



Ogdensburg School
English Language Arts Curriculum
3 - 5

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RATIONALE

The English Language Arts Program provides students with the skills and knowledge to become an effective member of society. Studying language builds developmental thinking, discovery through research, analytical mindsets, and a vehicle for expression of thoughts and feelings. Language skills, both oral and written, apply across all curricular and life areas.

Developing language skills provide students with the competence for their college and career futures. Command of written and oral language is essential for navigating and contributing to culture and citizenship. Providing a venue for students to become efficacious in the area of Language paves the way for the students to become valued members of a global society.

The conventions of grammar, structure, organization, and punctuation become necessary tools as part of the written and spoken word. Students' active involvement in the Language Arts process buttresses their efforts in a variety of writing formats and reading of both hard copy and digital texts.

With the growth of Language skills and knowledge, student mastery supports the understanding and appreciation of literature from different cultures fostering personal development. Personal development offers students the opportunity to productively collaborate and communicate broadening their perspectives and involvement in community and country.

Anchor Standards Grades K to 8

Anchor Standards: Reading

Key Ideas and Details

- Read closely both explicitly and inferentially
- Cite specific details as evidence
- Draw conclusions
- Determine central ideas
- Analyze story development
- Summarize supporting details
- Analyze how individuals and events develop over time. In the text

Craft and Structure

- Interpret words and phrases (technical, connotative, figurative)
- Analyze how word choice shapes meaning and tone
- Analyze structure of texts (sentences, paragraphs, sections, chapters, scenes) and their relation to the whole
- Assess point of view or purpose in relation to text style

Integration of Knowledge and Ideas

- Integrate/ evaluate content in diverse media (visually, quantitatively, in words)
- Delineate / evaluate the argument and specific claims (include validity, and relevance of evidence)
- Analyze/ reflect on similar themes or topics of two or more texts to compare

Range of Reading and Level of Text Complexity

- Read and comprehend complex literary and informational texts

Note on range and content of student reading

Students must read from a broad range of increasingly challenging texts to build a foundation for college and careers. Reading should encompass stories, dramas, poems, and myths from diverse cultures and historical periods. Reading in all disciplines constructs a foundation of knowledge in a variety of fields. Instill the habits of lifelong reading.

Anchor Standards: Writing

Text Types and Purposes

- Write arguments to support claims
- Analyze substantive topics or texts
- Use valid reasoning with relevant and sufficient evidence
- Write informative/ explanatory texts
- Examine and convey complex ideas and information clearly and accurately
- Convey ideas using effective selection, organization, and analysis of content
- Write narratives developing real or imagined experience/ events
- Use effective technique, well-chosen details, well-structured event sequences

Production and Distribution of Writing

- Use development, organization, and style to produce clear and coherent writing (appropriate task, purpose, audience)
- Use planning, revising, editing, rewriting, new approaches to strength writing

- Produce and publish writing to interact / collaborate with others using the internet

Research to Build and Present Knowledge

- Conduct research projects using inquiry based process (short and sustained research)
- Research based on focus questions
- Demonstrate understanding of researched subject
- Gather relevant information from print and digital sources
- Assess credibility of sources
- Integrate information avoiding plagiarism
- Draw evidence from literary or informational texts to support analysis, reflection, research

Range of Writing

- Write routinely over extended time using research, reflection, revision
- Write routinely over shorter time frames for a range of tasks, purposes, audiences

Note on range and content in student writing

Students should use writing to support opinions, demonstrate understanding, convey real and imagined events/ experiences to build a foundation for college and careers. Writing in short and long forms strengthens an understanding that communication to external, at times unfamiliar, audiences needs dictate the form and content of their writing. Students should expand knowledge on a variety of subjects and be able to analyze literary works and information sources. Significant time and effort must be devoted to the writing process.

Anchor Standards: Speaking and Listening

Comprehension and Collaboration

- Work in collaboration with diverse partners
- Build on others' ideas and express their own
- Prepare for the conversation effectively
- Integrate and evaluate diverse media
- Present visually, quantitatively, and orally
- Evaluate speakers: point of view, reasoning, use of evidence, rhetoric

Presentation of Knowledge and Ideas

- Organize, develop, reason to present information clearly to the listener
- Choose style appropriate to the task and audience
- Use digital media strategically
- Present visual displays of data that enhances presentation
- Demonstrate command of English adapted to a variety of contexts

Note on range and content of student speaking and listening

Students need opportunities to partake in rich conversations to build a foundation for college and careers. Whole class, small groups, and partner work should be part of the structured conversations. Students need to contribute accurate, relevant information, respond to develop others' words, compare and contrast, and analyze and synthesize in various domains. Students communicate utilizing new technologies to acquire and share knowledge.

Anchor Standards: Language

Conventions of Standard English

- Utilize standard English grammar and usage (writing and speaking)
- Demonstrate command of capitalization, punctuation, and spelling

Knowledge of Language

- Understand how language functions in different contexts
- Make effective choices for meaning / style
- Comprehend when reading and listening

Vocabulary Acquisition and Use

- Clarify meaning of unknown and multiple-meaning words/ phrases
- Utilize context clues
- Analyze word parts
- Consult reference material
- Demonstrate understanding of word relationships and nuances
- Acquire and use academic and domain-specific words and phrases
- Demonstrate independence of gathering vocabulary knowledge

Notes on range and content of student language use

Use standard English grammar, usage, and mechanics to build foundation for college and careers. Students must convey meaning effectively through language. They must clarify grade-appropriate words from listening, reading, and media. Students must explain nonliteral meaning words, shades of meaning, and expand their vocabulary. Skills related to conventions, effective language, and vocabulary are important to reading, writing, speaking, and listening.

English Language Arts Curriculum

Third Grade

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Literature	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Craft and Structure			
Clusters			
RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	RL.3.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	
Cluster Assessment			
Ask two questions about the text to a partner. Answer two questions using text evidence to support your answer.	Tell the moral or theme of the text. Tell evidence that supports your claim.	Tell about the main character’s feeling and traits. Tell how his/her actions go along with the plot.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
Cluster Assessment		
Tell the literal meaning of “rock the boat”. Tell the non literal meaning of “rock the boat”.	Tell how each chapter is related to the previous chapter. Tell what would happen if the scene in the beginning of the play was left out.	After reading the text, tell your point of view. Compare and contrast it with the main character’s point of view.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		
RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	RL.3.8 . (Not applicable)	RL.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Cluster Assessment		
Tell how the illustrations support the mood, character, or setting of the story.	N/A	Compare and contrast the plot of 2 books written by the same author. Reflect and cite evidence to support your thoughts about each book.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Complexity of Text		
Clusters		
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.		
Cluster Assessment		
With support, read grade level stories, dramas, and poems..		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Informational Text	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Key Ideas and Details			
Clusters			
RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
Cluster Assessment			
Work with a partner, write two questions about the text. Answer the questions citing evidence to explain your response.	Find the main idea of a text. Retell the key ideas and how they relate to the main idea.	Retell the most important events from a historical text. Use sequence words in the retell and explain the cause and effect amongst the events.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Informational Text	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Craft and Structure			
Clusters			
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.3.6 Distinguish their own point of view from that of the author of a text.	
Cluster Assessment			
Using context clues, determine the meaning of unknown words an academic text.	Use search tools (e.g., hyperlinks) to find more information on a given topic.	After reading a text, explain how your point of view differs from that of the author.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Informational Text	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Integration of Knowledge and Ideas			
Clusters			
RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.	RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.	
Cluster Assessment			
Answer questions about key events using the words, illustrations, or graphics to support your answer.	Tell why the author puts the information in the text in the order he or she does. How does this help you understand the text?	Compare and contrast the most important details in two texts on the same topic (e.g. Alexander Graham Bell)	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Complexity of Text		
Clusters		
RI.3.10		
By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		
Cluster Assessment		
With support, read grade level nonfiction texts.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Foundational Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonics and Word Recognition		
Clusters		
RF.3.1.A	RF.3.1.B	
Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. B. Decode words with common Latin suffixes.	
Cluster Assessment		
Use the prefixes dis- and in- to explain a new word. Use the suffixes -ly, -ful and -ness to create a new word.	Read and define words that contain the -ate, -able, -ity and -fy suffixes	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Foundational Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonics and Word Recognition		
Clusters		
RF.3.1.C Know and apply grade-level phonics and word analysis skills in decoding and encoding words. C. Decode multisyllable words.	RF.3.1.D Know and apply grade-level phonics and word analysis skills in decoding and encoding words. D. Read grade-appropriate irregularly spelled words.	
Cluster Assessment		
Read words with more than one syllable. Break words apart based on their syllables.	Tell me which word does not follow phonics patterns or syllable types: Cake, what, look. Decode irregular words such as enough, folk, precious.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Foundational Skills	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Fluency			
Clusters			
RF.3.4.A Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.	RF.3.4.B Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.3.4.C Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Cluster Assessment			
Read a text multiple times. Answer questions and retell the story to prove comprehension.	Read a text multiple times orally to perfect accuracy, rate, and expression.	Record your voice reading with fluency and accuracy.. Choose the recording that you think best represents your understanding of the text.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.3.1.A Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	W.3.1.B Write opinion pieces on topics or texts, supporting a point of view with reasons. B. Provide reasons that support the opinion.	W.3.1.C Write opinion pieces on topics or texts, supporting a point of view with reasons. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
Cluster Assessment		
Write a well constructed introduction paragraph to an opinion piece stating the opinion and reasons for it.	Write two paragraphs supporting your opinion by stating your reasons.	Write an opinion piece using linking words to connect opinion and reasons.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purpose		
Clusters		
W.3.1.D Write opinion pieces on topics or texts, supporting a point of view with reasons. D. Provide a conclusion.	W.3.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.	W.3.2.B Write informative/explanatory texts to examine a topic and convey ideas and information clearly. B. Develop the topic with facts, definitions, and details.
Cluster Assessment		
Write a conclusion paragraph restating the opinion and supporting reasons.	Write an introduction paragraph of an informative piece.	Write two paragraphs supporting the topic by using facts, definitions ,and details.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.3.2.C Write informative/explanatory texts to examine a topic and convey ideas and information clearly. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	W.3.2.D Write informative/explanatory texts to examine a topic and convey ideas and information clearly. D. Provide a conclusion.	W.3.3.A Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
Cluster Assessment		
In the informative writing piece, use linking words and phrases to connect ideas with the categories and within the paragraphs.	Write a conclusion paragraph restating the informative topic.	Write an introduction paragraph to a narrative that introduces a narrator and a situation.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.3.3.B Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations	W.3.3.C Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. C. Use temporal words and phrases to signal event order.	W.3.3.D Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. D. Provide a sense of closure.
Cluster Assessment		
Write at least two paragraphs in a narrative body piece that show a sequence of events. Write a narrative using dialogue and descriptions to show what characters are thinking or feeling.	Write a narrative using sequence or temporal words to show how the events in the piece change.	Write a closing paragraph to a narrative piece.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Production and Distribution of Writing		
Clusters		
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
Cluster Assessment		
Plan each type of writing in an organized systematic way geared to each specific type of writing.	Revise writing with the help of a peer editor and teacher.	Publish writing using a google doc or slide.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Research to Build and Present Knowledge		
Clusters		
W.3.7 Conduct short research projects that build knowledge about a topic.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.9 (Begins in grade 4)	W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Cluster Assessment		
Research a topic to learn and build knowledge. Research through texts and online.	Take notes from different sources, recall and gather information on a topic. Sort information and notes into categories and begin writing a research project.	Write a research project over various sessions, working on writing, revising, and peer editing.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Speaking and Listening	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Comprehension and Collaboration			
Clusters			
SL.3.1.A Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	SL.3.1.B Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	SL.3.1.C Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly. C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
Cluster Assessment			
Use background knowledge and information presented to ask questions during a discussion as partners and in groups..	Listen to classmates during discussions and speak one at a time.	Ask a question on the information presented. Make a comment based off of what another classmate has asked.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 3	Domain: Speaking and Listening	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Comprehension and Collaboration			
Clusters			
SL.3.1.D Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly. D. Explain their own ideas and understanding in light of the discussion.	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
Cluster Assessment			
During a discussion, explain to a partner one idea that your understood.	Tell the main idea and the supporting details of the text that was just presented. Express ideas in collaborative groups.	Ask (and answer) two appropriate questions after a presentation.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 3	Domain: Speaking and Listening	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Presentation of Knowledge and Ideas			
Clusters			
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
Cluster Assessment			
Give a report on a topic. Make sure you tell many details, in a clear, understandable way. Retell a story or event from your life. Make sure you use descriptive details and speak clearly.	Use a google slides or docs to present a topic, adding images or displays to help the audience understand the topic. Before presenting, read aloud your presentation two times to be sure it is understandable and pacing is appropriate.	When asked a question, use complete sentences to answer in detail.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 3	Domain: Language	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Conventions of Standard English			
Clusters			
L.3.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	L.3.1.B Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Form and use regular and irregular plural nouns.	L.3.1.C Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Use abstract nouns (e.g., <i>childhood</i>).	
Cluster Assessment			
Tell what a noun is and does in a sentence. (Also, complete this task for pronouns, verbs, adjectives, and adverbs.)	When reading and writing, spell and use regular and irregular plural nouns properly.	When reading and writing, correctly use nouns that cannot name things that are concrete (e.g., peace, pride, honesty).	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.3.1.D Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Form and use regular and irregular verbs.	L.3.1.E Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tense	L.3.1.F Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Ensure subject-verb and pronoun-antecedent agreement.
Cluster Assessment		
When speaking and writing, spell and use regular and irregular verbs properly.	When speaking and writing, spell and use simple verb tenses correctly.	When speaking and writing, make sure the subject and verb agree. When speaking and writing, make sure the pronouns and the antecedent agree.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.3.1.G Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	L.3.1.H Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. H. Use coordinating and subordinating conjunctions.	L.3.1.I Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. I. Produce simple, compound, and complex sentences.
Cluster Assessment		
Using correct spelling, decide which adverb or adjective needs to be used depending on what you are describing. Ex taller, tallest	When speaking or writing, use conjunctions properly. Use both coordinating and subordinating conjunctions.	When speaking or writing, use a simple sentence correctly. When speaking or writing, use a compound sentence correctly. When speaking or writing, use a complex sentence correctly.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard Language		
Clusters		
L.3.2.A Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize appropriate words in titles.	L.3.2.B Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Use commas in addresses.	L.3.2.C Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Use commas and quotation marks in dialogue.
Cluster Assessment		
Capitalize the appropriate words in this title: mr. popper’s penguins	Add the commas and capitals in the address: Ogdensburg school 100 main street Ogdensburg nj 07439	Add the commas and quotation marks in the following dialogue: Mom said clean your room Right now? i asked.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.3.2.D Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Form and use possessives	L.3.2.E Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	L.3.2.F Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.
Cluster Assessment		
Use and form possessive nouns properly.	Use everything you know about learned words to apply suffixes properly. (e.g. -ed, -ing, -es)	Use everything you know about syllable types and spelling patterns when writing new words.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.3.2.G Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
Cluster Assessment		
Write a paragraph using correct capitalization, punctuation, and spelling. When unsure, use reference materials such as a dictionary to make corrections.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Knowledge of Language		
Clusters		
L.3.3.A Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases for effect.	L.3.3.B Use knowledge of language and its conventions when writing, speaking, reading, or listening. B. Recognize and observe differences between the conventions of spoken and written standard English.	
Cluster Assessment		
When speaking, reading, and writing use words that fit what you are trying to communicate..	When speaking, reading, writing, and listening, find some differences between spoken and written English.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.3.4.A Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase.	L.3.4.B Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	L.3.4.C Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).
Cluster Assessment		
Use words in the sentence to find meaning of a word or phrase.	Use what you know about the root word to figure out what a word with an affix means. (e.g. like/dislike, care/careless)	Use what you know about root words to figure out a new meaning with the same root. E.g. company, companion
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.3.4.D Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
Cluster Assessment		
Use a glossary or dictionary (hard copy and online) to help figure out what a word or phrase means in the text you are reading.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.3.5.A Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	L.3.5.B Demonstrate understanding of figurative language, word relationships and nuances in word meanings. B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	L.3.5.C Demonstrate understanding of figurative language, word relationships and nuances in word meanings. C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>)
Cluster Assessment		
Use both literal and nonliteral meanings of words correctly (ex drove me up the wall).	Think about a person you know, describe them based on their habits and characteristics.	When speaking and writing, use a variety of states of mind words.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.3.2.D Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).		
Cluster Assessment		
When speaking and writing, use and apply all learned vocabulary making sure the spatial and temporal relationships are used correctly.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

English Language Arts Curriculum

Fourth Grade

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Literature	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Key Ideas and Details			
Clusters			
RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)	
Cluster Assessment			
After reading a text, go back and find details and examples that help make connections when using inferencing.	Tell the theme of the text (poem, story, drama) after reading or listening. Give a summary of the text.	Working with a partner, describe the main character in the story using as many details from the text as possible. Describe, with as many details from the text as possible, the setting or key event in the story.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Literature	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Craft and Structure			
Clusters			
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	
Cluster Assessment			
Using context clues and phrases determine the meaning of new words that refer to a significant literary character.	When writing or speaking about a text, explain the main differences among different types of literature through structural elements.	Using two different stories, compare and contrast the point of view from which they are told. Explain how first- and third- person narratives are different.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Literature	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Integration of Knowledge and Ideas			
Clusters			
RL.4.7 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.	RL.4.8 (Not applicable to literature)	RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
Cluster Assessment			
Read a text and then watch or listen to the same text. Make connections between the two.	NA	Compare, contrast, and reflect on stories within the same genre. Tell about how the themes are similar and different.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Literature	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Range of Reading and Complexity of Text			
Clusters			
RL.4.1 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.			
Cluster Assessment			
With support, students will read and understand all types of grade level literature.			
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard:		
Clusters		
RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Cluster Assessment		
After reading an informational text, use details to tell one connection you made from what the text says to an inference you made.	Tell the main idea of the text you just read. Tell how the key details support the main idea. Give a summary of the text.	Explain an event from the text (what happened and why) citing evidence from the text.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Cluster Assessment		
Using context clues and phrases, tell the meaning of domain specific words.	After reading a text, tell what type of structure the author used to move the reader from the beginning to the end. Cite examples of chronology, cause/effect, problem/solution, and or comparison.	Tell the difference in focus after reading firsthand and secondhand accounts of an event. Compare and contrast a first and secondhand account of the same topic.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	RI.4.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Cluster Assessment		
While reading an informational text, tell how the graphs and diagrams help the reader better understand what they've read.	After reading a text, find two places where the author gives reasons and evidence. Why does the author do this?	Use information from two texts on the same topic to be able to write or talk about the subject.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RI.4.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		
Cluster Assessment		
With support, read and understand grade level nonfiction texts.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Foundation Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonics and Word Recognition		
Clusters		
RF.4.3.A Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.		
Cluster Assessment		
Combine your knowledge of letter-sounds, syllables, and roots to read the multisyllabic words in the literature.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Foundation Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Fluency		
Clusters		
RF.4.4.A Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.	RF.4.4.B Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.4.4.C Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
Cluster Assessment		
Read a text two times to ensure understanding.	Record yourself reading a poem or prose twice orally to make sure you have read accurately and with expression. Listen to the recording and chose the best recording.	Read a text twice to ensure you have read and understood all words.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.4.1.A 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 related ideas are grouped to support the writer’s purpose.	W.4.1.B Write opinion pieces on topics or texts, supporting a point of view with reasons and information. B. Provide reasons that are supported by facts from texts and/or other sources.	
Cluster Assessment		
Write an introduction paragraph to a topic, clearly stating an opinion. Organize related ideas to support your topic.	Write three paragraphs giving reasons to support your opinion. Use facts from other texts to help support your reason.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.4.1.C Write opinion pieces on topics or texts, supporting a point of view with reasons and information. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	W.4.1.D Write opinion pieces on topics or texts, supporting a point of view with reasons and information. D. Provide a conclusion related to the opinion presented.	
Cluster Assessment		
In the supporting paragraphs of the opinion piece, link opinion and reasons with appropriate words and phrases.	Write a conclusion paragraph to restate the opinion.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	W.4.2.B Write informative/explanatory texts to examine a topic and convey ideas and information clearly. B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.	W.4.2.C Write informative/explanatory texts to examine a topic and convey ideas and information clearly. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>).
Cluster Assessment		
Write an introduction paragraph to clearly state the informational or explanatory topic. Write at least 3 body paragraphs or sections using headings.	Use other information, facts, definitions, or text evidence when writing informative/ explanatory paragraphs..	In the supporting paragraphs or sections, link ideas and sections with appropriate words and phrases.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.4.2.D 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.	W.4.2.E Write informative/explanatory texts to examine a topic and convey ideas and information clearly. E. Provide a conclusion related to the information or explanation presented.	
Cluster Assessment		
Throughout the informative/explanatory writing, use specific vocabulary based on the topic.	Write a conclusion paragraph to restate the information or explanation in the writing piece.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.4.3.A Write narratives to develop real or imagined experiences or events using narrative 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.	W.4.3.B Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	W.4.3.C Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. C. Use a variety of transitional words and phrases to manage the sequence of events.
Cluster Assessment		
Write a narrative (personal or imagined). Introduce the narrative and characters, and assure the events are told in a way that makes sense.	Use dialogue in narrative writing. Use description when writing to describe the characters and events.	Use transition words and phrases to move your narrative writing through the events.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.4.3.D Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. D. Use concrete words and phrases and sensory details to convey experiences and events precisely.	W.4.3.E Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. E. Provide a conclusion that follows from the narrated experiences or events.	
Cluster Assessment		
Use sensory details and concrete words to describe events with as much detail as possible.	Write a conclusion paragraph that follows from the narrative writing piece.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Production and Distribution of Writing		
Clusters		
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.4.6 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 one page in a single sitting.
Cluster Assessment		
Plan each type of writing in an organized, systematic way geared to each specific type of writing.	Revise writing with the help of a peer editor and teacher.	Publish your writing using an online document or slide. Type one page of writing in a single sitting.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Research to Build and Present Knowledge		
Clusters		
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	W.4.9.A Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
Cluster Assessment		
Research a topic to learn more about it and build knowledge.	Take notes from different sources in an organized way. Recall and gather information on a topic. Sort information and notes into categories and begin writing a research project.	Use evidence and specific details from literature text to help support writing.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Research to Build and Present Knowledge (W.4.9.B) and Range of Writing (W.4.10)		
Clusters		
W.4.9.B Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	W.4.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Cluster Assessment		
Use evidence and specific details from informational text to help support writing. Use evidence and specific details, to explain how the author uses reason..	Maintain writing stamina for longer and shorter periods of time depending upon the type of writing.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.4.1.A Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	SL.4.1.B Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly. B. Follow agreed-upon rules for discussions and carry out assigned roles.	SL.4.1.C Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
Cluster Assessment		
Use background knowledge and presented information to ask questions during a discussion.	Work collaboratively in a discussion using appropriate interactions and assigned roles.	Ask a question on the information presented. Make a comment that adds to the discussion based off of what another classmate has asked or stated..
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.4.1.D Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
Cluster Assessment		
In your own words, tell the key ideas from a collaborative discussion. Explain your own ideas and how they relate to the discussion.	Tell in your own words, what happened in a part of text that has been read aloud. Restate in your own words part of the information given in a presentation.	Restate the reason and evidence a speaker gives to support his/her ideas.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentation of Knowledge and Ideas		
Clusters		
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
Cluster Assessment		
Give a report on a topic. In a clear, understandable way, tell as many details as possible. Retell a story or event from your life. Use descriptive details, tell most events, and speak clearly.	Use a online slides or documents to present a topic, include images or displays to increase understanding for the audience.. When preparing to presentat, practice two times to make sure the presentation is clear.	Decide when it is appropriate to use formal English or informal discourse. Use formal English when appropriate.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.4.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	L.4.1.B Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	L.4.1.C Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.
Cluster Assessment		
When writing and speaking, use relative pronouns and adverbs properly. Identify the relative pronoun: <i>To whom did you give the book?</i>	When writing and speaking, use the progressive verb tenses properly. Change the sentence to progressive: <i>I walk to the store.</i>	When writing and speaking, use the modal auxiliaries to describe different situations.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.4.1.D Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	L.4.1.E Demonstrate command of the conventions of standard English grammar and usage when writing or speaking E. Form and use prepositional phrases.	
Cluster Assessment		
When writing and speaking, order adjectives correctly within a sentence. Fix the following sentence: <i>The yellow small dog ran.</i>	When writing and speaking, use prepositional phrases correctly. Name or identify ten different prepositional words and /or phrases. Find the prepositional phrase: <i>The boy gave a toy to his friend.</i>	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.4.1.F Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	L.4.1.F Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	
Cluster Assessment		
Fix the following run on sentence: I wanted to go fishing it was too cold out on the lake.	Write three different sentences, each one should contain a form of the word <i>to</i> (to, too, or two).	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.4.2.A Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use correct capitalization.	L.4.2.B Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Use commas and quotation marks to mark direct speech and quotations from a text.	L.4.2.C Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Use a comma before a coordinating conjunction in a compound sentence.
Cluster Assessment		
Correct capitalization in addresses. Use capitalization, punctuation, and spelling to edit your writing.	Use quotation marks and commas properly when quoting from a text. Place the punctuation correctly: <i>Move over on the bench I said.</i>	Combine two sentences into one using a conjunction and a comma. They didn't want to be late. They hurried.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standards English		
Clusters		
L.4.2.D Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Spell grade-appropriate words correctly, consulting references as needed.		
Cluster Assessment		
Use and apply all learned spelling words and patterns in writing a paragraph. Use a dictionary or glossary to self edit your work.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Knowledge of Language		
Clusters		
L.4.3.A Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases to convey ideas precisely.	L.4.3.B Use knowledge of language and its conventions when writing, speaking, reading, or listening. B. Choose punctuation for effect.	L.4.3.C Use knowledge of language and its conventions when writing, speaking, reading, or listening C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Cluster Assessment		
Proofread writing to ensure you've chosen the best words and phrases to explain what you mean.	Decide on the best punctuation to make an effect when writing.	Use formal English in a presentation. Use informal language when working in collaborative groups.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.4.4.A Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	L.4.4.B Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 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., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	L.4.4.C Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 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.
Cluster Assessment		
Use context clues and phrases to figure out new and/or difficult words.	Find two words with the word part “trans”. Tell what each of these words means. Find two words with the word part “graph”. Tell what each of these words means.	Use online and hard copies of dictionaries, glossaries, and thesauruses to ensure you’ve use the proper words and phrases. Find the pronunciation of a word using reference materials.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.4.5.A Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	L.4.5.B Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Recognize and explain the meaning of common idioms, adages, and proverbs.	L.4.5.C Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
Cluster Assessment		
Write two sentences each containing a simile. Explain the meaning of each. Write two sentences each containing a metaphor. Explain the meaning of each.	Explain the meaning of the following idioms: <i>John was <u>hanging out</u> at the park with Frank. Sue gave her friend the <u>cold shoulder</u>. Tom didn't go to school because he was <u>under the weather</u>.</i>	Write two different sentences with an antonym pair. Write a list of four different synonym pairs.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.4.5.A		
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).		
Cluster Assessment		
Create 5 sentences using words to indicate emotions. Create 5 sentences that signal precise action. Create 5 sentences that signify states of being.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

English Language Arts Curriculum

Fifth Grade

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		
Clusters		
RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RL.6.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	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).
Cluster Assessment		
Quote from the text and make connections with what the text says explicitly. Use quotes from the text to make connections when inferencing.	After finding the key details in text, use them to identify the theme. Use the key details to give a summary of the text.	Compare and contrast two elements in the story. Use specific details from the story to support your answers.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
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.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
Cluster Assessment		
Use context to help figure out the meaning of new words and phrases and metaphors and similes. Identify the metaphor: <i>The boy was a bull in a china shop.</i>	Tell why the author uses the structure of the chapters or scenes in the text. Tell how it helps the structure of the piece.	Tell why the author chose the particular point of view to write the text. Tell how the point of view from the narrator or speaker influences the events.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Literature	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Integration of Knowledge and Ideas			
Clusters			
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).	RL.5.8 (Not applicable to literature)	RL.5.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	
Cluster Assessment			
Watch, listen to, or read two different versions (with different multimedia elements) of the same text. Explain how the tone changes in the different versions.	N/A	Compare and contrast the themes and the pattern of events after reading two versions of the same text from different culture (address knowledge, themes, topics, and events).	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Literature	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Range of Reading and Complexity of Text			
Clusters			
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.			
Cluster Assessment			
Read and comprehend all types of grade level texts with the necessary scaffolding.			
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		
Clusters		
RI.5.1 Quote accurately from a text and make relevant connections 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.
Cluster Assessment		
Quote from the text and make a relevant connection when explaining explicitly and again when drawing inferences.	After finding the two or more main ideas, explain how they are supported by the key details. Use the key details to give a summary of the text.	Compare and contrast the interactions between two or more events or ideas in the historical text.. Use specific details and information from the text to support your answers. Compare and contrast in science and technical texts.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>	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
Cluster Assessment		
While reading 5th grade subject area text, decipher any unknown words or phrases.	Give 3 comparisons of the overall structure of events, ideas, or information in two or more texts. Give 3 ways the texts contrast in their overall structure.	Analyze different accounts of the same topic or event. Discuss how these accounts are the same and different in their points of view.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		
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 and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Cluster Assessment		
Use all facets of information, print or digital, to locate information to answer a question or solve a problem quickly.	Explain how the author uses reasons and evidence to support his/her points. Tell which reasons and evidence support which points.	After reading, listening to, and gathering information on the same topic, be able to speak knowledgeably with ability and ease on the topic.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RI.5.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		
Cluster Assessment		
Be able to read and comprehend nonfiction texts at the fifth grade with scaffolding if necessary.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Foundational Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonics and Word Recognition		
Clusters		
RF.5.3.A Know and apply grade-level phonics and word analysis skills in decoding and encoding words. 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		
Cluster Assessment		
Use and apply all learned spelling and decoding skills to help read and spell unfamiliar words.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Foundational Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Fluency		
Clusters		
RF.5.4.A Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.	RF.5.4.B Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.5.4.C Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
Cluster Assessment		
Read a text two times to ensure understanding.	Record yourself reading a poem or prose twice orally to make sure you read accurately and with expression. Listen to the recording and chose the best recording.	Reread a text two times to ensure you have read and understood all words.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.5.1.A 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.	W.5.1.B 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 from text(s), quote directly from text when appropriate.	
Cluster Assessment		
Write an introduction paragraph to a topic, clearly stating an opinion. Create an outline for the purpose of the writing task.	Write three paragraphs giving reasons to support your opinion. Use facts from other texts to help support your reason, with direct quotes when appropriate.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.5.1.C 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., <i>consequently, specifically</i>).	W.5.1.D Write opinion pieces on topics or texts, supporting a point of view with reasons and information. D. Provide a conclusion related to the opinion presented.	
Cluster Assessment		
In the supporting paragraphs, link opinion and reasons with appropriate grade level appropriate words and phrases.	Write a conclusion paragraph to restate the opinion.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.5.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia to aid in comprehension.	W.5.2.B 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.	W.5.2.C Write informative/explanatory texts to examine a topic and convey ideas and information clearly. C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).
Cluster Assessment		
In an introduction paragraph, clearly state the informational or explanatory topic. Write at least 3 body paragraphs or sections. Use headings, illustrations and other text features to aid in clear writing.	Use other information, facts, definitions, or text evidence to add to your writing on a topic.	In the supporting paragraphs or sections, link ideas and sections with appropriate words and phrases.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.5.2.D 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.	W.5.2.E Write informative/explanatory texts to examine a topic and convey ideas and information clearly. E. Provide a conclusion related to the information of explanation presented.	
Cluster Assessment		
Throughout the informative/explanatory writing, use specific vocabulary based on the topic. Write a conclusion to the informative writing.	Write a conclusion paragraph to restate the information or explanation in the writing piece..	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.5.3.A 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.	W.5.3.B 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.	W.5.3.C 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.
Cluster Assessment		
When writing a narrative (personal or imagined), introduce the narrative and characters, assure the events are told in an orderly fashion.	Use dialogue in a narrative writing. Use description when writing to describe the characters and events.	Use transition words and phrases to move your narrative writing through the events.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.5.3.D 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.	W.5.3.E 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.	
Cluster Assessment		
Use sensory details and concrete words to describe events with as much detail as possible.	Write a conclusion paragraph to the narrative writing piece.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Production and Distribution of Writing		
Clusters		
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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.5.5 With some guidance and support from adults and peers, 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 single sitting.
Cluster Assessment		
Plan each type of writing in an organized, systematic way geared to each specific type of writing.	Revise writing with the help of a peer editor and teacher.	Publish writing in an online format. Type at least two pages of writing in a single sitting.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Research to Build and Present Knowledge		
Clusters		
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic	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.5.9.A Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
Cluster Assessment		
Research a topic to learn more about it and build knowledge using multiple sources.	Take notes from different sources, recall and gather information on a topic. Sort information and notes into categories and begin writing a research project.	Use evidence and specific details from literary text to help support writing.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Research to Build and Present Knowledge (W.5.9.B) Range of Writing (W.5.10)		
Clusters		
W.5.9.B Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	
Cluster Assessment		
Use evidence and specific details from informational text to help support writing with reasons and evidence..	Maintain writing stamina for longer and shorter periods, from a single sitting to 2 days, of time depending upon the type of writing.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.5.1.A Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	SL.5.1.B Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. B. Follow agreed-upon rules for discussions and carry out assigned roles.	SL.5.1.C Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , 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.
Cluster Assessment		
Use background knowledge and presented information to ask questions during a discussion.	Listen to classmates during discussions and ask questions one at a time. Fulfill assigned roles.	Ask a question on the information presented. Make a comment based off of what another classmate has asked.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.5.1.D Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , 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.	SL.5.2 Summarize a written text, read aloud or information presented, in diverse media and formats (e.g., visually, quantitatively, and orally).	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Cluster Assessment		
Tell in your own words the key ideas from the discussion. Explain your own ideas and how you understand them from the discussion.	Tell in your own words, what happened in a text that has been read aloud. Restate in your own words the information given in a presentation.	Summarize the reasons and evidence a speaker gives to support his/her ideas.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentation of Knowledge and Ideas		
Clusters		
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.	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.
Cluster Assessment		
Give a report on a topic. Make sure you tell many details, in a clear, understandable way. Retell a story or event from your life. Use descriptive details, tell most events, and speak clearly.	Use an online format to present a topic, adding images or displays to help the audience understand the topic.	Use formal English during presentations. Use informal language in discussions
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.5.1.A 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.	L.5.1.B Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.	L.5.1.C 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.
Cluster Assessment		
Tell what an interjection is and why it was used in a sentence. Tell what a preposition is and why it was used in a sentence. Tell what a conjunction is and why it was used in a sentence.	While speaking and writing, form and use the perfect verb tenses.	While speaking and writing, use the proper verb tense to convey different times, sequences, states, and conditions.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.5.1.D 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.5.1.D Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>	
Cluster Assessment		
When speaking and writing, recognize and correct inappropriate changes in verb tense.	When speaking and writing, use the proper correlative conjunctions.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.5.2.A Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation to separate items in a series.	L.5.2.B 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.	L.5.2.C Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
Cluster Assessment		
Input commas in the correct place: <i>I ate a taco a drink and 2 desserts.</i>	Place the comma: <i>After the ball Cinderella's clothes turned to rags.</i>	Place the comma: <i>Yes I would like another sandwich.</i>
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.5.2.D 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.	L.5.2.E Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. E. Spell grade-appropriate words correctly, consulting references as needed	
Cluster Assessment		
Properly use underlining, quotation marks, or italics to show titles of works.	Use and apply all learned spelling words and patterns. Use a dictionary or glossary as needed.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Knowledge of Language		
Clusters		
L.5.3.A 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.	L.5.3.B Use knowledge of language and its conventions when writing, speaking, reading, or listening. B. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.	
Cluster Assessment		
Use a multitude of sentence types and lengths to keep the reader’s interest.	Using different text types, compare and contrast the varieties of English. How is written English different in a text written 80 years ago, compared to a text written in the present day?	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.5.4.A 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.	L.5.4.B 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., <i>photograph, photosynthesis</i>).	L.5.4.C 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.
Cluster Assessment		
Use context clues and phrases to figure out new and/or difficult words, reread the text as necessary.	Find two words with the word part “spec”. Tell what each of these words means. Find two words with the word part “struct”. Tell what each of these words means.	Use online and hard copies of dictionaries, glossaries, and thesauruses to ensure proper use of words and phrases.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.5.5.A Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figurative language, including similes and metaphors, in context.	L.5.5.A Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Recognize and explain the meaning of common idioms, adages, and proverbs.	L.5.5.A 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
Cluster Assessment		
Write two different sentences each containing a simile. Explain the meaning of each. Write two different sentences each containing a metaphor. Explain the meaning of each.	Explain to a partner the meaning of the following idioms and proverbs: The quarterback was <u>running out of steam</u> at the end of the game. <u>Don't put all your eggs in one basket.</u> <u>The early bird catches the worm.</u>	Write two different sentences with an antonym pair. Write a list of four different synonym pairs and use them in a sentence.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).		
Cluster Assessment		
Use acquired vocabulary and academic words within writing and speaking.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		