5th Grade English Language Arts BLUEPRINT—IF2

Anchor Standards= one set of broad standards applied K-12

Explicit Standards= explicitly addressed skills *assessed* for mastery during this specific instructional focus

Implicit Standards= underlying skills that students need to have in order to be successful with the explicit standards

"Together anchor and grade level standards define the skills and understanding that all students must demonstrate." (*Common Core Strategies Flip Chart,* 2010).

** The red standard(s) mean the SD Disaggregated template is not complete.

Suggested Time	Instructional Focus 2 (E5IF2)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
6 weeks	The overall focus of this instructional focus is evaluating information. Students will be reading, writing, and speaking about informational texts (social studies, science, newspapers) by identifying how an author uses reasons to support points in texts. Students will learn to determine multiple main ideas within informational texts by identifying supporting details and creating summaries. After examining multiple informational texts (print and digital) on the same topic, students will create an explanatory writing piece. Through this process students will identify the various text structures (compare/contrast, cause/effect, etc. RI. 5.5). This piece will include a clear introduction, organized facts and details, and a concluding statement. Students will also be	**EXPLICIT STANDARDS** RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 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. 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	**Reading:** **Key Ideas and Details** **R.CCR.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **R.CCR.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and	**myOER:** Baseball and Social Change: The Story of Roberto Clemente Genre Lesson: Biography/Autobiography Lesson examples above address at least one (or more) of the Common Core State Standards included in this Instructional Focus. To find more lessons for this instructional focus, please use the **Advanced Search** and type the keyword – **E5IF2.**

Adapted from Lyon County School District, 2012, http://www.lyon.k12.nv.us

encouraged to incorporate clauses, quotations, commas, conjunctions, and precise language correctly. Students should be supplied with a rubric highlighting the requirements of the writing and work to revise their final draft after self and peer editing/scoring based on the rubric. In addition to writing, students will demonstrate understanding of formal English (pay attention to RI.5.4 as well) by working collaboratively in groups and presentations. The RF's, Reading Foundation standards, help teachers know what skills are important components in an effective, comprehensive reading program. Teachers will assess all students to determine what RF standards need to be taught to each student. Students who need additional support will be provided explicit instruction on the RF standards grades K-5. Students who have already mastered RF standards, will not need explicit instruction, but may still be assessed.

Possible Focus Title: *Evaluating Information through Reading and Writing*

subject area.

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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

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.

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).

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

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.**

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

ideas.

R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CCR.5 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.

R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually

Teacher Ideas/Links:

| | | | focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrasts, especially).
d.Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section related to the information or explanation presented.
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.
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 | and quantitatively, as well as in words.

R.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

R.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Reading and Level of Text Complexity

R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing

Production and Distribution of Writing

W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.CCR.5 Develop and strengthen writing as needed by planning, revising, | |

		single sitting.	editing, rewriting, or trying a new approach.	
		W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		
		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.	**W.CCR.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
		SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**W.CCR.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	
		SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	**Range of Writing** **W.CCR.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 tasks, purposes, and audiences.	
		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. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions.	**Speaking and Listening** **Comprehension and Collaboration** **SL.CCR.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. **Presentation of Knowledge and Ideas**	

| | | | d. Recognize and correct inappropriate shifts in verb tense.*
e. Use correlative conjunctions (e.g., either/or, neither/nor).
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.*
b. Use a comma to separate an introductory element from the rest of the sentence.
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?).
d. Use underlining, quotation marks, or italics to indicate titles of works.
e. Spell grade-appropriate words correctly, consulting references as needed.
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.
b. Use common, grade- | **SL.CCR.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English

L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.CCR.6 Demonstrate understanding of word | |

		appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 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. 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). 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. RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-	relationships and nuances in word meanings.	

		correct word recognition and understanding, rereading as necessary. **IMPLICIT STANDARDS**		