VAN BUREN PUBLIC SCHOOLS

High Levels of Learning for All Students

Grade 5

Common Core Adoption Process

(Unpacked Standards)

VAN BUREN PUBLIC SCHOOLS

High Levels of Learning for All Students

Grade 5

Reading: Literature

Common Core Adoption Process

RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students identify details and examples in text. • After reading a text, students write complete responses to comprehension questions. • Students credit the author when quoting from the text (ex: "the author stated___" or "the author believes that___"). • Students write detailed summaries of texts, in response to specific questions.	• Students cite specific examples and details to support inferences. • Students use the author's words to support inferences.	• What inferences can you make about _____? • Why did the author write this? • What conclusions can you make after reading this selection? • Why do you think that? Can you give specific examples from the text that support your thinking? • Where in the text does the author says that?

Vocabulary:

Text	Quote	Explicitly	Drawing Inferences
Cite Textual Evidence	Infer	Summarize	Support

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• What is the main idea of ___? • What is the theme of the story? • How do the character's actions help support the theme? • Can you summarize what has happened so far? • In what ways did this character change during the course of the story? • What caused this character to change? • What do you think the author wants us to learn from this character?

• Students will understand and identify universal themes in literature such as:
  • Good vs. Evil
  • Love & Friendship
  • Coming Of Age
  • Man vs. Nature
  • Journey (Quest)
• Students will summarize literature.
• Students understand the concept of character development.
	• Students will analyze themes within different pieces of literature.
	• Students will cite textual evidence to explain the overall theme.
	• Students will analyze and explain character development within literature.	

Vocabulary:

Character Development	Theme	Message	Cite Textual Evidence
Drama	Text	Supporting Details	Universal
Details	Summarize	Analyze	Literature

Common Core Adoption Process

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).

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• Compare and contrast the following story elements… • Why do you think the story's setting changed for this scene? • What words does the author use to describe the settings? • What words does the author use to describe these specific characters? • Why might the author have arranged the story in this manner? • What relationship do these 2 characters have?
• Students identify basic story elements: setting, characters, plot, problem & resolution • Students identify the protagonist and the antagonist. • Students describe the sequence of events of a story or drama.	• Students analyze the text in order to compare and contrast characters within a story, citing specific examples to support their ideas. • Students compare the development of the protagonist and the antagonist. • Students analyze the text in order to explain the way in which a text's setting affected the story.	

Vocabulary:

Protagonist	Antagonist	Traits	Inference	Dialogue
In Depth	Drama	Critique	Analyze	Setting
Character	Detail	Sequence	Cite Evidence	Text

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
- Students use context clues to help determine the meaning of unknown words or phrases in text. - Students understand the difference between figurative and literal meanings. - Students understand that similes and metaphors are comparisons between two otherwise unconnected objects. - Students explain the literal meaning of similes and metaphors within literature.	Students analyze similes and metaphors within literature in order to explain the figurative meanings.	- What does the word ___ mean in the sentence? - What text evidence or context clues helped you identify this meaning? - How does the author use a simile/metaphor to compare __ and __? - Why do you think the author chose this simile/metaphor to describe ___? - What strategies did you use to help you build your understanding of words and phrases? - What do the characters symbolize? - What in the story is a symbol of ___?

Vocabulary:

Metaphor	Simile	Figurative Meaning	Symbolize
Imagery	Literal	Context Clues	Text Features

Common Core Adoption Process

RL.5.5
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) *Know, Remember, Understand, & Comprehend*	**Higher Level (3 & 4)** *Apply, Analyze, Evaluate, Create, & Synthesize*	• How is the text organized? • What can this selection be best described as? • What is the difference between a chapter in a book and a scene in a play? • How many stanzas or verses does this poem have? • How would the stanza/chapter/scene change if we took out _____? • What is the major event/idea in this chapter/stanza? • What is the author's reasoning for writing this as a ____ instead of a _____?
• Students recall that stories, poems, and dramas have different organizational elements. • Students track the message of the story, poem, or drama across chapters, stanzas, or scenes. • Students recognize that stories have beginnings, conflicts/problems and conclusions. • Students explain the sequence of events in a story or drama.	• Students will analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	

Vocabulary:

Drama	Dialogue	Scenes	Cast	Act
Stage Directions	Dramatic Literature	Poetry	Stanza	
Sequence of Events				

Common Core Adoption Process

RL.5.6
Describe how a narrator's or speaker's point of view influences how events are described.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• Who is telling the story and how do you know? • What point of view is the story being told and how do you know? • What is the narrator's perspective? Are they in the story or is the story told by an outside spectator? • What was the purpose of the narrator describing the events the way they did? • If another person was telling the story, how would things change? • What biases might the narrator have? How do you know?
• Students identify who is telling the story (narrator). • Students differentiate between first and third person narration. • Students	• Students develop a logical argument to show the way a person tells a story is influenced by his/her role and may alter the outcome of the story. • Students prove how the narrator's point of view influences the description of events. • Students evaluate the narrator for biases.	

Vocabulary:

Influence	Author	Narrator	Point of View
First Person Narration	Third Person Narration	Bias	

Common Core Adoption Process

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).

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Student identify when texts are enhanced using animation, photos, video, and sound. • Students understand what is meant by a multimedia presentation. • Students identify how visual and multimedia elements help increase the understanding of a text.	• Students draw conclusions on how images, sounds, and movements contribute to the tone of the text. • Students investigate how photos, animation, and sounds are used to create beauty in a multimedia.	• How do the images, sounds, and movements contribute to a video or presentation of a story that you have already read? • What audio elements can you add to your presentation of that story, folktale, myth, or poem to enhance the meaning? • How does the creator use words and images to convey the meaning of the story? • How do visual images influence your perspective?

Vocabulary:

Multimedia Presentation	Multimedia Elements	Tone	Visual Elements
Graphic Novel	Folktale	Myth	

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• How do the ideas in story 1 compare with the ideas in story 2? • How was the theme explored in each of these texts? • What genre of writing does the author use to tell the story?
• Students identify different genres and explain their characteristics. • Students identify basic themes and/or within literature.	• Students compare and contrast the representation of a theme within two separate texts.	

Vocabulary:

Genre   Compare   Contrast   Theme

Common Core Adoption Process

RL.5.10
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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students select books at the appropriate grade levels. • Students understand that the genres of literature are appreciated by many. • Students use media (audio, computer) to help with their comprehension with books that are slightly above the current reading level. • Students become motivated to read outside of the classroom. • Students monitor their reading done throughout the school year. • Students are familiar with multiple reading strategies. • Students differentiate between genres.	• Students self-monitor their comprehension using a variety of strategies. • Students engage in talking to the text in order to aid in comprehension of difficult texts. • Students will evaluate text forms and features within genres. • Students read and comprehend texts within the following RIT rages 206 -209.	• What is your favorite genre? • Who is your favorite author? Why? • What strategies do you have for tackling tough texts? • How often do you check for your own understanding? • How do you check your own understanding? • Reflecting on your reading, do you feel you are ready to move up a level, and why? • How do you determine if a text is too difficult or easy for you? • What are your reading goals and how will you achieve them?

Vocabulary:

Independent Reading	Range	Proficient	Accuracy	Level
Genres	Stories	Complexity	Monitor	Poetry
Literature	Drama	Comprehension	Check for Understanding	Fluency
Self-Monitoring	Motivated	RIT Score		

VAN BUREN PUBLIC SCHOOLS

High Levels of Learning for All Students

Grade 5

Reading: Informational Texts

Common Core Adoption Process

RI.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

What do students need to be able to DO?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	- What quote from the text you will use to support your conclusion? - Have you used the same words the author used in your quote? - Why do you think that? Support your inference with a quote from the text. - Where in the text did the author say that? Show me. - Have you used the phrase, "On page ___ the author says…" today?
- Students identify the author's main idea. - Students explain what the text says using phrases such as, "according to the author" and "in the book, the author says…".	- Students use text evidence to infer and draw conclusions. - Students support their inferences using specific text details and language.	

Vocabulary:

Quote	Explicitly	Drawing Inferences	Conclude	Generalization
Support	Accurately	Evidence	Inference	Text
Main Idea				

Common Core Adoption Process

RI.5.2
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students identify the main ideas of the text. • Students use the main idea and key details to summarize the text.	• Students analyze the text to determine which details are important to the text. • Students analyze how the author supported the main idea with details.	• What is the text about? • What are the main ideas of the text? • What details from the text support the main ideas? • What details does the author use to support the main ideas? • Is there a graphic organizer that could help you organize the key details from the text?

Vocabulary:

Determine	Main Ideas	Support	Summarize	Key Details
Text	Explain			

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students recognize the difference between an event, an idea, an individual, or a concept. • Students understand information read in historical, scientific, or technical text.	• Students make connections between individuals, events, ideas or concepts in texts. • Students make the connection as to how texts affect life today. • Students compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology. • Students cite specific information from the text that supports observations about relationships or interactions.	• What is the relationship between ___ and ___? • What evidence supports your thinking? • What information from the text did you use to determine the relationship between two historical events or scientific concepts? • How has the interaction between these two people affected us today? • Where in the text does the author indicate the result of these events?

Vocabulary:

Events	Concepts	Ideas	Interactions	Relationship
Historical	Scientific	Technical Text	Information	Connection

Common Core Adoption Process

RI.5.4
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
- Students identify domain specific words or phrases. - Students recognize when a phrase is being used as an idiomatic expression. - Students identify multiple meaning words and distinguish the different meanings. - Students understand that text features can help them determine the meaning of unknown vocabulary. - Students understand word parts (prefix, root word, suffix).	- Students interpret and apply Greek and Latin affixes and roots as clues to determine the meaning of a word/phrase. - Students analyze the text to help determine the meaning of figurative language. - Students construct the meaning of words as they look at their relationships. - Students utilize digital and print reference materials to determine the meaning of unknown words.	- How do context clues help you determine the meaning of words or phrases? - What does the word ____ mean in the sentence? How do you know? - What does the phrase _____ mean in the sentence? How do you know? - What tools can you use to help you find the meaning of this word? - Are there parts of the words you know? How can you use that to help you figure out the meaning of the word?

Vocabulary:

Domain	Greek Prefix	Greek Suffix	Latin Prefix	Latin Suffix
Word Parts	Digital Dictionary	Glossary	Text Features	Read Around The Word
Strategies	Resource	Multiple Meaning Words	Figurative Language	Idioms
Synonym	Antonym	Reference Materials		

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	- How is this chapter/text organized? - How are the ideas and concepts in these two books the same? How are they different? - How is this chapter/part of the book organized? How do you know? - Is there another text structure the author could have used that would have made sense? Which one?
- Students identify how texts are organized. - Students identify the following text structures: - Chronological Order - Comparison - Main Idea & Supporting Details - Cause / Effect - Problem / Solution - Students tell how chronology, comparison, cause/effect, and problem/solution are used to convey information.	- Students compare how two different authors wrote about the events, ideas, concepts, or information in two or more texts. - Students contrast how two different authors wrote about the events, ideas, concepts, or information in two or more texts. - Students cite evidence to support their conclusions.	

Vocabulary:

Organization	Chronological Order	Text Structure	Comparison
Cause / Effect	Problem/Solution	Sequence	Graphic Organizer
Text Features	Relevant	Structure	

Common Core Adoption Process

RI.5.6
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students identify multiple accounts including people who are there (firsthand), or learning of the account from someone else (secondhand). • Students identify from whose point of view an account is told. • Students understand that there two accounts of the same event may vary greatly based on point of view.	• Students compare and contrast two accounts of the same event. • Students analyze various accounts of the same event in order to determine as much as possible about the person(s) telling the story.	• What are the sources for the different accounts of the event or topic? • Are these accounts firsthand or second hand? • What are the similarities between these accounts? • What evidence from the book supports their accounts of the events? • What are the differences between ___ and _____? • What is the author purpose in giving different points of view? • Why would the point of view be different in these versions?

Vocabulary:

Accounts	Point of View	Perspective	Bias
Source	Analyze		

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students use reference materials such as atlases, glossaries, encyclopedias, etc. • Students access digital information using Internet Search Engines (ex: Google & Yahoo). • Students use key terms to focus a search. • Students skim and scan print media to locate answers. • Students understand the concept of plagiarism.	• Students determine if a source is credible. • Students paraphrase information found online or in print sources in order to answer a question. • Students synthesize information from one or more sources in order to provide a complete response to a prompt or question.	• Can you find that answer on the Internet? • What resources could you look in to find that information? • How would you solve that problem? • Where would you find the answer? • What did you learn from the different resources you found? • Can you use the information you have found to come up with a solution to that problem? • Which search engine would be best to use in order to locate the answer to the question?

Vocabulary:

Print Sources	Digital sources	Efficiently	Synthesize
Summarize	Search Engines	Paraphrase	Plagiarism

Common Core Adoption Process

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).

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• What is the author's message? • What evidence did the author use to support their claim? Where is this found? • What is the purpose for writing this? What evidence supports this? • What evidence could be added to strengthen the authors point(s)? • How do you determine if the evidence is valid or just an unsubstantiated reason?
• Students determine the point(s) the author is trying to make through his/her writing. • Students identify facts and details the author has cited as evidence to support his points.	• Students cite evidence, explain how it is used, and why it supports (or does not support) the author's point(s). • Students will differentiate between unsubstantiated reasons and true evidence. • Students evaluate the author's argument in order to determine whether or not they agree or disagree.	

Vocabulary:

Evidence	Reason	Support	Analyze
Unsubstantiated	Cite	Valid	

Common Core Adoption Process

RI.5.9
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students identify common details about a topic when reading different texts. • Students locate multiple sources on the same topic. • Students locate key details and ideas within texts.	• Students apply important information from multiple sources, and write or speak about the subject knowledgeably. • Students synthesize information from a variety of sources in order to further their understanding of a topic or idea.	• What did you learn from this piece of text about _____? • What important details were in one text but not the other? • How do you decide what details are important to include in your writing? • How are you keeping track of the information so that you can put it together when you are writing or speaking? • How does this writing reflect your thoughts?

Vocabulary:

Key Details	Knowledgeably	Paraphrase	Sources
Integrate	Analyze	Synthesize	

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students differentiate between fiction and non-fiction texts. • Students use media (audio, computer) to aid in their comprehension with books that are slightly above the current reading level. • Students are motivated to read outside of the classroom. • Students monitor reading done throughout the school year. • Students are familiar with multiple reading strategies.	• Students self-monitor their comprehension using a variety of strategies. • Students engage in talking to the text in order to aid in comprehension of difficult texts. • Students will evaluate text formats and features within informational texts. • Students read and comprehend informational texts within the following RIT rages 206 -209.	• Have you tried reading a book about ___? • Have you tried reading other books about this topic? • What other resources about that topic can you find? • Have you checked the school library for that? • What text features help build your understanding while reading? • Were you able to read that information fluently? How do you know?

Vocabulary:

Fiction	Non-Fiction	Reading Strategies	Self-Monitor
Comprehension	Media	Motivation	RIT Range
Proficient			

VAN BUREN PUBLIC SCHOOLS

High Levels of Learning for All Students

Grade 5

Reading: Foundational Skills

Common Core Adoption Process

RF.5.3
Know and apply grade-level phonics and word analysis skills in decoding words.
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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• What familiar parts in that word can you use to help you sound out the word? • How can you make all the sounds in that word in order? • What other words are similar? • How do sounds and letters create words? • When a word doesn't make sense, what can I do? • What strategies do you have to determine that word? • Do you know any words that look like that word? • Does the word have a prefix or suffix?
• Students recognize that letters and combinations of letters (graphemes) make different sounds (phonemes). • Students have a basic understanding of syllabication patterns. • Students understand morphology (Prefix, Root Word, & Suffix).	• Students apply knowledge of consonant blends, long-vowel patters and short-vowel patterns to decode words. • Students analyze word structure to help them decode unfamiliar multisyllabic words. • Students use appropriate strategies for decoding unfamiliar words. • Students apply the rules for syllabication in order to decode unfamiliar words.	

Vocabulary:

Grapheme	Phonemes	Phonics	Decode	Letter-Sound Correspondence
Morphology	Root Word	Prefix	Suffix	Syllabication Patterns
Multi-syllabic	In Context	Out of Context	Strategies	Rules for Syllabication

Common Core Adoption Process

RF.5.4
Read with sufficient accuracy and fluency to support comprehension.
A.
Read grade-level text with purpose and understanding.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
- Students recognize when a word they have read does not make sense within the text. - Students practice reading the same text repeatedly in order to increase fluency. - Students understand that rereading increases comprehension. - Students read fluently (easy, smooth and automatic). - Students reread, with corrections, when necessary. - Students read fluently	- Students read grade-level text fluently and show comprehension through voice, timing, and expression. - Students self-correct misread or misunderstood words using context clues. - Students apply reading strategies such as the following when reading: making connections, analyzing text structure, making predictions, visualizing, questioning, and summarizing.	- What is the reason for reading this selection? - How can you show that you understand the text? - What strategies do you use when the story/text doesn't make sense? What do good readers do? - Why does fluency matter? - Practice reading this, until you have less than 3 errors. - Listen to yourself reading this (audio recording), before trying to read it again. - What do you do if you can't summarize what you just read? - Why are we reading this? - What do you want to learn from this text? - How can you tell if a book is too difficult for you?

Vocabulary:

Sufficient	Accuracy	Fluency	Comprehension	Support
Context Clue	Purpose	Automatic	Voice	Timing
Expression	Self-Correct			

Common Core Adoption Process

RF.5.4
Read with sufficient accuracy and fluency to support comprehension.
B.
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	- What strategies do you use when the story/text doesn't make sense? - How does using expression enhance your reading? - What do good readers do? - Listen to yourself read this poem, what do you notice? - How does your reading change the more times you read a poem? - How do you think the author would want that line or stanza read? - How do you want the audience to feel when you read this part?
- Students recognize when a word they've read does not make sense within the text. - Students understand the importance of practicing reading aloud in terms of improving overall fluency. - Students reread with corrections when necessary. - Students understand the concept of using an appropriate rate when reading or reciting text. - Students understand the importance of adding expression when reading aloud or reciting.	- Students apply strategies as they read grade-level prose and poetry fluently and show comprehension through voice, timing, and expression. - Students will self-monitor their reading for appropriate pacing. - Students evaluate a text in order to determine what expression is warranted when reading the text aloud.	

Vocabulary:

Fluency	Prose	Purpose	Understanding	Accuracy
Reciting	Expression	Appropriate Rate	Successive	

Common Core Adoption Process

RF.5.4
Read with sufficient accuracy and fluency to support comprehension.
C.
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students will read grade-level prose and poetry fluently and show comprehension through voice, timing, and expression. • Students will reread with corrections when necessary. • Students read fluently.	• Students evaluate what they read in order to determine when something does not make sense. • Students apply decoding strategies for determining an unknown word. • Students use context clues to help them determine the meaning of the unknown word.	• How does scanning the text give you an idea about what you will be reading? • How is scanning the text before you read helpful? • What do good readers do? • How does fluency affect understanding? • Think about what you just read; does that make sense? • What strategy can you use if you are unable to summarize what you just read? • Do you have a strategy for trying to figure out what that word means? • Are there any clues in the text that could help you figure out what that word means?

Vocabulary:

Fluency	Context	Appropriate Rate	Strategies	Self-Correct
Confirm	Comprehension	Word Recognition	Accuracy	Scan

VAN BUREN PUBLIC SCHOOLS

High Levels of Learning for All Students

Grade 5

Writing

Common Core Adoption Process

W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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.

What do students need to be able to DO?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• What do good writers do? • What is your purpose? • Who is your audience? • What are your reasons for having that opinion? • Reread your first sentence; does it clearly state your opinion? • How do you capture the interest of your audience in the first paragraph?
• Students determine and articulate their opinion or point of view on topic or text. • Students write their opinion in the form of a well-worded thesis statement. • Students understand organizational structure (Introduction, body, & conclusion). • Students understand that opinions must be supported by specific reasons.	• Students create an organizational structure for their writing wherein they begin with a strong thesis statement that clearly states their opinion. • Students will develop a logical argument by first stating their opinion and then backing it up with specific reasons and evidence.	

Vocabulary:

Opinion	Argument	Writing Process	6 Traits of Writing
Writer's Purpose	Articulate	Topic Sentence	Thesis
Point of View	Perspective	Ideas	Support
Linking Words	Introduction	Conclusion	Voice
Logical	Sentence Fluency	Organization	Word Choice

Common Core Adoption Process

W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
B.
Provide logically ordered reasons that are supported by facts and details.

What do students need to be able to <u>DO</u>?		Question Stems

Lower Levels (1 & 2)
Know, Remember, Understand, & Comprehend
	Higher Level (3 & 4)
	Apply, Analyze, Evaluate, Create, & Synthesize
		• Which facts and details have you included that support your opinion?
		• What is the specific order your reasons are placed in? Are they logical?
		• What do good writers do?
		• What is my purpose and how do I develop it?
		• What are my reasons for writing about this?
		• How will I support my opinion?
		• Which facts and details will you include to support your opinion?
		• How did you support your opinion?
		   • Why do you feel that way?
		   • How can you convince others that you are correct?

• Students differentiate between facts and opinions. • Students understand that opinions must be supported by reasons in order to become logical arguments.	• Students create logical arguments by stating their opinion and then supporting it with specific reasons and details.	

Vocabulary:

Opinion	Argument	Writing Process	6 Traits of Writing
Point of View	Perspective	Ideas	Support
Linking Words	Introduction	Conclusion	Voice
Logical	Sentence Fluency	Organization	Word Choice

Common Core Adoption Process

W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
C.
Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• What other linking words and phrases might you use to better connect your reasons? • How do you connect the reasons with your opinion? • Is your writing easy to follow?
• Students understand that using linking words and phrases help the reader follow the argument. • Students link opinions using words, phrases, and clauses (ex: consequently, specifically, moreover, furthermore, hence)	• Students apply their understanding of linking words when self-editing and revising their writing.	

Vocabulary:

Opinion	Argument	Writing Process	6 Traits of Writing
Point of View	Perspective	Ideas	Support
Linking Words	Introduction	Revision	Voice
Logical	Sentence Fluency	Organization	Self-Editing

Common Core Adoption Process

W.5.1

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

D.

Provide a concluding statement or section related to the opinion presented.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• How does your concluding statement relate back to the opinion(s) you presented earlier in your writing? • Does your conclusion restate your opinion? • Does your concluding statement represent your point of view? • Is your conclusion passionate? • Did you state your opinion? • How did you support your opinion? • Do you have a conclusion? • Does your ending make the reader agree with you (or at least understand how important it is to you)?
• Students understand the basic format of an essay (introduction, body, & conclusion). • Students understand the importance of including a powerful conclusion.	• Students develop a logical argument by supporting their opinion with reasons and facts. • Students write a conclusion that leaves the audience with a clear understanding of what their opinion is and why it is important to them. • Students create a conclusion that will compel the reader to agree with them.	

Vocabulary:

Opinion	Argument	Writing Process	6 Traits of Writing
Point of View	Perspective	Ideas	Support
Compel	Introduction	Conclusion	Voice
Logical	Sentence Fluency	Organization	Word Choice

Common Core Adoption Process

W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students select a topic and identify information (e.g., facts, definitions, details). • Students understand basic text structures, including: cause/effect, problem/solution, & sequence of events. • Students use headings, graphics and multimedia when useful to help readers understand the topic. • Students find information, using multiple sources on a topic. •	• Students apply their understanding of the writing process and the 6+1 Traits in order to write informative/explanatory texts. • Students will apply their understanding of text structure in order to organize their writing using title and headings. • Students create illustrations, including diagrams, maps, and graphs in order to enhance their writing. • Students include multi-media components to their writing. • Students enhance their writing through the application of domain-specific vocabulary.	• What do good writers do? • What is my purpose and how do I develop it? • Am I writing to inform or explain? • What is my topic? • Does your illustration help the reader understand the topic? • What text structure is best for the information you will be presenting? • Is there a graphic organizer that might help you plan your writing? • What type of illustration could you add to make your finished product even better?

Vocabulary:

Topic	Writing Process	6+1 Traits of Writing	Comprehension Aids
Inform	Explain	Examples	Details
Definitions	Illustration	Topic Sentences	Informative
Text Structure	Cause/Effect	Problem/Solution	Sequence of Events
Format	Heading	Multi-Media Components	Domain-Specific Vocabulary

Common Core Adoption Process

W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
B.
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• What facts, quotes, examples, and details will I use to support my writing? • What else might the audience find interesting about this topic? • Check to make sure all of your details are necessary and add to the topic in a meaningful manner • Is there another way you can say that?
• Students select a topic and identify information (e.g., facts, definitions, details). • Students organize their topic by grouping related information. • Students know how to find information using multiple sources. • Students fully explain the topic using facts, definitions, specific details, and quotes from a variety of sources.	• Students analyze information from various sources in order to develop their topic. • Students apply the 6+1 Traits of writing as they create develop their informational / explanatory writing. • Students reflect on what they have written and revise it in order to include the most applicable facts, definitions, and details. •	

Vocabulary:

Linking words	Inform	Explain	Examples	Develop
Topic Sentence	Definitions	6 +1 Traits	Informative Text	Explanatory
Source	Writing Process	Concrete Details	Reflect	Quotations

Common Core Adoption Process

W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
C.
Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• Is my writing purposely focused, detailed, organized, and sequenced in a way that clearly communicates my ideas to the reader?
• Students identify and recall linking words, such as the following: also, another, and, more, & but. • Students know that linking words help organize one's ideas.	• Students apply their knowledge linking words/phrases to connect information within their own writing. • Students create a logically organized response that is easy to understand and follow.	• Did I use words and phrases that link my ideas? • Reread your writing; are there any ideas that need to be linked together? • Do you include compound and complex sentences? • Are there any sentences that you could combine, in order to make your writing more interesting? • Is your writing easy to follow?

Vocabulary:

Linking Words	Inform	Explain	Examples	Complex Sentence
Topic Sentences	Definitions	Illustration	Writing Process	6+1 Traits
Word Choice	Sentence Fluency	Sentence Structure	Simple Sentence	Compound Sentence

Common Core Adoption Process

W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
D.
Use precise language and domain-specific vocabulary to inform about or explain the topic.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
- Students understand the importance of using vocabulary correctly. - Students understand the concept of effective word choice. - Students understand the domain-specific vocabulary they are using within their writing.	- Students apply domain-specific vocabulary within their writing. - Students apply their knowledge of word choice as they create their essay or response. - Students self-edit and revise their writing in order to ensure proper word choice.	- Did you include vocabulary specific to this topic? - Am I using precise and specific language? - Will your audience be able to determine the meaning of the vocabulary you used without using a dictionary? - Did you fully explain what that means? - How did you make sure that you were using the vocabulary correctly? - Does your writing make sense when you read it aloud?

Vocabulary:

Domain-Specific Vocabulary	Inform	Explain	Precise Language
Topic Sentences	Definitions	Illustration	Details
Writing Process	6+1 Traits	Conclusion	Word Choice

Common Core Adoption Process

W.5.2

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

E.

Provide a concluding statement or section related to the information or explanation presented.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students understand the basic format of an essay (introduction, body, & conclusion). • Students understand the importance of including a powerful conclusion. • Students remember to include a restated thesis within their conclusion.	• Students write a conclusion that leaves the audience with a clear understanding of why this topic is important.	• Does my conclusion make sense and relate to the rest of my writing? • Is my conclusion related and connected to the information or explanation presented? • Read your writing aloud; does it sound exactly as you want it to?

Vocabulary:

Inform	Explain	Examples	Details
Topic Sentences	Definitions	Illustration	Concluding Statement
Writing Process	6+1 Traits	Conclusion	Thesis

Common Core Adoption Process

W.5.3

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

A.

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

What do students need to be able to **DO**?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
- Students understand how to plan and/or prewrite a narrative. - Students create a logical plan of events. - Students understand the Writing Process. - Students understand the 6+1 Traits of Writing.	- Students write a narrative piece that tells a complete story with a clear beginning, middle, and end. - Students introduce the narrator and characters to the audience in the beginning of the story. - Students revise their plot to make sure it makes sense. - Students apply the 6+1 Traits of Writing in order to improve their story.	- What is the message of your story? - What do you want readers to remember about your narrative? - From which point of view are you telling this? Why? - When will the audience meet the narrator? - How are you going to engage the reader and establish the context of your writing? - Which graphic organizer might help you organize your writing? - Does your narrative have a clear beginning, middle, and end? - What details might you add to give the reader a better image of that character/scene?

Vocabulary:

Narrative	Effective Technique	Relevant Details	Event Sequences
Narrator	Point-Of-View	Sequence of Events	6 + 1 Traits of Writing
Organization	Ideas	Voice	Conventions
Sentence Fluency	Word Choice	Writing Process	

Common Core Adoption Process

W.5.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
B.
Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

What do students need to be able to **DO**?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
- Students understand the ways in which authors use dialogue to develop plot and characters. - Students understand the way in which authors use description to create mental images for the reader. - Students know how to properly punctuate dialogue.	- Students use dialogue to develop plot and characters. - Students use description to create mental images for the reader. - Students develop experience, events, and characters. - Students self-edit, analyzing and improving their use of dialogue, pacing, and descriptions. - Students analyze their writing in order to ensure they have developed the experiences, events, and characters within their narrative piece.	- Name the first event that leads to the unfolding of the story. - What dialogue might you include to help this scene unfold more naturally? - How might you describe this character so that the reader understands exactly who he/she is? - Why is this part of the story important?

Vocabulary:

Narrative	Effective Technique	Relevant Details	Event Sequences
Narrative Techniques	Dialogue	Pacing	

W.5.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
C.
Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students understand that transitional words and phrases guide the reader through the story (or text). • Students know many transitional words and phrases.	• Students apply their knowledge of transitional words and phrases as they write narratives. • Students use transitions to show relationships between experiences and events. • Students self-edit their writing, analyzing and revising the use of transitional words and phrases.	• What transition words and phrases did you use to help organize the events in your story? • What transition words might you add to make your story easier to follow? • Edit your paper specifically for word choice. • How many times did you use the same transition word or phrase? What might you replace that with?

Vocabulary:

Narrative	Effective Technique	Relevant Details	Event Sequences
Narrative Techniques	Dialogue	Pacing	Transition Words
Clause	Convey	Sequence	Word Choice

Common Core Adoption Process

W.5.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
D.
Use concrete words and phrases and sensory details to convey experiences and events precisely.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students understand that they should choose words and write descriptions in such a way as to appeal to the audience's senses. • Students understand word choice. • Students know how to use a digital and/or print thesaurus to improve their word choice.	• Students use words that generate rich and specific detail that conveys action when writing narratives. • Students use words that generate sensory details and emotions that convey experiences and events being portrayed when writing narratives. • Students self-edit their writing, specifically focusing on the way in which their ideas were described.	• What details might you add to improve this description? • Look at this particular scene. Explain what the characters would think, feel, hear, see, and/or taste. • Does your description help the reader to "see" what you want them to see? • Choose one character in your story and fully describe him/her to the audience. • Edit your writing in order to improve your descriptions. • Does this description contain unnecessary information? • What can you delete in order to make the story flow better?

Vocabulary:

Narrative	Effective Technique	Relevant Details	Event Sequences
Precise	Sensory Language	Convey	Word Choice
Ideas	Self-Edit		

Common Core Adoption Process

W.5.3

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

E.

Provide a conclusion that follows from the narrated experiences or events.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students know the purpose of a conclusion • Students understand that the ending of their story needs to make sense. • Students understand that the ending of their story needs to fit with what they have created thus far and follow logically.	• Students create a logical ending that is a sensible, satisfying conclusion to the events in the story. • Students self-edit their writing in order to determine if the ending is logical and well written.	• How does the ending of my story logically close the events that happen in the story? • Would readers of your story be satisfied with this ending? • Does the ending of your story make sense? • Are there any loose ends left in the story that need to be wrapped up for the reader? • Do all of your events and details move the reader towards the ending? • Are there any unnecessary details you could remove?

Vocabulary:

Narrative	Effective Technique	Relevant Details	Event Sequences
Organization	Sensory Language	Convey	

Common Core Adoption Process

W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• Who will be reading your writing? • Who is your audience? • Are you writing to tell a story or help someone learn more about? • What is the purpose of your writing? • What form of writing does the prompt call for? • What is the text structure? • Is there a thinking map or graphic organizer that you can use to help organize your writing? • What facts, events, dialogue, and examples are you including that will help make your writing clearer? • Does your writing move the reader easily from one part to another?
• Students understand the purpose of writing, differentiating between argumentative/opinion, informational/explanatory, and narrative. • Students engage in the writing process. • Students organize ideas, concepts, and information before writing (pre-writing). • Students state their topic in a well-constructed thesis, when writing arguments or for information. • Students write well-constructed paragraphs, including a topic sentence. • Students write strong conclusions that support the main idea.	• Students develop complete responses to prompts. • Students create writings that are organized and coherent. • Students select the most appropriate style for their writing, given the task. • Students evaluate their writing piece to determine what revisions need to be made. • Students apply the 6+1 Traits of Writing as they complete writing tasks.	

Vocabulary:

Coherent	6 Traits of Writing	Development	Organization
Style	Purpose	Audience	Revision
Narrative	Argumentative	Informational / Explanatory	Writing Process

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
- Students understand each stage of the writing process. - Students follow the writing process for all major writing projects (prewrite, draft, edit, revise). - Students understand the 6+1 Writing Traits (ex: Ideas, Voice, Word Choice, Organization, Sentence Fluency, Conventions + Presentation)	- Students apply their understanding of the revision process when evaluating their own writing. - Students apply their understanding of the 6+1 Writing Traits when writing. - Students analyze feedback from peer editing and teacher-student writing conference to revise their writing. - Students evaluate the writing of peers and offer constructive feedback.	- What will you use to help you organize your ideas? - Which would be the best opening sentence? - What is the best title for this selection? - Can you rewrite this so the ideas and details are clearer? - Which sentence can best be added? - Which sentence would be the best topic sentence? - Have you tried using another approach to organize your writing? - Did you share your ideas and thoughts with your group? What feedback did they give you? - Is there a better way to start or end your writing?

Vocabulary:

Editing	Organization	Planning	Revising	Rewriting
Writing Process	Writing Conference	6+1 Writing Traits	Ideas	Voice
Sentence Fluency	Word Choice	Organization	Conventions	Presentation
Constructive Feedback	Draft	Publish		

Common Core Adoption Process

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.

What do students need to be able to DO?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students type with accuracy and speed. • Students type at least two pages in one sitting. • Students use publishing software, including Microsoft Word and Open Office. • Students know how to blog and respond to the blog postings of other students.	• Students apply their knowledge of publishing software when selecting the appropriate program to use for publishing their writing. • Students interact with others using social media and/or distance learning.	• What software would you use to create this document? • Where and how would you save your document? • How do you spell check a document? • How do you access _____ (that software)? • How would you find _____ on the Internet? • How will your group divide up responsibilities for the task? • What online resources might you use to help you write your paper?

Vocabulary:

Link	Publish	Technology	Collaborate	Cite
Social Media	Blog			

Common Core Adoption Process

W.5.7
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
- Students understand the difference between credible and non-credible sources. - Students use search engines (ex: Google and Yahoo) to locate quality information. - Students understand the research process. - Students know how to paraphrase information. - Students know how to cite references. - Students understand the purpose of a bibliography. - Students know how to use resources such as EasyBib.com to assist them in creating a bibliography.	- Students create investigative questions. - Students evaluate information from a variety of online and text-based sources in order to determine pertinent information. - Students apply their understanding their understanding of sources in order to differentiate between credible and non-credible sources. - Students engage in on-going analysis of acquired information, generating new questions as needed. - Students synthesize and paraphrase information from a variety of sources in order to use that information in their own writing. - Students create a bibliography.	- What key words could you use to find information about___? - Given a list of several articles on a subject, which would you check on first? - What questions does you essay/report answer? - What is the best thesis for this essay? - What is the correct way to cite this source? - Which of these two sources is the most credible? Why do you think this?

Vocabulary:

Cite	Bibliography	Internet Search	Key Word
Synthesize	Credible Sources	Non-Credible Sources	Research
Refocus	Paraphrase	Plagiarism	

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• How do you know the source is credible? • How did you determine if information is relevant to your topic? • How do you cite sources in a bibliography? • Where can you find information about how to cite Internet sources? • What do you need to do if you are using the author's exact words? • Could you restate that in your own words? • How is a digital source cited differently than a printed source? • How would you summarize the information found in this data? • What can you conclude?
• Students use Internet search engines to research an idea. • Students identify key details from multiple sources and keep a record of those details. • Students identify keywords for searching a topic and use those words when conducting research online. • Students develop research questions. • Students understand the concept of plagiarism and know that sources must be credited and ideas should be rephrased. • Students know how to compile a bibliography using online resources (ex: EasyBib.com).	• Students will apply their understanding of the 6 + 1 Writing Traits as they move through the writing process. • Students develop a plan for researching a specific topic. • Students analyze information in order to categorize it appropriately. • Students apply their understanding of organization in order to choose a graphic organizer in order to organize information that was researched. • Students apply their knowledge of plagiarism as they cite sources and rephrase ideas found from various sources. • Students synthesize information from a variety of sources into one new, cohesive report.	

Vocabulary:

Recall	Writing Process	6+1 Traits of Writing	Print	Digital Sources
Categories	Evidence	Sources	Experiences	Search Engines
Bibliography	Cite	Graphic Organizer	Note Taking	Compile
Paraphrase	Internet	Plagiarism	Citation	Synthesize

Common Core Adoption Process

W.5.9

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

A.

Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• Why do you think the character responded in that way? • Create an open-mind portrait for that character. • What evidence can you find in the text to support your response? • How do you know? • Why do you think that? • What conclusion can you draw after reading these texts? • How do you feel about the way that character behaved? • Prove that. • Where could you look to find that information?
• Students differentiate between various genres of literature. • Students know the difference between fiction and non-fiction. • Students understand the connection between reading and writing. • Students locate relevant details from literary texts. • Students compare and contrast fictional portrayals of events. • Students compare and contrast specific story elements from a variety of literature.	• Students draw evidence form literary texts to support answers and validate claims (cite textual evidence). • Students analyze questions, create responses, and connect those responses back to literature read in class. • Students compare and contrast texts in different genres in order to discuss their similarities and differences. • Students analyze the theme using multiple texts.	

Vocabulary:

Draw Evidence	Literary Texts	Informational Texts	Support	Analysis
Story Elements	Organization	Cite Textual Evidence	Interpret	In-Depth
Literature Based	Detailed Response	Open-Ended Questions	Open-Mind Portrait	

Common Core Adoption Process

W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
B.
Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
- Students locate relevant details from informational texts. - Students know the difference between fiction and non-fiction. - Students understand the connection between reading and writing. - Students locate relevant details from literary texts. - Students compare and contrast fictional portrayals of events. - Students compare and contrast informational texts on the same topic - Students compare and contrast various authors' perspective on the same topic.	- Students draw evidence form informational texts to support answers and validate claims. - Students analyze questions, create responses, and connect those responses back to texts read in class. - Students evaluate informational texts in order to determine whether or not the evidence presented supports the claims.	- What do you believe was the author's purpose in writing this? - What evidence do you have from the text to support the author's argument/claim? - Is there relevant/sufficient evidence to support the claim? - What claim does the author make? - What evidence is presented to support that claim? - Did the author include any irrelevant details or evidence? What?

Vocabulary:

Compare/Contrast	Evidence	Evaluate	Relevant
Research	Sufficient	Support	Fiction
Non-Fiction	Perspective	Cite	Argument
Claim			

Common Core Adoption Process

W.5.10
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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students understand the various forms of writing (narrative, informational, and argumentative). • Students understand the writing process. • Students understand the 6+1 Traits of Writing.	• Students apply their knowledge of the writing process and the 6+1 Writing Traits when writing. • Students create writings in a variety of formats. • Students create writings appropriate to the task at hand and the audience. • Students apply their knowledge of writing when writing within the content areas. • Students consistently engage in self-reflection and revision in order to strengthen their writing skills. • Students create writing that are a minimum of 2 typed pages, when completing formal writing tasks.	• What is the purpose of this writing? • Who is the audience? • What is the thesis statement? • How does the evidence support this thesis? • Could additional revisions be made? Where? How? • How does the conclusion relate to the thesis? • Did you reread your writing in order to make certain it says what you meant it to say?

Vocabulary:

Research	Reflection	Revision	Time Frame
Discipline Specific	Writing Process	6 + 1 Traits of Writing	Narrative
Argumentative	Informational		

VAN BUREN PUBLIC SCHOOLS

High Levels of Learning for All Students

Grade 5

Speaking & Listening

Common Core Adoption Process

SL.5.1
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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students understand the rules for collaborating with classmates (ex: volume, respect, and preparation). • Students know strategies to help group members stay on task and to help engage all members of the group. • Students understand that preparation is necessary before collaboration and discussions can take place. • Students take notes as they read or complete a task in order to share those ideas with their partner(s).	• Students evaluate their notes and ideas in order to decide which comments and ideas should be shared. • Students apply what they learn and discuss when responding individually. • Students synthesize the ideas from each partner in order to determine the overall feelings of the group. • Students reflect on the ideas presented within the discussion in order to determine whether or not their ideas have changed.	• What strategies do you have to help ____ stay on task? • How might you include ____ into the discussion? • What strategies do you have to help ____ stay on task? • How might you include ____ into the discussion? • After discussing this topic/text with your partner(s), have your feelings or ideas change? How so? • What do you need to do in order to make certain you are prepared to contribute to your group?

Vocabulary:

Engage	Collaboration	Diverse Partners	Expression	Explicit
Evidence	Reflect	Norms		

SL.5.1
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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
- Students understand the rules for collaborating with classmates (ex: volume, respect, and preparation). - Students know strategies to help group members stay on task and to help engage all members of the group. - Students understand the various roles that may be held within a group (ex: facilitator, reporter, time keeper, recorder, materials manager and/or checker). - Students understand that preparation is necessary before collaboration and discussions can take place.	Students evaluate a given assignment in order to determine which roles will be assigned to given group members and what deadlines need to be set in order to successfully complete the task.	- What strategies do you have to help ___ stay on task? - How might you include every member into the discussion? - Based on the number of students in your group, what role will each member fill? - This is a big assignment. How might you break it into chunks that each group member can complete? - What deadlines are you going to set to make sure the entire assignment/project is completed on time? - What strategies do you have for helping a group member who might be struggling?

Vocabulary:

Engage	Collaboration	Diverse Partners	Expression	Explicit
Evidence	Reflect	Collegial Discussions	Deadline	Facilitator
Roles				

Common Core Adoption Process

SL.5.1
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.
C.
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
- Students understand the rules for collaborating with classmates (ex: volume, respect, and preparation). - Students know strategies to help group members stay on task and to help engage all members of the group. - Students understand that preparation is necessary before collaboration and discussions can take place. - Students understand the importance of asking quality questions (in terms of gaining a better understanding & extending the discussion). - Students answer questions.	- Students create questions related to a specific topic or text, prior to engaging with group members. - Students evaluate what other group members have said, in order to determine which questions are now appropriate. - Students follow and analyze discussions in order to determine which appropriate comments and questions to add.	- After listening to what ___ said, have your ideas changed? Why or why not? - After listening to ___, what questions do you have? - How might you add to the ideas of your partner? - After listening to your partner, how do you feel? Why? - Paraphrase what ___ feels or thinks. - What strategies do you have to make sure all group members stay on task?

Vocabulary:

Engage	Collaboration	Diverse Partners	Expression	Explicit
Evidence	Reflect	Paraphrase	Extending	Questioning

Common Core Adoption Process

SL.5.1
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.
D.
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students understand the rules for collaborating with classmates (ex: volume, respect, and preparation). • Students know strategies to help group members stay on task and to help engage all members of the group. • Students understand that preparation is necessary before collaboration and discussions can take place. • Students understand the idea that everyone has their own opinion (perspective) and that while they may disagree, it does not necessarily make the other position wrong or incorrect.	• Students evaluate the opinions of others in order to determine if their own opinions need to be changed or adjusted.	• After listening to what ___ said, have your ideas changed? Why or why not? • After listening to ___, what questions do you have? • How might you add to the ideas of your partner? • After listening to your partner, how do you feel? Why? • Paraphrase what ___ feels or thinks. • What strategies do you have to make sure all group members stay on task?

Vocabulary:

Engage	Collaboration	Diverse Partners	Expression	Explicit
Evidence	Reflect	Elaboration	Extending	Questioning
Perspective				

Common Core Adoption Process

SL.5.2
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• What is the topic, main idea, and/or supporting details of the presentation? • What is the relationship between the main idea and supporting details? • What is the contribution to the presentation of the main idea and supporting details? • How do the ideas included in the presentation clarify the topic, text, or idea? • Which media format made the topic easier for you to understand? • Would this have been better if it had been presented in a different format? Why or why not?
• Students interpret information presented in diverse media or formats. • Students explain how the ideas presented clarify a topic, text, or issue. • Students understand purpose of presentation is to enhance the message so that it is understood by the audience.	▪ Students analyze the presentation style in order to determine whether or not this was a good choice. ▪ Students analyze information presented in a variety of formats in order to discuss that information in a meaningful fashion. ▪ Students integrate information presented in different formats and media into their writing and/or discussion.	

Vocabulary:

Analyze	Interpret	Diverse	Media
Quantitatively	Clarify	Orally	Format

Common Core Adoption Process

SL.5.3
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students infer the message being conveyed through media sources. • Students understand that evidence can be found in the form of facts, examples, and images. • Students use facts, examples, and explanations to support an opinion. • Students understand that arguments / opinions must be supported by facts and/or reasons. • Students identify the facts and reasons a speaker gives to support his/her argument. • Students understand that asking questions is an effective strategy for improving understanding.	• Students draw conclusions based on what they saw or heard. • Students evaluate their own understanding of presented information in order to ask clarifying questions. • Students analyze the information presented in order to determine if they agree or disagree with the speaker.	• Why is the speaker trying to convey these particular arguments? • What is this author/speaker trying to tell you? • What evidence does the speaker give to support his/her points? • Next, give examples to support the evidence the speaker used in their medium. • Do you agree or disagree with what you saw or heard? Explain and site your reasons. • What conclusions can you draw based on what you saw or heard?

Vocabulary:

Elaboration	Appropriate	Argument	Opinions
Support	Clarification	Evidence	Provide

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students understand that information must be presented in an organized manner because it allows listeners to follow along. • Students are familiar with multiple graphic organizers which can assist them in organizing their presentation. • Students stay on topic when presenting. • Students maintain eye-contact when presenting. • Students pronounce words in a clear manner when speaking.	• Students create a well-organized speech by applying their understanding of text structure. • Students evaluate the information and the audience when planning and presenting information; ensuring it is presented in a way that is easier to grasp (basic text structure ex: cause/effect & problem/solution). • Students evaluate information in order to choose only the most relevant, interesting ideas to include in their presentation. • Students reflect on their own public speaking skills in order to determine how best to revise and improve their message.	• What claims and findings are you presenting? • How are you going to arrange your findings? • Which graphic organizer might help you outline your presentation? • Are there any details that are not important or uninteresting that you might remove? • Is the theme of your presentation clear? • How will you engage your audience in your presentation? • How will you get and keep the attention of your audience? • What do you want your audience to come away with?

Vocabulary:

Topic	Text	Recount	Appropriate
Strategies	Organizing	Presentation	Chronological Order
Brainstorming	Cause/Effect	Problem/Solution	Theme
Graphic Organizer	Engaged	Reflect	Public Speaking

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• What is the subject and purpose of your presentation? • Where might you add sound to enhance your message? • What image would reflect your thoughts at this point in the presentation? • Which elements and information are most important? • What might you add that would make this information easier for the audience to understand?
• Students understand the value of multimedia visual aids when speaking and presenting material to others. • Students know how to insert images and/or graphics into a Power Point Presentation (or similar presentation software). • Students know how to insert sound into a Power Point Presentation (or similar presentation software). • Students know adding sound (including music) will impact the tone of the presentation.	• Students create presentations that use audio, graphics, image, music and/or sound. • Students create PowerPoint Presentations (or similar digital slideshows). • Students analyze their own research and data to determine which concepts require a visual aid in order to better present the work.	

Vocabulary:

Multimedia Components	Graphics	Visual Displays	Clarify
Images	PowerPoint	Software	Clipart

Common Core Adoption Process

SL.5.6
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students understand that different occasions, purposes, and audiences require different voice and styles. • Students know to adjust their voice and style depending on the occasion, purpose and audience of their talk.	• Students analyze their audience and adjust their speaking (or writing) accordingly. • Students apply their knowledge of formal English when speaking in front of academic audiences.	• Who are you addressing on this occasion? • What is the occasion on which you are speaking? • How should you adapt your speech, given this audience, your purpose and the occasion of your talk?

Vocabulary:

Purpose	Voice	Style	Audience
Context	Adapt	Formal English	Public Speaking
Speech			

Grade 5

Language

Common Core Adoption Process

L.5.1
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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
- Students identify conjunctions, prepositions, and interjections. - Students know that a conjunction is a word used to connect clauses or sentences or to coordinate words in the same clause (ex: and, but, or, nor, for, yet) - Students know that a preposition is a word that shows the relationship between a noun or pronoun and the rest of the sentence (ex: like, as by, to, of, toward, in, through, before) - Students know that interjections show the emotion(s) of the writer or speaker (ex: Oops!, Eww!, Yes!, Achoo!, Hooray!) - Students understand that interjections are usually followed by an explanation mark.	- Students evaluate the use of conjunctions within specific sentences in order to explain the function in that particular sentence. - Students evaluate the use of prepositions within specific sentences in order to explain the function in that particular sentence. - Students evaluate the use of interjections within specific sentences in order to explain the function in that particular sentence.	- What is this the function of ___ in this sentence? - Why might an author include an interjection? - What is the function of prepositions? What do they do? - What is the function of interjections? What do they do? - What is the function of conjunctions? What do they do?

Vocabulary:

Standard English	Grammar	Usage	Command
Conjunctions	Prepositions	Interjections	Function

Common Core Adoption Process

L.5.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
B.
Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• Reread this sentence. Does it sound correct when you read it aloud? • Edit your writing, specifically focusing on ensuring correct verb tense throughout your writing.
• Students understand there are three basic verb tenses (past, present, & future). • Students understand that the perfect verb tense refers to a verb wherein the action has been completed (ex: I ***have taken***, She ***has taken***).	• Students engage in self-editing and revise their use of verb tense within their writing. • Students engage in peer-editing and assist in helping others revise their use of verb tense within their writing.	

Vocabulary:

Standard English	Grammar	Usage	Command
Perfect Verb Tense	Past Tense	Present Tense	Future Tense

Common Core Adoption Process

L.5.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
C.
Use verb tense to convey various times, sequences, states, and conditions.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students understand there are three basic verb tenses (past, present, & future). • Students understand that the perfect verb tense refers to a verb wherein the action has been completed (ex: I ***have taken***, She ***has taken***). • Students identify the past, present, and future verb tenses of specific verbs. • Students differentiate between past, present, and future verb tenses within sentences.	• Students engage in self-editing and revise their use of verb tense within their writing. • Students engage in peer-editing and assist in helping others revise their use of verb tense within their writing.	• What clue does this verb give us in terms of when this activity happened? • How might I change this sentence so that it sounds as if it happened in the future?

Vocabulary:

Standard English	Grammar	Usage	Command
Perfect Verb Tense	Past Tense	Present Tense	Future Tense
Sequence	State	Condition	

Common Core Adoption Process

L.5.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
D.
Recognize and correct inappropriate shifts in verb tense.*

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students understand there are three basic verb tenses (past, present, & future). • Students understand that the perfect verb tense refers to a verb wherein the action has been completed (ex: I **have taken**, She **has taken**). • Students identify the past, present, and future verb tenses of specific verbs. • Students recognize inappropriate shifts in verb tenses and correct them.	• Students engage in self-editing and revise their use of verb tense within their writing. • Students engage in peer-editing and assist in helping others revise their use of verb tense within their writing.	• How can I fix this sentence so that it sounds better? • What clue does this verb give us in terms of when this activity happened? • How might I change this sentence so that it sounds as if it happened in the future?

Vocabulary:

Standard English	Grammar	Usage	Command
Perfect Verb Tense	Past Tense	Present Tense	Future Tense
Sequence	State	Shift	

Common Core Adoption Process

L.5.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
E.
Use correlative conjunctions (e.g., *either/or, neither/nor*).

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students identify conjunctions. • Students know that a conjunction is a word used to connect clauses or sentences or to coordinate words in the same clause (ex: and, but, or, nor, for, yet) • Students understand that correlative conjunctions pair together to connect elements within a sentence and that they indicate the relationship between those elements (ex: Math class is **not** easy **but** challenging).	• Students apply their understanding of correlative conjunctions when writing in order to show a relationship between two ideas. • Students evaluate their writing in order to self-edit and revise their work.	• What is the relationship between these two words? How do you know? • How might you connect these two ideas? • How might you show the relationship between these two ideas?

Vocabulary:

Standard English	Grammar	Usage	Command
Conventions	Correlative Conjunctions		

Common Core Adoption Process

L.5.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A.
Use punctuation to separate items in a series.*

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students use commas to separate words and word groups in a series three or more items (Ex: I love ice cream, chocolate, and popcorn.). • Students use a colon to introduce a long series of items (Ex: Please remember to pack the following items: toothbrush, flashlight, winter coat, gloves, scarf, and hat.). • Students use a comma to separate two or more adjectives when they occur next to one another in a sentence (Ex: She is a beautiful, kind girl.).	• Students evaluate their writing in order edit and revise, specifically focused on punctuation. • Students engage in peer editing with the goal of helping classmates edit and revise their writing.	• What punctuation would we use to separate items in a series? • How might I punctuate this sentence in order to make it easier for the reader to understand? • What is missing from this list?

Vocabulary:

Standard English	Conventions	Capitalization	Punctuation
Comma	Colon	Adjective	

Common Core Adoption Process

L.5.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
B.
Use a comma to separate an introductory element from the rest of the sentence.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students recognize introductory elements as words or phrases that prepare the reader for the rest of the sentence (ex: finally, in conclusion, to begin with, after that, with that being said, as you can see, moving on to more important matters) • Students understand that commas must be used immediately following an introductory element (ex: Finally, let's discuss science)	• Students evaluate their writing in order edit and revise, specifically focused on punctuation. • Students engage in peer editing with the goal of helping classmates edit and revise their writing.	• What is the introductory element in this sentence? • Is there an introductory element that might identify this paragraph as your conclusion? • What punctuation should be included in this sentence? Why?

Vocabulary:

Standard English	Conventions	Capitalization	Punctuation
Comma	Introductory Element		

Common Core Adoption Process

L.5.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
C.
Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
- Students use commas to set off the words **yes** and **no** from the rest of the sentence (ex: Yes, I want to go!). - Students use commas to set off a tag question from the rest of a sentence (ex: You're in Mrs. Wagner's class, right?) - Students use commas to indicate a direct address (ex: Jennifer, I love you.).	- Students evaluate their writing in order edit and revise, specifically focused on punctuation. - Students engage in peer editing with the goal of helping classmates edit and revise their writing.	- What punctuation should be included to make this sentence correct? - Who is this statement directed at? How might I punctuate that to make this clearer? - What is a tag question?

Vocabulary:

Standard English	Conventions	Capitalization	Punctuation
Commas	Tag Questions		

Common Core Adoption Process

L.5.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
D.
Use underlining, quotation marks, or italics to indicate titles of works.

What do students need to be able to __DO__?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students understand that titles require special punctuation and capitalization. • Students know that the titles short poems should be in quotation marks. • Students know that titles of short stories should be in quotation marks. • Students know that the title of a longer poem should be in italics (or underlined if handwriting). • Students know that the title of a book should be underlined. • Students know that a selection of a longer book (such as a chapter or excerpt) should be in quotation marks. • Students know that the title of a collection of books should be underlined.	• Students evaluate their writing in order edit and revise, specifically focused on properly formatting titles. • Students engage in peer editing with the goal of helping classmates edit and revise their writing.	• What should we do to alert the reader that this is a title? • Based only on the way the author punctuated this title, do you believe it is a short story or a novel? • What formatting is necessary for this title? How do you know?

Vocabulary:

Standard English	Conventions	Capitalization	Punctuation
Italics	Formatting		

VAN BUREN PUBLIC SCHOOLS
High Levels of Learning for All Students

L.5.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
E.
Spell grade-appropriate words correctly, consulting references as needed.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• How can you be certain that all words are spelled correctly? • What strategies do you have to determine if these words are spelled correctly?
• Students know how to spell commonly used words. • Students use spell check when word processing. • Students use digital and/or print dictionaries in order to spell words correctly.	• Students apply their understanding of spelling conventions and patterns when writing. • Students apply their understanding of technology in order to spell correctly.	

Vocabulary:

Standard English	Conventions	Capitalization	Punctuation
Spelling Patterns	Spell Check	Digital Dictionary	

Common Core Adoption Process

VAN BUREN PUBLIC SCHOOLS
High Levels of Learning for All Students

L.5.3
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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
- Students understand the concept of word choice. - Students understand the concept of sentence fluency. - Students recognize wordiness within their writing. - Students understand that redundancy is to be avoided when	- Students apply their knowledge of word choice when revising their writing in order to improve the sentence fluency. - Students apply their knowledge of sentence fluency when revising their writing. - Students apply their understanding of sentence structure when combining sentences to reduce wordiness.	- What types of sentences do you have in this particular piece? - How might you rephrase this idea? - What words might you eliminate from this sentence? - Is there another way to say this? - Check your writing to make certain that you aren't repeating yourself.

Vocabulary:

Language	Conventions	Expand	Combine
Sentence Fluency	Word Choice	Wordiness	Redundancy
Sentence Structure			

Common Core Adoption Process

L.5.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
B.
Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students understand the concept of Voice. • Students understand that dialect refers to a specific form of English that is peculiar to a specific region or group. • Students understand that register refers to a specific form of English that usually provides clues to the formality of the conversation. • Students recognize dialects and variations in Standard English. • Students discuss the dialects used by authors.	• Students compare and contrast variations in language as they occur in writing.	• What do you notice about the author's voice? • What can you infer about the poet based on his/her dialect?

Vocabulary:

Language   Conventions   Dialects   Registers   Voice
Standard English

Common Core Adoption Process

L.5.4

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.

A.

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	- What strategies do good readers use when they run across words/phrases that they don't understand? - Use the sentences immediately before and after that word/phrase to see if they will help you figure out what that means. - Is this information critical to your understanding? - Are you able to understand what is happening in the text without clarifying that word or phrase? Then what is your next step?
- Students know that reading around (or skipping over) an unknown word is one strategy that can be used when they encounter an unknown word or phrase. - Students understand that the context in which a word or phrase is used often clarifies its meaning. - Students recognize the cause/effect relationship between ideas in a text. - Students recognize comparisons in the text.	- Students self-monitor their comprehension and apply reading strategies as needed. - Students use context clues in order to determine the meaning of unknown words or phrases. - Students apply their understanding of text structure in order to clarify the meaning of unknown ideas.	

Vocabulary:

Determine	Clarify	Multiple-Meaning Words	Multiple-Meaning Phrases
Range	Strategy	Text Structure	Flexible
Context	Comparisons	Cause/Effect Relationships	Context Clues
Self-Monitor			

Common Core Adoption Process

L.5.4
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.
B.
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
- Students know the following prefixes: de-, over-, mis-, non-, under-, bi-, tri-, oct-, **photo-, tele-, auto-, deci-, dis-**, inter-, trans-, anti-, mid-, sub- (bolded prefixes are those that must be expressly taught during the 5th grade year).* - Students know the following suffixes: -or, -tion, -al, -ial, -ness, -arium,**-ble, -ive, -logy, -ologist, -ance, -ence, -an,** -ic, -ty, -ize, -age, -fy, -ish (bolded suffixes are those that must be expressly taught during the 5th grade year).* * Affixes for grades 4-6 are included. For affixes for grades K-8 please see *VBPS Affixes By Grade* chart.	- Students apply their understanding of affixes in order to determine the meaning of unknown words. - Students apply their understanding of affixes when reading independently. - Students self-monitor for comprehension when reading independently.	- What strategies do you have for determining the meaning of this? - How might you determine the meaning of the unknown word? - Does this word have a prefix or suffix? How might that help you determine the meaning of the word? - Do you know any words that begin in the same way as this unknown word? How might this help you determine the meaning of this word?

Vocabulary:

Clarify	Content	Strategies	Affix	Suffix
Prefix	Roots	Multiple-Meaning Words		

Common Core Adoption Process

L.5.4
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.
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.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students utilize dictionaries and specialized reference materials in order to determine the meaning of unknown words. • Students use digital and print thesauruses. • Students understand the concept of word choice.	• Students apply their understanding of thesauruses in order to revise and improve their word choice when speaking and writing.	• Where might you go to find the meaning of this word? • What strategies do you have for determining the meaning of this? • How might you improve the word choice in your writing? • Is there another way that you might say that? • How might you improve your writing to make it more interesting for your audience?

Vocabulary:

Determine	Clarify	Multiple-Meaning Words	Multiple-Meaning Phrases
Range	Strategy	Text Structure	Flexible
Word Choice	Dictionary	Digital Dictionary	Digital Thesaurus
Thesaurus	Glossary		

Common Core Adoption Process

L.5.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
A.
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students identify the following relationships between words: cause/effect, part/whole, & synonym/antonym. • Students understand that analogies comparisons between two things, usually included to clarify complex ideas. • Students identify analogies in literature. • Students determine the relationship between words in an analogy.	• Students apply their knowledge of analogies in order to create new analogies to showcase an understanding of covered concepts. • Students explain new concepts and ideas using cause/effect, part/whole, item/category as a way to organize their explanations.	• Create an analogy to explain this new concept. • How are the words in this analogy related? • What is the opposite of _____? • In what ways does knowing the opposite of _____ increase your understanding of this concept? • Why did the author choose to explain this using an analogy? • What idea is similar to this concept? • Does this concept remind you of something else you have learned? What?

Vocabulary:

Demonstrate	Figurative Language	Word Relationships	Concept
Synonym	Antonym	Analogy	Cause / Effect

Common Core Adoption Process

L.5.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
B.
Recognize and explain the meaning of common idioms, adages, and proverbs.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students identify figures of speech (ex: idioms, adages, and proverbs). • Students understand the difference between figurative meaning and literal meaning. • Students determine the figurative and literal meaning of specific figures of speech.	• Students apply their understanding of figurative language when reading literature to further their understanding.	• What is the literal meaning of this phrase? Do you think this is what the author meant? Why or why not? • What is the figurative meaning of this phrase? • Why do you think the author chose to use that figure of speech to describe ___? • Where else have you heard this particular figure of speech? • Since you have never heard that particular figure of speech, how might you find out what it means?

Vocabulary:

Figurative Language	Word Relationships	Figurative Meaning	Context
Figurative Meaning	Literal Meaning	Personification	Idiom
Adages	Proverbs	Nuance	

Common Core Adoption Process

L.5.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
C.
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	• Create an analogy to explain this new concept. • How are the words in this analogy related? • What is the opposite of _____? • In what ways does knowing the opposite of _____ increase your understanding of this concept? • Why did the author choose to explain this using an analogy? • What idea is similar to this concept? • Does this concept remind you of something else you have learned? What?
• Students identify the following relationships between words: cause/effect, part/whole, & synonym/antonym. • Students understand that analogies comparisons between two things, usually included to clarify complex ideas. • Students identify analogies in literature. • Students determine the relationship between words in an analogy. • Students provide synonyms for words. • Students provide antonyms for words. • Students understand that homographs (homonyms) are words that are spelled the same but not necessarily pronounced the same and having different meanings and origins	• Students apply their knowledge of analogies in order to create new analogies to showcase an understanding of covered concepts. • Students explain new concepts and ideas using cause/effect, part/whole, item/category as a way to organize their explanations.	

Vocabulary:

Demonstrate	Homonym	Word Relationships	Concept
Synonym	Antonym	Analogy	Cause / Effect
Homograph			

Common Core Adoption Process

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., *however, although, nevertheless, similarly, moreover, in addition*).

What do students need to be able to <u>DO</u>?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	**Higher Level (3 & 4)** Apply, Analyze, Evaluate, Create, & Synthesize	
• Students learn and use words that are basic to understanding a concept. • Students define and understand general academic vocabulary words.	• Students apply and use content specific language appropriately. • Students analyze word choice in order to ensure the word or phrase conveys the appropriate message and/or expression. • Students evaluate their word choice in order to determine if their message is understandable.	• What other words or phrases could you use to replace the underlined portion of the text, without changing the overall meaning? • Can you restate that idea using a vocabulary word? • Can you restate that idea using more precise words? • How might you rephrase that? • Can you put that sentence from the text into your own words? • Let's replace the underlined portion with a more precise description. • Does your choice of words convey the appropriate emotion?

Vocabulary:

Acquire	Accurate	Grade-Appropriate	General Academic Words
Consider	Comprehension	Expression	Domain-Specific Words
Convey	Evaluate	Word Choice	