5th Grade English Language Arts BLUEPRINT—IF5

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 5 (E5IF5)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
6 weeks	In this instructional focus, students will read both fiction and non-fiction texts. The texts chosen for this unit should have examples of grade appropriate vocabulary and Greek and Latin roots. The stories or novels should be of the same genre (e.g. mystery, adventure, science fiction) with a strong theme and strong characters. Students will compare and contrast characters, settings, and events in the story and determine how those characters, settings, and events either do or do not contribute to the theme of the story—all using technology (see W.5.6—keyboarding expectations). Students will also be able to draw information from multiple non-fiction sources (reference material, print, and digital media) in order to write and speak about a topic knowledgeably using grade appropriate vocabulary (see W.5.2). After examining these materials, students will be able to create a summary including a list of sources. The RF's, Reading Foundation standards, help	**EXPLICIT STANDARDS** 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). 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. RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. RL.5.9 Compare and contrast stories in the same genre (mysteries and adventure stories) on their approaches to similar themes and topics. RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the	**Reading:** **Key Ideas and Details** **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.	**myOER:** Just So Stories 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 – **E5IF5.** **Teacher Ideas/Links:**

	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:** *Analyzing Texts*	high end of the grades 4–5 text complexity band independently and proficiently. 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 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.5.7 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.5.9 Compare and contrast stories in the same genre (mysteries and adventure stories) on their approaches to similar themes and topics. 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 focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding	**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 and quantitatively, as well as in words. **R.CCR.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Range of Reading and Level of Text Complexity** **R.CCR.10** Read and comprehend complex literary and informational texts independently and proficiently. **Writing** **Text Types and Purposes** **W.CCR.2** Write	

		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 single sitting. 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. 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.	informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **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, editing, rewriting, or trying a new approach. **W.CCR.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **Research to Build and Present Knowledge** **W.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. **Range of Writing** **W.CCR.10** Write routinely over	

| | | SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
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.
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.)
L.5.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
d. Recognize and correct inappropriate shifts in verb tense.*
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 | 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.

Speaking and Listening

Comprehension and Collaboration

SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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. | |

| | | reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
c. 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.
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-correct word recognition and understanding, rereading as necessary.

IMPLICIT STANDARDS | **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 relationships and nuances in word meanings. | |