

5th Grade English Language Arts BLUEPRINT—IF6

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 6 (E5IF6)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
7 weeks	In this instructional focus, students will read multiple grade appropriate informational texts on the same topic and discuss them in collaborative groups following the rules of discussion. They will learn about the structure and text features of informational texts and how the structure of each helps the reader know what the text means. Students will quote accurately in order to explain what the text says. After learning about text structure and text features, students will conduct short research projects using several sources. In their writing, students will quote accurately, use grade appropriate vocabulary, and demonstrate understanding of correct verb tense. 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	<p>EXPLICIT STANDARDS</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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.</p> <p>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.</p> <p>RI.5.8 Explain how an author uses reasons and evidence to support</p>	<p>Reading:</p> <p>Key Ideas and Details</p> <p>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.</p> <p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Craft and Structure</p>	<p>myOER:</p> <p>Lost Star: The Story of Amelia Earhart 5th Grade Unit</p> <p>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 – E5IF6.</p> <p>Teacher Ideas/Links:</p>



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



	<p>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.</p> <p><u>Possible Focus Title: Research</u></p>	<p>particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>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.</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p> <p>W.5.7 Conduct short research projects that use several sources to build</p>	<p>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.</p> <p>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.</p> <p><u>Integration of Knowledge and Ideas</u></p> <p>R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><u>Range of Reading and Level of Text Complexity</u></p> <p>R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing</u></p> <p><u>Text Types and Purposes</u></p> <p>W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts,</p>	
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		<p>knowledge through investigation of different aspects of a topic.</p> <p><u>W.5.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><u>W.5.10</u> 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.</p> <p><u>SL.5.1</u> 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.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>using valid reasoning and relevant and sufficient evidence.</p> <p><u>Production and Distribution of Writing</u></p> <p><u>W.CCR.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>W.CCR.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><u>W.CCR.6</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><u>Research to Build and Present Knowledge</u></p> <p><u>W.CCR.7</u> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><u>W.CCR.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Range of Writing</u></p> <p><u>W.CCR.10</u> Write routinely over</p>	
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		<p>(e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><u>L.5.6</u> 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.)</p> <p><u>RF.5.4</u> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>IMPLICIT STANDARDS</p>	<p>standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Vocabulary Acquisition and Use</u></p> <p><u>L.CCR.5</u> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><u>L.CCR.6</u> Demonstrate understanding of word relationships and nuances in word meanings.</p>	
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