

1/16/2013

**NORTH
SMITHFIELD
SCHOOL
DEPARTMENT**

ENGLISH LANGUAGE ARTS CURRICULUM GRADE 5

Elementary School

Curriculum Writers: Jacklyn Cunningham and Diane Kohler

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The North Smithfield School Department English Language Arts Curriculum for grades K-12 was completed in June 2012 by a K-12 team of teachers. The team, identified as the English Language Arts Task Force and English Language Arts Curriculum Writers, referenced a variety of resources to design the document that included:

- *Common Core Standards for English Language Arts*
- *Common Core State Standards for English Language Arts, Appendix A*
- *Understanding Common Core State Standards, Kendall*
- *PARCC Model Content Frameworks*
- *Numerous state curriculum Common Core frameworks, e.g. Ohio Department of Education*
- *Classroom Instruction That Works*
- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Common Core Curriculum Maps*
- *Differentiated Instructional Strategies*
- *Goals for the district*

Mission Statement
North Smithfield School Department is committed to engaging and challenging all students in a rigorous K-12 ELA curriculum integrating reading, writing, listening, and speaking to ensure the continued success of all students in a global and technological society

The North Smithfield School Department English Language Arts Curriculum identifies what students should know and be able to do in English Language Arts. Each grade or course includes Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (CCSS), grade level tasks, teacher notes, best practice instructional strategies, resources, map (or suggested timeline), rubrics, checklists, and common formative and summative assessments.

COMMON CORE STATE STANDARDS

The **Common Core State Standards (CCSS)** anchor standards include:

- **College and Career Readiness Anchor Standards for Reading**
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge
 - Range of Reading
- **College and Career Readiness Anchor Standards for Writing**
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
 - Range of Writing
- **College and Career Readiness Anchor Standards for Speaking and Listening**
 - Comprehension and Collaboration
 - Presentation of Knowledge and Ideas
- **College and Career Readiness Anchor Standards for Language**
 - Conventions of Standard English
 - Knowledge of Language
 - Vocabulary Acquisition and Use

The **North Smithfield School Department Common Core English Language Arts Curriculum** provides all students with a sequential comprehensive education in English Language Arts through the study of:

- Reading (literary and Informational)
- Writing
- Speaking and Listening
- Language

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RESEARCH-BASED INSTRUCTIONAL STRATEGIES

The North Smithfield School Department Common Core English Language Arts Curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate. It is suggested the teacher:

- Use **formative assessment** to guide instruction
- Use **constructive and extended responses**
- Use **Classroom Instruction That Works Strategies**:
 - Setting objectives and providing feedback
 - Reinforcing effort and providing recognition
 - Cooperative learning
 - Cues, questions, and advance organizers
 - Nonlinguistic representations
 - Summarizing and note taking
 - Assigning homework and providing practice
 - Identifying similarities and differences
 - Generating and testing hypotheses
 - Provide opportunities for **independent, partner** and **collaborative group work**
- Differentiate **instruction** by varying the **content, process, and product** and providing opportunities for:
 - 5-3-1 strategy
 - anchoring
 - cubing
 - jig-sawing
 - pre/post assessments
 - tiered assignments
- Address **multiple intelligences** instructional strategies, e.g. visual, bodily kinesthetic, interpersonal
- Provide opportunities for **higher level thinking**: **Webb's Depth of Knowledge, 2,3,4**, skill/conceptual understanding, strategic reasoning, extended reasoning
- Facilitate integration of the **Applied Learning Standards (SCANS)**:
 - communication
 - critical thinking
 - problem solving
 - reflection/evaluation
 - research
- Model the use of **graphic organizers**:
 - sequence organizers (chains, cycle),
 - concept development (mind map),
 - compare/contrast organizers (Venn diagrams, comparison charts),
 - organizers (word web, concept map),
 - evaluation organizers (charts, scales),
 - categorize/classify organizers (categories, tree)
 - relational organizers (fish bone, pie chart)
- Employ best practice **reading strategies**
 - read aloud
 - think aloud
 - shared reading
 - guided reading
 - self-selected reading
- Model the following **reading strategies**
 - using prior knowledge
 - sampling a page for readability
 - summarizing
 - predicting and making text based inferences

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- determining importance
- generating literal, clarifying, and inferential questions
- constructing sensory images (making pictures in one's mind)
- making connections (text to self, text to text, and text to world)
- taking notes
- locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized
- using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential
- using metacognition strategies for understanding text
- Facilitate **comprehension strategies**
 - making connections
 - questioning
 - visualizing
 - inferring
 - determining importance
 - synthesizing information
 - self-monitoring or fix-up
 - predicting
 - summarizing
- Model **writers' workshop**
- Facilitate
 - Annotated works cited
 - Article of the week
 - Book clubs
 - Class discussion
 - Guided reading
 - Literature circles
 - RAISE
 - Readers' theater
 - Socratic seminar
 - Think-pair-share
 - Writer's Notebook
- Employ strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)
- Provide **rubrics** and **models**

COMMON ASSESSMENTS

The North Smithfield School Department Common Core English Language Arts Curriculum includes common assessments. Required (red ink) indicates the assessment is required of all students e.g. common tasks/performance-based tasks, standardized mid-term exam, standardized final exam.

- **REQUIRED COMMON ASSESSMENTS**
 - **IMS Fixed Form Assessment**
 - **Constructed response**
 - **Extended response**
 - **Formative assessments**
 - **Summative assessments**
- **Common Instructional Assessments (I)** - used by teachers and students during the instruction of CCSS.
- **Common Formative Assessments (F)** - used to measure how well students are mastering the content standards **before** taking state assessments
 - teacher and student use to make decisions about what actions to take to promote further learning
 - on-going, dynamic process that involves far more frequent testing
 - serves as a practice for students
- **Common Summative Assessment (S)** - used to measure the level of student, school, or program success
 - make some sort of judgment, e.g. what grade
 - program effectiveness
 - e.g. state assessments (AYP), mid-year and final exams

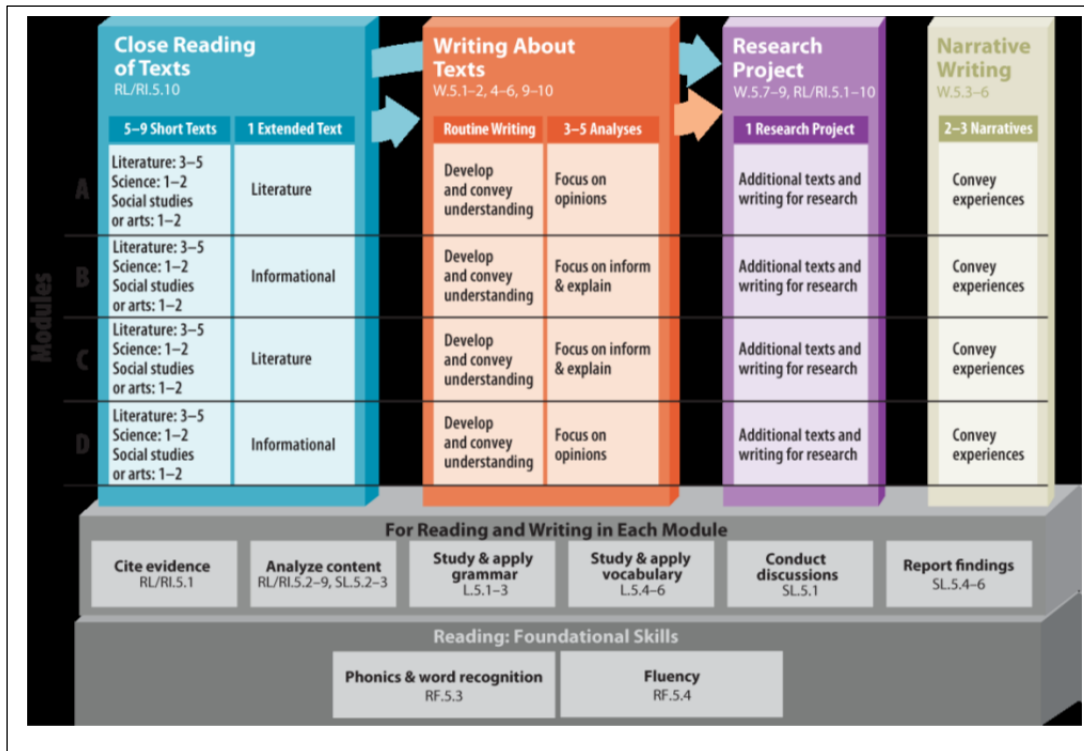
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• **Additional assessments include:**

- Anecdotal records
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.
 - Role playing - bodily kinesthetic
 - Graphic organizing - visual
 - Collaboration - interpersonal
- Multi-media/technology
- Non-linguistic representations
- Oral presentations
- Problem/Performance based/common tasks
- RAISE responses
- Rubrics/checklists (mathematical practice)
- Tests and quizzes
- Technology tasks (Photo-story, Power Point, etc.)
- Think-alouds
- Writing genres
 - Arguments/ opinion
 - Information
 - Narrative
 - Research

Standards organized into suggested quarter modules (PARCC)



RESOURCES GRADE 5

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Textbooks

- *Treasures*
- *Something Upstairs, Avi*
- *Fighting Ground, Avi (F) or*
- *My Brother Sam is Dead, Collier (F)*
- *The Missing Gator Gumbo Limbo (NF)*

Supplementary Student

- **Literary** (Lexile rates 770-980)
- **Informational** (Lexile rates 770-980)
- Core Books: *The Missing Gator Gumbo Limbo (NF)*; *Something Upstairs, Avi, Fighting Ground, Avi (F)*, *My Brother Sam is Dead, Collier (F)*
- Holt Handbook, First Course, grade 7
- *Sentence Composing for Elementary School*
- *Sentence Composing for Middle School*, Don and Jenny Killgallon
- Suggested Reading
- Write Source, grade 7
- Write Traits Kit

Supplementary Teacher

- *Classroom Instruction That Works*, McRel
- *7 Keys to Comprehension: How to Help Your Kids Read It and Get It*, Zimmermann, Hutchins
- *Activators: Activity Structure to Support Integration and Retention of New Learning*, Research for Better Teaching, Inc.
- *Common Core Curriculum Maps by Teachers for Teachers*
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work*, Marzano
- *Guiding Readers and Writers, Grades 3-6*, Irene Fountas and Gay Su Pinnell
- *Literature Circles*, Daniels
- *Make It Real Strategies for Success with Informational text*, Linda Hoyt
- *Mosaic of Thought*, Keene, Zimmerman
- *Nonfiction Matters Reading Writing and Research Grades 3-8*, Stephanie Harvey
- *Reading Essentials*, Routman
- *Rhode Island PreK-12 Literacy Policy*
- *Strategies that Work, Non Fiction Matters*, Harvey
- *Texts and Lessons*, Daniels and Steineke
- *Write Like This, Teaching Real-World Writing Through Modeling and Mentor Text*, Gallagher

Supplementary Teacher Links

- CNN Student News (<http://www.cnn.com/studentnews/index.html>)
- Common Core Maps www.commoncore.org/maps
- Common Core Standards (<http://www.corestandards.org/>)
- Comprehensive Assessment System: Rhode Island Criteria & Guidance http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf
- Discovery Education (<http://my.discoveryeducation.com/>)
- Diverse learners, Resources based on the Universal Design for Learning principles are available at www.cast.org
- Formative Assessment and Standards Based Grading (http://www.marzanoresearch.com/reproducibles/formative_assessment.html#reproducibles)
- Grammar girl
- http://www.ride.ri.gov/Instruction/DOCS/CommonCore/DColeman-Feb29_Resources.pdf
- Library Database (Ebsco, World Book, etc.)
- Microsoft Learning
- Ohio State Curriculum <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDefaultPage.aspx?page=1>
- PARCC <http://www.parcconline.org/parcc-content-frameworks>

- PARCC http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf
- PBS Learning
- Promethean Planet
- Shmoop The Teaching Channel
- Thinkfinity.org
- Writingfix.org
- You Tube

Reading Standards Links

- *7 Keys to Comprehension* (<http://www.unit5.org/hoose/brochures/Parents%20Seven%20Keys.pdf>)
- Fountas and Pinnell , **Instructional Level Expectations for Reading** <http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf>
- Graphic Organizers (<http://www.eduplace.com/graphicorganizer/>)
- KWL (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>)
- Lexile Finder (<http://www.lexile.com/>)
- Literature Circles (<http://www.litcircles.org/>)
- Reader's Workshop (<http://www.readersworkshop.org/>)
- Reading Essentials (<http://www.regieroutman.com/teachingessentials/print.asp>)
- RI PreK-12 Literacy Policy (<http://www.ride.ri.gov/instruction/DOCS/reading/RIReadingPolicy.pdf>)
- Strategies the Work: Non Fiction Matters (<http://www.mcte.org/fallwork/archive/harvey/resources.html>)
- T-Chart (http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf)
- Text Structures (<http://www.u-46.org/dbs/roadmap/files/comprehension/3expotext.pdf>)
- Venn Diagram (<http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>)

Writing Standards Links

- Criterion Writing Evaluation (<https://criterion.ets.org/>)
- Editing Checklists (<http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html>)
- KWL (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>)
- References/ Citations (<http://easybib.com/>)
- Research, grammar <http://owl.english.purdue.edu>
- *Teaching Argument Writing*, George Hillocks, Jr.
- *Write Like This*, Kelly Gallagher
- Research, grammar <http://owl.english.purdue.edu>
- Write Source Text (<http://thewritesource.com/>)

Speaking and Listening Standards Links

- Literature Circles (<http://www.litcircles.org/>)
- Reader's Workshop (<http://www.readersworkshop.org/>)
- Socratic Seminars (<http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf>)
- Living Museums (http://www.educationworld.com/a_curr/curr231.shtml)

Materials

Technology

- Computer lab
- Computers
- Elmo
- Interactive boards
- LCD projectors

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>READING LITERATURE (RL)</p> <p>Key Ideas and Details</p>		<p>Students</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> ○ <i>Something Upstairs</i> by Avi ○ e <i>“Shiloh”</i> (<i>Treasures</i>) <p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> ○ <i>Something Upstairs</i> by Avi ○ <i>“Zathura”</i> (<i>Treasures</i>) <p>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).</p> <ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> ○ <i>Something Upstairs</i> by Avi ○ <i>“Goin Someplace Special”</i> (<i>Treasures</i>) 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Event/reaction graphic organizer</i> • <i>Double-sided journal entry</i> • <i>Guided reading</i> • <i>Summarizing and note taking (McRel)</i> • <i>Think Aloud</i> • <i>Thinkmarks</i> <ul style="list-style-type: none"> • <i>Conclusion diagram (Treasures)</i> • <i>Guided writing</i> • <i>Summarizing and note taking (McRel)</i> • <i>Think Aloud</i> • <i>THinkmarks</i> <ul style="list-style-type: none"> • <i>Character setting chart (Treasures)</i> • <i>Guided reading</i> • <i>Partner reading</i> • <i>Story map (Fountas and Pinnell)</i> • <i>Time line</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction • <i>Treasures</i> <ul style="list-style-type: none"> ○ <i>“Shiloh”</i>, Unit 1 ○ <i>“Zathura”</i>, Unit 3 story 5 ○ <i>“Goin Someplace Special”</i>, Unit 4, story 1 • <i>Something Upstairs</i> by Avi • <i>Classroom Instruction That Works</i>, McRel • <i>Guiding Readers and Writers, Grades 3-6</i>, Irene Fountas and Gay Su Pinnell • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Fountas and Pinnell, <i>Instructional Level Expectations for Reading</i> http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • <i>Diverse Learners</i>: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required:</p> <ul style="list-style-type: none"> • <i>IMS Fixed Form Assessment</i> • <i>Constructed response</i> • <i>Extended response</i> • <i>Formative assessments</i> • <i>Summative assessments</i> <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> • <i>Treasures Assessments</i>

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p style="text-align: center;">READING LITERATURE (RL)</p> <p>Craft and Structure</p>		<p>Students</p> <p>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.</p> <ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> ○ “Shiloh” (<i>Treasures</i>) ○ “The Catch of the Day” (<i>Treasures</i>) <p>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.</p> <ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> ○ “Miss Alaineus” (<i>Treasures</i>, Unit 1) ○ “Davy Crockett Saves the World” (<i>Treasures</i>) <p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> ○ “Davy Crockett Saves the World” (<i>Treasures</i>) ○ “The Unbreakable Code” (<i>Treasures</i>) 	<p style="color: red;">TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Author’s purpose (Treasures)</i> • <i>Guided reading</i> • <i>Nonlinguistic representation (McRel)</i> • <i>Story map (Fountas and Pinnell)</i> • <i>Think Aloud</i> <ul style="list-style-type: none"> • <i>Character and plot chart (Treasures)</i> • <i>Comprehension strategies: making connections, synthesizing</i> • <i>Guided writing</i> <ul style="list-style-type: none"> • <i>Guided reading</i> • <i>Plot setting chart (Treasures)</i> • <i>Think Aloud</i> • <i>Visualizing</i> 	<p style="color: red;">RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction • <i>Treasures</i> <ul style="list-style-type: none"> ○ “Shiloh”, Unit 1 ○ “Miss Alaineus”, Unit 1 ○ “Davy Crockett Saves the World”, Unit 1, story 2 ○ “The Catch of the Day”, Unit 4, story 5 • <i>Classroom Instruction That Works</i>, McRel • <i>Guiding Readers and Writers, Grades 3-6</i>, Irene Fountas and Gay Su Pinnell (Appendix 24) • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Fountas and Pinnell, Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org 	<p style="color: red;">ASSESSMENT NOTES</p> <p style="color: red;">Required:</p> <ul style="list-style-type: none"> • IMS Fixed Form Assessment • Constructed response • Extended response • Formative assessments • Summative assessments <p style="color: red;">Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> • Graphic organizers • Think aloud notes • <i>Treasures</i> Assessments

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<p style="text-align: center;">READING LITERATURE (RL)</p> <p>Integration of Knowledge and Ideas</p>		<p>Students</p> <p>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).</p> <ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> ○ “The Golden Mare, the Firebird, and the Magic Ring” (<i>Treasures</i>) <p>RL.5.9 Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topic</p> <ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> ○ “A Historic Journey” (<i>Treasures</i>) • Tall Tales 	<p style="text-align: center;">TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Artist to Artist</i> • <i>Connect to Social Studies</i> • <i>Graphic organizers</i> • <i>Guided reading</i> • <i>Sequence chart (Treasures)</i> <ul style="list-style-type: none"> • <i>Compare and contrast charts (Treasures)</i> • <i>Comparison charts (Fountas and Pinnell, McRel)</i> • <i>Guided writing</i> 	<p style="text-align: center;">RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction • <i>Classroom Instruction That Works</i>, McRel • <i>Guiding Readers and Writers, Grades 3-6</i>, Irene Fountas and Gay Su Pinnell • <i>Treasures</i> (Units 5 and 6) <ul style="list-style-type: none"> ○ “A Historic Journey” ○ “The Golden Mare, the Firebird, and the Magic Ring” • Trade books for comparing and contrasting • <i>23 Major Illustrators Talk to Children About Their Art</i>, Eric Carle Museum of Picture Book Art • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org 	<p style="text-align: center;">ASSESSMENT NOTES</p> <p>Required:</p> <ul style="list-style-type: none"> • IMS Fixed Form Assessment • Constructed response • Extended response • Formative assessments • Summative assessments <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> • Brochure • Graphic organizers • <i>Treasures</i> Assessments

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<p style="text-align: center;">READING LITERATURE (RL)</p> <p>Range of Reading and Level of Text Complexity</p>		<p>Students</p> <p>RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text (Lexile rates 770–980) proficiently, with scaffolding as needed at the high end of the range (by the end of the year).</p> <ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> ○ various selections from (<i>Treasures</i>) 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Broad range quality reading</i> • <i>Dimensions for measuring text complexity:</i> <ul style="list-style-type: none"> ○ <i>Qualitative dimensions of text</i> ○ <i>Quantitative dimension of text complexity</i> ○ <i>Reader and task considerations</i> ○ <i>CCSS ELA Appendices A and B</i> • <i>Guided reading</i> • <i>Scaffolded instruction in core and independent reading</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction • Common Core State Standards, Appendices A and B • <i>Treasures</i> • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Fontas and Pinnell, Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required:</p> <ul style="list-style-type: none"> • IMS Fixed Form Assessment • Constructed response • Extended response • Formative assessments • Summative assessments <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal record/notes taken during guided reading • Graphic organizers • <i>Treasures Assessments</i>
<p style="text-align: center;">READING INFORMATIONAL TEXT (RI)</p> <p>Key Ideas and Details</p>		<p>Students</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> ○ “Black Cowboy Wild Horses” (<i>Treasures</i>) <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <ul style="list-style-type: none"> • Informational texts from “Ultimate Field Trip” (<i>Treasures</i>) 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Book Talks</i> • <i>Character trait and evidence (Fountas and Pinnell)</i> • <i>Graphic organizing</i> • <i>Guided reading</i> • <i>Inference chart (Treasures)</i> • <i>RAISE</i> • <i>Summarizing and note taking (McRel)</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction • <i>Fighting Ground, Avi</i> • <i>My Brother Sam is Dead, Collier</i> • <i>Treasures</i> (Units 2 and 4) <ul style="list-style-type: none"> ○ “Black Cowboy Wild Horses” ○ Informational texts from Ultimate Field Trip ○ “My Brother Sam is 	<p>ASSESSMENT NOTES</p> <p>Required:</p> <ul style="list-style-type: none"> • IMS Fixed Form Assessment • Constructed response • Extended response • Formative assessments • Summative assessments <p>Suggested (see list in the introduction)</p>

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		<p>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.</p> <ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> ○ <i>My Brother Sam is Dead</i>, Collier ○ <i>Fighting Ground</i>, Avi ○ <i>"Spirit of Endurance"</i> (<i>Treasures</i>) 	<ul style="list-style-type: none"> • <i>Discussions</i> • <i>Guided reading</i> • <i>Inference chart (Treasures)</i> • <i>Primary source materials</i> • <i>RAISE</i> • <i>Synthesizing chart (Fountas and Pinnell)</i> • <i>Think Alouds</i> • <i>Thinkmarks</i> 	<p>Dead"</p> <ul style="list-style-type: none"> ○ "Fighting Ground" ○ "Spirit of Endurance", Unit 5, story 1 <ul style="list-style-type: none"> • <i>Classroom Instruction That Works</i>, McRel • <i>Guiding Readers and Writers, Grades 3-6</i>, Irene Fountas and Gay Su Pinnell (Appendix 23) • <i>Make It Real Strategies for Success with Informational text</i>, Linda Hoyt • <i>Nonfiction Matters Reading Writing and Research Grades 3-8</i>, Stephanie Harvey • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org 	<ul style="list-style-type: none"> • Anecdotal notes taken • Book talk rubrics • Graphic organizers • RAISE response rubric • Thinkmark rubric • <i>Treasures</i> Assessments

ENGLISH LANGUAGE ARTS CURRICULUM Grade 5

Curriculum Writers: Jacklyn Cunningham and Diane Kohler

STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p style="text-align: center;">READING INFORMATIONAL TEXT (RI)</p> <p>Craft and Structure</p>		<p>Students</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> ○ “Hurricanes: Extreme Weather” (<i>Treasures</i>) <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <ul style="list-style-type: none"> • Time for Kids “Maya Lin: Architect of Memory” (<i>Treasures</i>) <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> ○ <i>Ellis Island (Guided Reading)</i> ○ <i>Erie Canal (Guided Reading)</i> ○ <i>Oregon Trail (Guide Reading)</i> 	<p style="background-color: #f0f0f0;">TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Class discussion</i> • <i>Description chart (Treasures)</i> • <i>Guided reading</i> • <i>Think aloud</i> • <i>Vocabulary and concept graphic organizers (McRel)</i> • <i>Vocabulary Strategies (Allen)</i> <ul style="list-style-type: none"> • <i>Graphic organizers (McRel)</i> • <i>Guided writing</i> • <i>Main idea web (Treasures)</i> <ul style="list-style-type: none"> • 5-3-1 • <i>Class discussions</i> • <i>Guided reading</i> • <i>Main idea web (Treasures)</i> 	<p style="color: red;">RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction • <i>Treasures</i> <ul style="list-style-type: none"> ○ “Hurricanes: Extreme Weather”, Unit 4, story 3 ○ Time for Kids “Maya Lin: Architect of Memory”, Unit 2 • <i>Classroom Instruction That Works</i>, McRel • <i>Guided Reading</i> <ul style="list-style-type: none"> ○ <i>Ellis Island</i> ○ <i>Erie Canal</i> ○ <i>Oregon Trail</i> • <i>Guiding Readers and Writers, Grades 3-6</i>, Irene Fountas and Gay Su Pinnell • <i>Make It Real Strategies for Success with Informational text</i>, Linda Hoyt • <i>Nonfiction Matters Reading Writing and Research Grades 3-8</i>, Stephanie Harvey • <i>Words, Words, Words</i>, Janet Allen • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Fontas and Pinnell , Instructional Level 	<p style="color: red;">ASSESSMENT NOTES</p> <p style="color: red;">Required:</p> <ul style="list-style-type: none"> • IMS Fixed Form Assessment • Constructed response • Extended response • Formative assessments • Summative assessments <p style="color: red;">Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal notes taken during guided reading • Double-sided journal entries • Graphic organizers • <i>Treasures Assessments</i>

ENGLISH LANGUAGE ARTS CURRICULUM Grade 5

Curriculum Writers: Jacklyn Cunningham and Diane Kohler

STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
				<p>Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf</p> <ul style="list-style-type: none"> Diverse Learners: www.cast.org 	
<p>READING INFORMATIONAL TEXT (RI)</p> <p>Integration of Knowledge and Ideas</p>		<p>Students</p> <p>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.</p> <ul style="list-style-type: none"> For example: <ul style="list-style-type: none"> “Beyond Horizon” (<i>Treasures</i>) <p>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).</p> <ul style="list-style-type: none"> For example: <ul style="list-style-type: none"> “Beyond Horizon” (<i>Treasures</i>) “A Dream Comes True” (<i>Treasures</i>) <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <ul style="list-style-type: none"> For example: <ul style="list-style-type: none"> “Sleds on Boston Common” (<i>Treasures</i>) 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> <i>Fact and opinion chart (Treasures)</i> <i>Guided reading</i> <i>RAISE</i> <i>Skimming and scanning</i> <i>Synthesize from notes</i> <ul style="list-style-type: none"> <i>Fact and opinion chart (Treasures)</i> <i>Guided reading</i> <i>Notetaking (McRel)</i> <i>RAISE</i> <i>Thinkmarks</i> <ul style="list-style-type: none"> <i>Conclusion chart (Treasures)</i> <i>Guided reading</i> <i>Picture Book Practice</i> <p><i>Use two informational pictures books on the same topic to compare the evidence the authors use to support their ideas. Students can work in small groups to chart the similarities and differences. Repeat this activity before moving students on to more complex text.</i></p> <ul style="list-style-type: none"> <i>Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller (Stenhouse, 2005) discusses ways to build centers that allow students to work together on the skills of reading, writing, speaking and listening. The book</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See Resource list in the introduction <i>Treasures</i> <ul style="list-style-type: none"> “Beyond Horizon” “Sleds on Boston Common”, Unit 3 <i>Classroom Instruction That Works</i>, McRel <i>Guiding Readers and Writers, Grades 3-6</i>, Irene Fountas and Gay Su Pinnell <i>Make It Real Strategies for Success with Informational text</i>, Linda Hoyt <i>Nonfiction Matters Reading Writing and Research Grades 3-8</i>, Stephanie Harvey Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=inbox&partId=3&saveAs=Comprehensive_Assessment.pdf Fontas and Pinnell , 	<p>ASSESSMENT NOTES</p> <p>Required:</p> <ul style="list-style-type: none"> IMS Fixed Form Assessment Constructed response Extended response Formative assessments Summative assessments <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> Anecdotal records taken during guided reading Graphic organizers Thinkmarks <i>Treasures</i> Assessments

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Curriculum Writers: Jacklyn Cunningham and Diane Kohler

STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
			<p><i>includes practical strategies for setting up literacy centers that are rigorous enough for intermediate students.</i> ODE</p>	<p>Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf</p> <ul style="list-style-type: none"> Diverse Learners: www.cast.org 	
<p>READING INFORMATIONAL TEXT (RI)</p> <p>Range of Reading Level of Text Complexity</p>		<p>Students</p> <p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text (Lexile rates 770- 980), with scaffolding as needed at the high end of the range.</p> <ul style="list-style-type: none"> For example: <ul style="list-style-type: none"> “Hidden Worlds” (<i>Treasures</i>) <i>Treasures</i> mini books or <i>Guided Reading</i> books 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> Broad range quality reading Dimensions for measuring text complexity: <ul style="list-style-type: none"> Qualitative dimensions of text Quantitative dimension of text complexity Reader and task considerations CCSS ELA Appendices A and B Guided reading Informational reading strategies applied to content areas Sequence chart (<i>Treasures</i>) Features of informational text Scaffolded instruction in core and independent reading 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See Resource list in the introduction <i>Treasures</i> <ul style="list-style-type: none"> “Hidden Worlds”, Unit 6, story 5 Mini books <i>Classroom Instruction That Works</i>, McRel <i>Guiding Readers and Writers, Grades 3-6</i>, Irene Fountas and Gay Su Pinnell <i>Make It Real Strategies for Success with Informational text</i>, Linda Hoyt <i>Nonfiction Matters Reading Writing and Research Grades 3-8</i>, Stephanie Harvey Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf Fontas and Pinnell , 	<p>ASSESSMENT NOTES</p> <p>Required:</p> <ul style="list-style-type: none"> IMS Fixed Form Assessment Constructed response Extended response Formative assessments Summative assessments <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> DRA Graphic organizers Informal running records Reading logs <i>Treasures</i> Assessments

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
				Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org	
READING (RF) Foundational Phonics and Word Recognition		Students RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF.5.3a o All texts	TEACHER NOTES, for example <ul style="list-style-type: none"> • <i>Direct instruction basic rules</i> • <i>Guided reading</i> • <i>Paired reading</i> • <i>Readers Theater</i> • <i>Repeated reading</i> • <i>Say It Like a Character</i> • <i>Structural analysis charts</i> • <i>Thinkmarks</i> • <i>Word sorts</i> 	RESOURCE NOTES <ul style="list-style-type: none"> • See Resource list in the introduction • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Diverse Learners: www.cast.org 	ASSESSMENT NOTES Required: <ul style="list-style-type: none"> • IMS Fixed Form Assessment • Constructed response • Extended response • Formative assessments • Summative assessments Suggested (see list in the introduction) Suggested <ul style="list-style-type: none"> • DRA • Graphic organizers • Running Record • Timed assessments • Treasures Assessments
READING (RF) Foundational Skills Fluency		Students RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. RF.5.4a b. Read on-level prose and poetry orally with accuracy, RF.5.4b	TEACHER NOTES, for example <ul style="list-style-type: none"> • <i>Independent conferencing</i> • <i>Guided reading</i> • <i>Paired reading</i> • <i>Readers Theater</i> • <i>Repeated reading</i> • <i>Say It Like a Character</i> 	RESOURCE NOTES <ul style="list-style-type: none"> • See Resource list in the introduction • Comprehensive Assessment System: Rhode Island Criteria & Guidance 	ASSESSMENT NOTES Required: <ul style="list-style-type: none"> • IMS Fixed Form Assessment • Constructed response • Extended response

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.5.4c</p> <ul style="list-style-type: none"> o All texts 		<p>http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf</p> <ul style="list-style-type: none"> • Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf • Diverse Learners: www.cast.org 	<ul style="list-style-type: none"> • Formative assessments • Summative assessments <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> • DRA • Running Record • <i>Treasures</i> Assessments
<p>WRITING (W)</p> <p>Text Types and Purposes</p>		<p>Students</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with main Idea reasons and information.</p> <ul style="list-style-type: none"> 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.5.1a) b. Provide logically ordered reasons that are supported by facts and details. (W.5.2b) c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). W.5.3c d. Provide a concluding statement or section related to the opinion presented. W.5.5d 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Story: “Shiloh”</i> <ul style="list-style-type: none"> o <i>Prompt: Should Marty return Shiloh to Judd Travers?</i> • RAISE 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required:</p> <ul style="list-style-type: none"> • IMS Fixed Form Assessment • Constructed response • Extended response • Formative assessments • Summative assessments <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> • Graphic organizers • Opinion writing rubric/checklist • RAISE rubric • Teacher peer conferencing • <i>Treasures</i> Assessments

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>WRITING (W)</p> <p>Text Types and Purposes*</p>		<p>Students</p> <p>W.5.2 Write informative/explanatory texts using main idea and details to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.5.2a</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.5.2b</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). W.5.2c</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.5.2d</p> <p>e. Provide a concluding statement or section related to the information or explanation presented. W.5.2e</p>	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • Story: “Hurricanes” <ul style="list-style-type: none"> ○ Prompt: How does extreme weather impact our lives? • Writing 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction • <i>Treasures</i>, Writing a magazine article • Common Core State Standards, Appendix c, p. 29, “Author Response: Roald Dahl” • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required:</p> <ul style="list-style-type: none"> • IMS Fixed Form Assessment • Constructed response • Extended response • Formative assessments • Summative assessments <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> • Graphic organizers • information writing rubric/checklist • RAISE rubric • Treasures Assessments
<p>WRITING (W)</p> <p>Text Types and Purposes*</p>		<p>Students</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3a</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W.5.3b</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W.5.3c</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely. W.6.3d</p>	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • Story: “Miss Aleaneius” <ul style="list-style-type: none"> ○ Prompt: <i>In the story, Sage’s mother tells her, “There is gold in every mistake.” Describe a mistake you have made. Tell what happened and what you learned from it. Was there gold in your mistake?</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction • Common Core State Standards, Appendix c, p. 31, “Getting Shot and Living Through It” • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=3366 	<p>ASSESSMENT NOTES</p> <p>Required:</p> <ul style="list-style-type: none"> • IMS Fixed Form Assessment • Constructed response • Extended response • Formative assessments • Summative assessments <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> • Narrative rubric/checklist • RAISE response

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		<p>e. Provide a conclusion that follows from the narrated experiences or events. W.5.3e</p>		<p>8445&folder=inbox&partid=3&saveAs=Comprehensiv e Assessment.pdf</p> <ul style="list-style-type: none"> Diverse Learners: www.cast.org 	<p>rubric</p> <ul style="list-style-type: none"> Treasures Assessments
<p>WRITING (W)</p> <p>Production and Distribution of Writing</p>		<p>Students</p> <p>W.5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by</p> <ul style="list-style-type: none"> Planning/prewriting Revising/drafting Editing/revising Rewriting/publishing or trying a new approach. <p>(Editing for conventions should demonstrate command of Language standards))</p> <ul style="list-style-type: none"> Ideas and development Organization Structure of language Conventions <p>W.5.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <ul style="list-style-type: none"> Task Definition Information Seeking Strategies Location and Access Use of Information Synthesis: Putting It All Together Evaluation 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> Story: “A Historic Journey” <i>Treasures</i> <ul style="list-style-type: none"> Prompt: How did the leaders of the Lewis and Clark expedition make history as both explorers and scientists? <i>Davy Crocket, Treasures, unit 1</i> <ul style="list-style-type: none"> Prompt: Create a tall tale brochure or PowerPoint or released NECAP prompt from grade 5 SLO and extended response Graphic organizers, e.g. <ul style="list-style-type: none"> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) KWL 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See Resource list in the introduction Mentor Texts: <i>Teaching Writing Through Children’s Literature, K-6</i> by Lynne R. Dorfman and Rose Cappelli (Stenhouse, 2007) provides suggestions of titles and methods for using children’s books as models during writing instruction. <i>Treasures</i> <i>The Production and Distribution of Writing</i> <i>Wondrous Words: Writers and Writing in the Elementary Classroom</i> by Katie Wood Ray (National Council of Teachers of English, 1996) discusses how children learn to write from their reading, and includes student writing samples, student illustrations and writing strategies from contemporary children’s book authors. ODE Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=3366 	<p>ASSESSMENT NOTES</p> <p>Required:</p> <ul style="list-style-type: none"> IMS Fixed Form Assessment Constructed response Extended response Formative assessments Summative assessments <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> Brochure Graphic organizers PowerPoint RAISE response Treasures Assessments

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
			<p>http://www.eduplace.com/graphic_organizer/pdf/kwl.pdf</p> <ul style="list-style-type: none"> 6-Traits Write Source Text http://thewritesource.com/ Big 6 Research Strategies http://www.crlsresearchguide.org/Big_Six_Steps.asp Ideas and development organizations Structure of language Conventions 	<p>8445&folder=inbox&partId=3&saveAs=Comprehensive_Assessment.pdf</p> <ul style="list-style-type: none"> Diverse Learners: www.cast.org 	
WRITING (W)		Students	TEACHER NOTES, for example	RESOURCE NOTES	ASSESSMENT NOTES
Research to Build and Present Knowledge		<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <ul style="list-style-type: none"> Topic TBD <p>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.</p> <ul style="list-style-type: none"> Topic TBD <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). W.5.9a</p> <ul style="list-style-type: none"> Topic TBD <p>b. Apply grade 5 Reading standards to informational texts (e.g., “ Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). W.5.9b</p>	<p>Story:</p> <ul style="list-style-type: none"> <i>My Brother Sam is Dead</i> or <i>Fighting Ground</i> Prompt: Compare contrast 2 characters from any of the following grade 5 novels: <ul style="list-style-type: none"> <i>My Brother Sam is Dead</i> <i>Fighting Ground</i> <i>Something Upstairs</i> Activate prior knowledge Engage in the process of independent shared inquiry 	<ul style="list-style-type: none"> See Resource list in the introduction <i>Comprehension, Collaboration: Inquiry Circles in Action</i>, Harvey Daniels and Stephanie Harvey <i>Strategies That Work</i>, Stephanie Harvey Big 6 Research Strategies http://www.crlsresearchguide.org/Big_Six_Steps.asp Prentice Hall, Writer’s Workshop pp 940-944 References/ Citations http://easybib.com/ Research, grammar http://owl.english.purdue.edu www.readwrite think.com Write Source Text http://thewritesource.com/ Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get- 	<p>Required:</p> <ul style="list-style-type: none"> IMS Fixed Form Assessment Constructed response Extended response Formative assessments Summative assessments <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> Anecdotal records Extended response rubric Graphic organizers Teacher conferencing notes RAISE <i>Treasures</i> Assessments

ENGLISH LANGUAGE ARTS CURRICULUM Grade 5

Curriculum Writers: Jacklyn Cunningham and Diane Kohler

STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
				attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Diverse Learners: www.cast.org	
WRITING (W) Range of Writing		Students W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	TEACHER NOTES, for example <ul style="list-style-type: none"> • <i>Math writing to explain</i> • <i>Reader's notebook</i> • <i>Reflection logs</i> • <i>Science notebook</i> • <i>Writer's notebook</i> 	RESOURCE NOTES <ul style="list-style-type: none"> • See Resource list in the introduction • http://enningtonpublishing.com • Launch an Intermediate <i>Writing Workshop: Getting Started with Units of Study for Teaching Writing, Grades 3-5</i> by Lucy Calkins provides strategies for effectively teaching narrative and expository writing. • Pyrotechnics on the Page: <i>Playful Craft That Sparks Writing</i> by Ralph Fletcher (Stenhouse, 2010) discusses ways to incorporate word play into the classroom as a tool to strengthen student writing and to spark creativity. • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Diverse Learners: www.cast.org 	ASSESSMENT NOTES <p>Required:</p> <ul style="list-style-type: none"> • IMS Fixed Form Assessment • Constructed response • Extended response • Formative assessments • Summative assessments <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> • <i>Treasures</i> Assessments • Reflection logs • Science notebook • Writer's notebook

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<p>SPEAKING AND LISTENING (SL)</p> <p>Comprehension and Collaboration</p>		<p>Students</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.5.1a</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1b</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others SL.5.1c</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. SL.5.1d</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Book Talks</i> • <i>Claims and evidence organizer</i> • <i>Classroom Instruction That Works, McRel</i> <ul style="list-style-type: none"> ◦ <i>Note taking and summarizing</i> • <i>Literature Circles</i> (http://www.litcircles.org/) • <i>Peer conferencing</i> • <i>Reader’s Workshop</i> (http://www.readersworkshop.org/) • <i>Real Talk in Elementary Classrooms: Effective Oral Language Practice</i> by Maureen P. Boyd PhD, Lee Galda PhD, and Donald L. Rubin PhD (Guilford Press, 2011) <i>promotes the use of dialogue as a classroom-learning tool for literacy. ODE</i> • <i>Socratic Seminars</i> (http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf) • <i>Think Alouds</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction • <i>Classroom Instruction That Works, McRel</i> • <i>Fontas and Pinnell</i> • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required:</p> <ul style="list-style-type: none"> • IMS Fixed Form Assessment • Constructed response • Extended response • Formative assessments • Summative assessments <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal notes taken during guided reading and Think-pair-share in <i>Treasures</i> assessment • Book Talk rubrics • Graphic organizers • <i>Treasures</i> Assessments
<p>SPEAKING AND LISTENING (SL)</p> <p>Presentation of Knowledge and Ideas</p>		<p>Students</p> <p>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.</p> <p>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.</p>	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Book discussions</i> • <i>Book talks</i> • <i>Class discussions</i> • <i>Formal/informal class presentations</i> • <i>Powerful words</i> • <i>Providing feedback</i> • <i>Read, write, think</i> • <i>Sequencing charts</i> • <i>Turn and talk</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction • www.readwritethink.org • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf 	<p>ASSESSMENT NOTES</p> <p>Required:</p> <ul style="list-style-type: none"> • IMS Fixed Form Assessment • Constructed response • Extended response • Formative assessments • Summative assessments

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		<p>SL.5.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> • Active Literacy Across the Curriculum: <i>Strategies for Reading, Writing, Speaking and Listening</i> by Heidi Hayes Jacobs. (<i>Eye on Education</i>, 2006) • Presenting with Multimedia www.readwritethink.org • Powerful Words <i>This strategy helps students understand that words used in persuasive speaking are critical to the effectiveness of the outcome. Present students with a series of paired statements and have them select the sentence that is the most persuasive. An example of sentence pairs is:</i> <ul style="list-style-type: none"> • Fifth-grade students should be allowed to chew gum in school. • Because mint increases brainpower, chewing gum should be required in the fifth grade. Have students listen to or read excerpts of famous speeches paying attention to the power words and phrases. As they craft their own speeches, encourage students to include power words and phrases to increase the persuasive effectiveness. 	<p>us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf</p> <ul style="list-style-type: none"> • Diverse Learners: www.cast.org 	<p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> • Anecdotal records/notes • Graphic organizers • Teacher peer conferencing • <i>Treasures</i> Assessments on spelling and grammar
<p>LANGUAGE (L)</p> <p>Conventions of Standards English</p>		<p>Students</p> <p>Apply and effectively use background knowledge of:</p> <ul style="list-style-type: none"> • Nouns • Verbs • Adverbs • Adjectives • Pronouns <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1a</p> <ul style="list-style-type: none"> • Grammar Guide (http://grammar.ccc.commnet.edu/grammar/) • Info: (http://grammar.ccc.commnet.edu/grammar/clauses.htm) • Worksheets: (http://www.ereadingworksheets.com/free-worksheets/) 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Children, Language, and Literacy: Diverse Learners in Diverse Times</i> by Celia Genishi and Anne Haas Dyson (Teachers College Press, 2009) 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction • <i>The Writing Fix</i> • <i>Treasures</i> grammar and 	<p>ASSESSMENT NOTES</p> <p>Required:</p> <ul style="list-style-type: none"> • IMS Fixed Form Assessment • Constructed response • Extended response

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		<p>grammar-worksheets/clauses-and-phrases.pdf</p> <ul style="list-style-type: none"> • Media: (http://player.discoveryeducation.com/index.cfm?guidAssetId=8C0EFA0-713D-49BF-93CE-BE0311FB573A&blnFromSearch=1&productcode=US) (http://player.discoveryeducation.com/index.cfm?guidAssetId=D A885A60-85E6-44DD-8FBF-5B43F3BEF9E2&blnFromSearch=1&productcode=US) • http://owl.english.purdue.edu <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. L.5.1b</p> <ul style="list-style-type: none"> • Info: (http://www.eslbee.com/sentences.htm) Worksheets: (http://www.ereadingworksheets.com/free-grammar-worksheets/creating-compound-sentences.pdf) (http://www.ereadingworksheets.com/free-grammar-worksheets/creating-complex-sentences.pdf) Media: (http://player.discoveryeducation.com/index.cfm?guidAssetId=77F68782-01F0-437F-8475-52085F5DB2FA&blnFromSearch=1&productcode=US) (http://player.discoveryeducation.com/index.cfm?guidAssetId=F B982CA8-D981-43B4-AF99-82301823E619&blnFromSearch=1&productcode=US) • http://owl.english.purdue.edu <p>c. Use verb tense to convey various times, sequences, states, and conditions. L.5.1c</p> <ul style="list-style-type: none"> • Info: (http://owl.english.purdue.edu/owl/resource/597/1/) Worksheets: (http://www.grammar-worksheets.com/worksheets/dangling-modifier.php) Media: (http://languagearts.pppst.com/dangling-participles.html) • http://owl.english.purdue.edu <p>d. Recognize and correct inappropriate shifts in verb tense.* L.5.1d</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). L.5.1e</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.* L.5.2a</p> <ul style="list-style-type: none"> • Info: (http://englishplus.com/grammar/00000072.htm) Worksheets: 	<ul style="list-style-type: none"> • <i>Model to apply in context (ELA and content)</i> • <i>Teacher conference in Writers Workshop</i> • <i>Teacher mini lessons</i> 	<p>spelling components</p> <ul style="list-style-type: none"> • <i>Writers' Workshop</i>, Ralph Fletcher • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensive_Assessment.pdf • Diverse Learners: www.cast.org 	<ul style="list-style-type: none"> • Formative assessments • Summative assessments <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> • <i>Treasures Assessments</i>

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		<p style="text-align: center;">http://printfu.org/coordinate+adjectives+worksheet</p> <ul style="list-style-type: none"> • http://owl.english.purdue.edu <p>b. Use a comma to separate an introductory element from the rest of the sentence. L.5.2b</p> <ul style="list-style-type: none"> • Fry Spelling List http://www.candohelperpage.com/sightvocab_1.html <p>c. Use a comma to set off the words yes and no (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>). L.5.2c</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works. L.5.2d</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2e)</p>			
<p>LANGUAGE (L)</p> <p>Knowledge of Language</p>		<p>Students</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. L.5.3a</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. L.5.3b</p> <ul style="list-style-type: none"> • Concise Writing http://owl.english.purdue.edu/owl/resource/572/01/ 	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> • <i>Classroom Instruction That Works, McRel</i> <ul style="list-style-type: none"> ○ <i>Non-linguistic representation</i> • <i>Grammar to Enrich and Enhance Writing</i> by Constance Weaver and Jonathan Bush (Heinemann, 2008) as described by the publisher states, "an up-to-date, ready-to-use, comprehensive resource for leading students to a better understanding of grammar as an aid to more purposeful, detailed, and sophisticated writing." ODE 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> • See Resource list in the introduction • Classroom Instruction That Works, McRel • <i>Grammar to Enrich and Enhance Writing</i> by Constance Weaver and Jonathan Bush (Heinemann, 2008) • Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=Inbox&partId=3&saveAs=Comprehensiv e_Assessment.pdf 	<p>ASSESSMENT NOTES</p> <p>Required:</p> <ul style="list-style-type: none"> • IMS Fixed Form Assessment • Constructed response • Extended response • Formative assessments • Summative assessments <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> • Class discussions • <i>Treasures</i> Assessments

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				<ul style="list-style-type: none"> Diverse Learners: www.cast.org 	
<p>LANGUAGE (L)</p> <p>Vocabulary Acquisition and Use</p>		<p>Students</p> <p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L.5.4a</p> <p>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.5.4b</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.5.4c</p> <p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context. L.5.5a</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs. L.5.5b</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. L.5.5c</p> <p>L.6.6 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>).</p>	<p>TEACHER NOTES, for example</p> <ul style="list-style-type: none"> <i>Compare and contrast poetry</i> <i>Concept maps</i> <i>Four Corners</i> <i>This strategy focuses on vocabulary development. Have students divide their papers into four sections. Title the sections as follows:</i> <ul style="list-style-type: none"> <i>Synonyms/Word Families</i> <i>Word/Definition</i> <i>Sentence</i> <i>Illustration</i> <i>No excuse word list</i> <i>RAISE</i> <i>Read an discussion of poetry</i> <i>Read, write, discuss</i> <i>Teacher prepared notes</i> <i>Vocabulary analysis</i> <i>Vocabulary concepts maps</i> <i>Word walls</i> 	<p>RESOURCE NOTES</p> <ul style="list-style-type: none"> See Resource list in the introduction <i>Treasures</i> Comprehensive Assessment System: Rhode Island Criteria & Guidance http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&folder=inbox&partId=3&saveAs=Comprehensive_Assessment.pdf Diverse Learners: www.cast.org 	<p>ASSESSMENT NOTES</p> <p>Required:</p> <ul style="list-style-type: none"> IMS Fixed Form Assessment Constructed response Extended response Formative assessments Summative assessments <p>Suggested (see list in the introduction)</p> <ul style="list-style-type: none"> Graphic organizers RAISE response Teacher anecdotal notes Teacher conferencing <i>Treasures Assessments</i>