

Crook County School District # 1 Curriculum Guide

Grade 5 Language Arts

2011-2012

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
5th Grade			
Reading Literature			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>Key ideas and Details(1-3)</p> <p>Fifth grade students can retell using their own words and words from the text to support their answers. Students determine a theme and think about characters actions. Students use specific details in the text when comparing and contrasting between two or more characters, settings, or events.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell me the reasons why you think...? Show where you linked your thinking to the text. • What are the most important events that happened in the story? How do you know? • What is the theme of this text? • Summarize the story from beginning to end in a few sentences. • Can you tell me how the character solved the problem in this story? • Describe how these two characters are the same. How are they different? 	Recall Skill/Concept	Recall Quote Interpret Illustrate Theme Compare Contrast Characters Setting Plot Summarize Supporting Detail
5.RL.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.			
5.RL.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).			

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5th Grade			
Reading Literature			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<p>Craft and Structure (4-6)</p> <p>Students can tell the meaning of words and phrases in a text and focus on figurative language. Students understand how chapters, scenes, or stanzas in a series fit into the structure of the text. The students will identify the narrator's point of view and how it impacts the events of the text.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What do you do when you come to words or phrases you do not know? (use context) • Can you tell me how this text is organized? • Think about what you read. Who is telling the story? • Can you tell how the person telling the story is thinking? How does this affect the events of the story? 	Recall Skill Concept Strategic Thinking	Figurative Chapter Scene Stanza Context Narrator
5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.			
5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
5th Grade			
Reading Literature			
Integration of Knowledge and Ideas			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>Fifth grade students must investigate what they hear and see to gain an understanding of the text. Students can compare and contrast themes and topics when reading stories of the same genre.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell how the illustrations affect the mood of the text? • Does this hypertext or embedded video help you better understand the text? What does it tell you about what you read? • In reading books of this genre, what happened to the characters that are the same? What happened that is different? • In reading books of this genre, how did characters solve problems in different ways across texts? • In reading books of this genre, how are the plots the same or different across texts? 	<p>Level 1 Level 2 Level 3</p>	<p>Genre Multi-Media Illustrations Theme Plot Characters</p>
<p>5.RL.8 N/A to Literature</p>			
<p>5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
5th Grade			
Reading Literature			
Range of Reading and Level of Text Complexity			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
5.RL.10		Level 1-4	
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Fifth grade students are capable of reading and understanding a variety of literature at the higher end of grades 4-5 independently. By the end of 5 th grade students will perform at a Lexile score of 980		

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 5th Grade Reading Informational Text Key ideas and Details			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
5.RIT.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>Students at this level should be able to correctly retell, provide details to explain the text, and draw conclusions. Students must identify two or more main ideas and provide details to support them. They should also be able to summarize the text in their own words. Using the text for support, students compare and contrast two or more people, events, ideas, or concepts in informational text.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell me the reasons why you think...? Show where you linked your thinking to the text. • Can you find at least two of the main ideas of this text and key details that support them? • Summarize the main points of the text. • Can you tell me how these ideas, people, and events are the same? Can you tell me how they are different? Show me in the text. • Think about these historical events. Tell how they are connected. 	Level 1,2	Main Idea Conclusions Summarize Quote Retell Informational Text Key Details Compare and Contrast
5.RIT.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.			
5.RIT.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.			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
5th Grade			
Reading Informational Text			
Craft and Structure			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
5.RIT.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> .	<p>Fifth grade students can define vocabulary. Students must compare and contrast the events, ideas, or concepts in two or more texts. Students compare and contrast perspectives within the text. They can describe how each perspective can provide information.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What do you do when you come to words or phrases you do not know? (glossary, use context) • What features in the text help you find important information about what you are reading? • How is the information organized in this text? • What does the author want the reader to understand about this text? • What is similar and different about how the information is presented in these texts? 	Level 1, 2	Compare Contrast Chronology Perspective Structure Analyze
5.RIT.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			
5.RIT.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 5th Grade Reading Informational Text Integration of Knowledge and Ideas			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
5.RIT.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>Students use media efficiently to answer questions and to solve problems. Students continue to give explanations about how an author uses proof to support a point in the text and prove each point with evidence from the text. Students will use written or oral responses to show their knowledge of one subject throughout different text.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you find the information in this text that supports your thinking? • What does this diagram/image tell you about this topic? • Can you find details to support the authors point of view? • What is the same about the points presented in these texts? What is different? • How can you (gather) facts and pieces of evidence from these texts to support your thinking about this topic? 	Level 1, 2,4	Author Graphic Organizers Compare Contrast
5.RIT.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).			
5.RIT.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			

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<p>5.RIT.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.</p>	<p style="text-align: center;">Range of Reading and Level of Text Complexity</p> <p>Students are required to read and understand a wide range of informational texts reaching the 980 Lexile range by the end of 5th grade.</p> <p>Students make connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies and poor reasoning in texts.</p> <p>Students read independently for future success.</p>	<p>Levels 1-4</p>	<p>Varies</p>

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 5th Grade Foundational Skills Phonics and Word Recognition			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>Note: No 5.RFS.1-2</p> <p>5.RFS.3 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>Students continue learning specific strategies for decoding words in texts. They are required to apply the specific strategies for decoding and spelling multi-syllabic words.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like ...? • You said ...does it look like ...? 	Level 1 and 2	Decode Strategies Multi-syllabic

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5th Grade			
Foundational Skills			
Fluency			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>5.RFS.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage reread texts as needed to support understanding.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Go back and reread when it doesn't sound or look like you think it should. 	Level 1-2	<p>Fluency</p> <p>Accuracy</p> <p>Comprehension</p> <p>Context</p>

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
5th Grade			
Writing			
Text Types and Purpose			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>5.W.1 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 ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Fifth grade students are required to include both an introduction and a concluding statement or section in their writing. Students continue using strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding their thoughts (using summary statements) when writing.</p> <p>They are learning to further organize their writing by developing the use of text features (headings, sections, illustrations, and multimedia). Students also write with complex sentences to link the parts of their writing together.</p> <p>Fifth grade students write informative/explanatory pieces as well. They must be able to find and group information together in a logical way. In order to do so, students need strategies for researching a topic (gathering data), selecting relevant information (note taking), grouping like ideas, and developing a way to present the ideas from beginning to end (format and organization of written presentation).</p>	Levels 1-4	<p>Introduction</p> <p>Conclusion</p> <p>Dialogue</p> <p>Heading</p> <p>Sections</p> <p>Illustrations</p> <p>Multi-media</p> <p>Complex Sentences</p> <p>Informative</p> <p>Exclamatory</p> <p>Strategies</p> <p>Relevant Information</p> <p>Organization</p> <p>Opinion</p> <p>Writer's purpose</p> <p>Graphic Organizers</p>
<p>5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses</p>	<p>Fifth grade students write real and imaginative stories. Students are expected to use description to show characters' thoughts and feelings as well as the details of characters' interaction through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.</p> <p>from beginning to end (format and organization of written presentation).</p>		

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<p>(e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>			
<p>5.W.3 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>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>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 5th Grade Writing Production and Distribution of Writing			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Fifth grade students are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment) and purpose (the writer’s designated reason for writing) should be reflected in the student’s organization and development of a topic. With assistance from adults and peers, students should develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).	Level 1-4	Word Choice Sentence Structure Task Purpose Organization Revise Edit
5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Students in fifth grade are developing strategies with peers and adults to use digital tools. At this level, they should not only use technology for producing and publishing writing, but also to collaborate with others. Fifth grade students are required to be proficient in keyboarding skills (typing at least two pages in a single setting).		Word Choice Graphic Organizers Spelling Grammar Peer Editing Publishing Collaboration
5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.			

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5th Grade

Update on: November 12, 2011

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Writing			
Research to Build and Present Knowledge			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>Fifth grade students are required to research a topic. Investigation includes exploring a topic in greater detail by developing a research question that helps bring focus to the topic.</p> <p>Students learn how to locate information from print and digital sources as well as integrate information from their own experiences. A list of sources they used should be included. At this level, students take notes, organize their information into categories, and list their sources.</p>	<p>Level 1-4</p>	<p>Research Digital Sources Evidence Literary Text Informative Text</p>
<p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>Fifth grade students use strategies for reading literary and information text as they investigate topics:</p> <ul style="list-style-type: none"> • When reading literary text: fifth grade students are required to refer to specific details in the text when finding the similarities and differences between two or more characters, settings or events. • When reading informational text: students at this level give explanations about how an author uses proof to support a point in the text. In addition they must prove each point with evidence from the text. Students will combine information from several texts about the same subject in a written or oral response. 		

<p>5.W.9 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>			
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
5th Grade			
Writing			
Range of Writing			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>5.W.10 Write routinely over extended time frame(time for research, reflection, and revision) and shorter time frames(a single sitting or a day or two) for a range discipline-specific tasks purposes and audiences.</p>	<p>Students are required to produce numerous pieces of writing over various time frames in order to develop skills in research and allow time for reflection and revision. Task (type of writing assignment), audience (the intended reader), and purpose (the writer’s designated reason for writing) should be reflected in the student’s development of a topic related to the content area for which they are writing about.</p>	<p>Level 1-4</p>	<p>Research Reflection Revision Task Audience Purpose Content</p>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
5th Grade			
Speaking and Listening Comprehension and Collaboration			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<p>Students in grade five will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations.</p> <p>Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.</p> <p>Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc).</p> <p>Fifth grade students will summarize information presented from multiple formats</p>	Level 1-4	Participant Observer Leader Engage Literature Circles Buddy Reading Book Groups Listening Skills

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<p>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>At this level, students are now expected to be able to identify the reasons and evidence a speaker provides to support claims. This can be done through listening, questioning, and gathering information for deeper understanding of a topic.</p>		
<p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 5th Grade Speaking and Listening Presentation of Knowledge and ideas			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace	While adept at reporting on a topic or text, telling a story, or recounting an event, fifth graders will focus on doing so in an organized, logical manner. The aforementioned items should be done orally and in coherent, spoken sentences. Fifth graders will do so at an appropriate <i>pace</i> . Having the opportunity to present a personal opinion is important in the fifth grade. Students in the fifth grade will combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes. At this level, they may identify these components as <i>multimedia components</i> .	Level 1-4	Recount Opinion Coherent Pace Multi-media Formal Informal Main-ideas Themes
5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Students in the fifth grade should be exposed to a numerous variety of speaking tasks so they may be able to distinguish between formal and informal discourse. Small-group discussions and formal presentations would be one example of each type of discourse. Fifth graders should be comfortable adapting their speech to a variety of contexts and tasks.		
5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.			

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 5th Grade Language Conventions of Standard English			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g. <i>I had walked; I have walked; I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>) 	<p>Fifth grade students must have a strong command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English. In this grade, emphasis is on the function of conjunctions, prepositions, interjections, and verb tenses. With conventions, students must become more adept in the use of commas.</p>	<p>Level 1-4</p>	<p>Prepositions Conjunctions Interjections Verb-tenses Conventions Commas</p>
<p>5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. 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., 			

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<p><i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>			
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
5th Grade			
Language			
Knowledge of Language			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>5.L.3</p> <p>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., <i>dialects, registers</i>) used in stories, dramas, or poems.</p>	<p>Students in grade 5 will use what they know about HOW language works when they write, speak, read, and listen.</p> <p>Students at this level will develop and use sentence fluency that interests the reader/listener. They will be able to compare and contrast varieties of English used throughout the genres they read. In order to do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.</p>	Level 1-4	<p>Fluency</p> <p>Compare</p> <p>Contrast</p> <p>Language</p> <p>Usage</p> <p>Genre</p> <p>Strategies</p> <p>Writing</p> <p>Styles</p>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

5th Grade

Language

Vocabulary Acquisition and Use

CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>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.</p>	<p>The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts.</p> <p>Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</p> <p>Learning words at this stage includes understanding and interpreting the meaning of similes, metaphors, idioms, adages, and proverbs; demonstrating understanding of relationships between words (synonyms and antonyms); growing vocabulary by using known word parts (Greek and Latin affix and root) to acquire unknown words; and developing print and digital reference use (glossary, dictionary, and thesaurus).</p> <ul style="list-style-type: none"> • “Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children.” • “General academic vocabulary (Tier 2) words appear in all sorts of texts; informational, technical texts, and literary texts.” 	<p>Level 1-4</p>	<p>Diversity Formal v. Informal Simile Metaphor Idiom Adages Proverbs Synonyms Antonyms Greek and Latin References(i.e dictionaries)</p>

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<p>5.L.5 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>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>	<ul style="list-style-type: none">• “Domain-specific vocabulary (Tier 3) words are specific to a domain or field of study and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature.”		
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
5th Grade			
Language			
Vocabulary Acquisition and Use			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
5.L.6 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.	See description in 5.L.4 and 5.L.5 above	Level 1-4	

Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155

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Common Core Language Arts Vocabulary

2012-2013 Version

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
Key Details	Central message	Moral	text-to-text	Stanza	Figurative	Explicitly inferences figurative analyze quantitatively
Prompting	Theme	Alliteration	Text-to-self	Meter	Chapter	
Retell	Fiction	Stanza	Text-to-world	Rhythm	Scene	
Characters	Nonfiction	Pattern (AABB)	Dialect	Verse	Stanza	
Setting	Narrator	Rhythm		Dialogue	Heading	
Plot	Poetry	Inflection		Chapters	Sections	
Illustrator	Dictionary	Scaffolding		Narrator	Illustrations	
Role	Reference materials	Schema		First person	Multi-media	
Context Clues	Heading	Fiction		Third person	Complex	
Author	Table of Contents	Informational Text		Drama	Sentences	
Genre	Glossary	Fiction		Myths	Informative	
Text Clues	Icons	Nonfiction		Categorize	Exclamatory	
Relationship	Chart	Main Idea		Collaboration	Strategies	
Illustration	Table	Transitions		Paraphrase	Relevant	
Visual Cues	Caption	Subheadings		Metaphor	Information	
Compare/Contrast	Syllables	Caption		Idiom	Writer's purpose	
Lit.	Sounds	Bold Print		Antonyms	Prepositions	
Conflict	Vowels	Venn Diagram		Synonyms	Conjunctions	
Resolution	Consonants	Prefix			Interjections	
Connections	Blends	Suffix			Verb-tenses	
Textual Evidence	Fluency	Revise			Diversity	
Visual Cues	Voice	Edit			Formal v. Informal	
Inferring	Expression	Volume			Simile	
Rhymes	Context Clues	Articulate				
Syllables	Self-correct	Enunciate				
Phonemes	Opinion	Collective Nouns				
Voice	Fact	Plural Nouns				
Echo Reading	Transition words	Irregular Plurals				
Cross Checking	Introduction	Adjectives				
Opinion	Details	Adverbs				
Informative	Conclusion	Simple Sentence				
Explanatory	Sequence	Compound Sentence				
		Reflexive Pronouns				

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Narrative	Rough Draft	Connections			
Expression	Final Draft	Adverbs			
Purpose for	Publishing				
Writing	Project				
Editing	Role				
Spelling	Research				
Grammar	Graphic Organizer				
Punctuation	Schema				
Digital Tools	Listening				
Roles	Speaking				
Cooperation	Observing				
Group Projects	Questioning				
Structured	Discussion				
Conversation	Conversation				
Ask questions	Leader				
Oral Response	Observer				
Comprehension	Participant				
Visual Displays	Grammar				
Audibly	Singular Nouns				
Uppercase Letters	Plural Nouns				
Lower case	Conventions				
Letters	Verb tense				
Noun	Past				
Verb	Present				
Plurals	Future				
Interrogatives	Adjectives				
(Questions words)	Conjunction				
Preposition	Statement				
Prepositions	Question				
Conventions	Exclamation				
Punctuation	Punctuation				
Capitalization	Proper Nouns				
Spelling	Comma				
Inflections	Sight words				
Affixes	Root words				
Word Acquisition	Context Clues				
Formal	Connections				

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Voice/Dialects Informal Voice/Registers Inflections Common Concepts Homophones Antonyms	Voice Synonyms Adjectives					
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