E05.D.1.1.8** Ensure subject-verb and pronoun-antecedent agreement. **E05.D.1.2.1** Use punctuation to separate items in a series. **E05.D.1.2.2** Use a comma to separate an introductory element from the rest of the sentence. **E05.D.1.2.3** Use a comma to set of the words, yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address **E05.D.1.2.4** Use underlining, quotation marks, or italics to indicate titles of works **E05.D.1.2.5** Spell grade appropriate words correctly.	
Style	• How do writers write with an awareness of style? • How do writers expand, combine, and reduce sentences to maintain reader interest?	• Write with an awareness of styles. • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	**EO5.C.1.3.4** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E05.D.2.1.1** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	

			E04.D.2.1.2 Choose words and phrases to convey ideas precisely. **E05.D.2.1.3** Choose punctuation for effect. **E05.D.2.1.4** Choose words and phrases for effect.	
Response to Literature	• How do writers develop an analysis, through the use of evidence, to support their ideas? How do writers use evidence from literary or informational text to support their analysis or reflection of literature and informational texts?	• Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.	**E05E.1.1.1** Introduce text for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose. **E05. E.1.1.2** Develop the analysis using a variety of evidence from text to support claims, opinions, and inferences. **E05.E.1.1.3** Link ideas within categories of information using words and phrases (e.g. another, for example, also, because) **E05.E.1.1.4** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E05.E.1.1.5** Provide a concluding statement or section related to the analysis presented **E05.E.1.1.6** Provide a concluding section related to the analysis presented.	analysis evidence inferences organizational structure

Production and Distribution of Writing	• How do writers develop and strengthen writing by engaging in the writing process?	• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		revise plan rewrite peer edit self edit
Technology and Publication	• How do writers use technology to collaborate, publish, and expand their writing?	• With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		publish technology
Conducting Research	• How do writers conduct short research projects using several sources to build knowledge on different aspects of a topic?	• Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		research investigation
Credibility, Reliability, and Validity of Sources	• How do writers gather relevant information from various sources to summarize and paraphrase information in notes and finished work? • Why is it important for a writer to provide a list of sources?	• 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.		digital sources paraphrase
Range of Writing	• Why is it important for writers to routinely write a variety of pieces over period of time?	• 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.		reflection purpose audience writing stamina

1.5	**Speaking and Listening** **Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**			
Key Concepts		**Standard**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Comprehension and Collaboration				
Collaborative Discussions	• How does a student effectively engage in collaborative discussions about topics and texts?	• Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.		collaborative discussion
Integrate and Evaluating Information	• How does a student summarize the main points of a text that is read aloud? • How do students summarize information acquired from a variety of formats?	• Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
Evaluating Information	• How do students summarize a speaker's key points? • How does a student explain how a speaker supported their claims with reasons and evidence?	• Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		
Presentation of Knowledge and Ideas	• How do students effectively present information, to an audience, in a clear and concise manner?	• Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.		
Integration of Knowledge and Ideas				
Multimedia and Ideas	• How does a student use multimedia components and visual displays to enhance the development of the main ideas or themes?	• Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		multi-media display
Content and Ideas	• Why is it important for a student adapt their speech to a variety of contexts and tasks?	• Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		

Conventions of Standard English	How does a student demonstrate command of Standard English when speaking?	Demonstrate command of the conventions of Standard English when speaking based on grade 5 level and content.		Standard English