

ESSENTIAL QUESTION	COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING	READING STANDARD	GRADE FIVE SKILL	ASSESSMENT	RESOURCES
<p>Why is reading important?</p> <p>What does the setting help you understand about the text?</p> <p>How is literal information different from information that is inferred?</p> <p>How does figurative language make a story or text more exciting?</p> <p>How will comparing and contrasting the structure of a text improve understanding?</p> <p>How might your own background affect your feelings about a story?</p>	<p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature.)</p> <p>9. Analyze how two or more texts</p>	<p>Literature</p> <p><i>Key Ideas & Details</i></p> <p>Craft & Structure</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>Range of Reading & Level of Text Complexity</p> <p><i>Responding to Literature</i></p> <p>Informational Text</p> <p><i>Key Ideas & Details</i></p>	<ul style="list-style-type: none"> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine the 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. Compare and contrast two or more characters, settings or events in a story or drams, drawing on specific details in the text (e.g., how characters interact). Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem. Describe how a narrator’s or speaker’s point of view influences how events are described. <ul style="list-style-type: none"> Recognize and describe how an author’s background and culture affect his or her perspective. 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). Compare and contrast stories in the same genre (e.g., mysteries, and adventure stories) on their approaches to similar themes and topics. Read and comprehend literature, including stories, dramas and poetry at the high end of the grades 4-5 text complexity band independently and proficiently by the end of the year. Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations. <ul style="list-style-type: none"> Self-select text to develop personal preferences regarding favorite authors. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine two or more main ideas of a text and explain how they are 	<p>Journeys: Journeys Weekly, Benchmark and Unit Tests L6</p> <p>Running Records Quarterly</p> <p>Note: Students at risk should be monitored more frequently for growth. (<i>Response to Intervention</i>, RTI)</p> <p>Story Maps</p> <p>Conference log</p> <p>Reading Journals and Lists</p> <p>Observation</p> <p>Checklists</p> <p>Rubrics</p> <p>Short answer, open response</p> <p>Samples of student work accumulated overtime on a range of writing styles.</p>	<p><i>Literature, Stories, Drama and Poetry</i></p> <p><u>Examples: Grades 4-5 50%</u></p> <ol style="list-style-type: none"> <i>Alice’s Adventure in Wonderland</i> <i>“Casey at the Bat”</i> <i>The Black Stallion</i> <i>“Zlateh the Goat</i> <i>Where the Mountain Meets the Moon</i> <p>Biographies, autobiographies, historical, scientific and technical books and texts. Graphs, charts, maps and digital sources</p> <p><u>Examples: Grades 4-5 50%</u></p> <ol style="list-style-type: none"> <i>Discovering Mars</i> <i>Hurricanes</i> <i>A History of US</i> <i>Horses</i> <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> <i>The Heart</i> <i>The Heart and Circulation</i> <i>The Circulatory System</i> <i>The Amazing Circulatory System</i> <i>The Lungs</i> <i>The Respiratory System by Susan Glassor Kristin Petrie</i> <i>The Remarkable Respiratory System</i>

<p>How do you know what you know about the stories, poems and dramas that you read?</p> <p>How will identifying key details and evidence help you summarize a text?</p> <p>How are primary source documents helpful to analyzing information?</p> <p>How are words in science the same or different from words in history?</p> <p>How might two people have a different understanding of the same event or problem?</p>	<p>address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Responding to Literature</p> <p>11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, in interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.</p>	<p><i>Craft and Structure</i></p> <p><i>Integration of Knowledge & Ideas</i></p> <p><i>Range of Reading & Level of Text Complexity</i></p> <p><u>Foundational Skills</u></p> <p><i>Phonics and Word Recognition</i></p> <p><i>Fluency</i></p>	<p>supported by key details, summarize the text.</p> <ul style="list-style-type: none"> • 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. • Determine the meaning of general academic and domain specific words and phrases in a text relevant to <i>grade 5 topic or subject area</i>. • 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. • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. • Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently. • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. • Read and comprehend informational texts, including history/social studies, science, and technical texts at the high end of the grades 4-5 text complexity band independently and proficiently by the end of the year • Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ➢ 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. • Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ➢ Read grade-level text with purpose and understanding. ➢ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ➢ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>Writing rubrics.</p> <p>Literature extension:</p> <ul style="list-style-type: none"> • scripts for drama • visual arts • written forms • webs • charts • time lines • murals <p>Examples of writing across the curriculum</p> <ul style="list-style-type: none"> • reports • journals • literature logs • feature article <p>Student record of books read and attempted</p>	<p>13. <i>The Endocrine System</i> 14. <i>The Exciting Endocrine System</i></p> <p>Authors and Illustrators www.macmillan.com</p> <p>A-Z Reading www.readinga-z.com</p> <p>Brain Pop http://www.brainpop.com/</p> <p><u>Classroom Assessment & Grading</u>, Robert Marzano</p> <p>CCSS for ELA and Literacy include 3 appendices:</p> <ul style="list-style-type: none"> • Appendix A Research supporting key elements of the standards and Key Terms • Appendix B: Test Exemplars and Sample Performance Tasks • Appendix C: Samples of Student Writing <p>Common Core:</p> <ul style="list-style-type: none"> • Getting Started With the Common Core • Common Core Implementation, instructional Shifts Video Series • Curriculum Exemplars http://www.corestandards.org <p>http://www.emsc.nysed.gov/ciai/</p>
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<p>How does a root word help you make new words?</p> <p>What do all syllables have in common?</p> <p>How will rereading the same text improve your overall reading ability?</p> <p>How does persuasive writing use evidence to convince the reader that a topic is real?</p> <p>What should you do before you write to prepare for writing the first draft?</p> <p>How will domain-specific language help the reader to have a clearer understanding of the topic?</p>	<p><u>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING</u></p> <p>Text Type and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Begins in Grade 3)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build Present and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on questions, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and</p>	<p><u>Writing</u></p> <p><i>Text Types and Purpose</i></p> <p>By 8th Grade To persuade 35% To explain 35% To convey experience 30%</p> <p><i>Production and Distribution of Writing</i></p>	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> ➤ 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. ➤ Provide logically ordered reasons that are supported by facts and details, ➤ Link opinion and reasons using words, phrases, and clauses (<i>e.g., consequently, specifically</i>). ➤ Provide a concluding statement or section related to the opinion presented. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> ➤ Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (<i>e.g., headings</i>) illustrations, and multimedia when useful to aiding comprehension. ➤ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ➤ Link ideas within and across categories of information using words, phrases, and clauses (<i>e.g., in contrast, especially</i>). ➤ Use precise language and domain specific vocabulary to inform about or explain a topic. ➤ Provide a concluding statement or section related to the information or explanation presented. • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> ➤ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ➤ Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. ➤ Use a variety of transitional words, phrases, and clauses to manage the sequence of events. ➤ Use concrete words and phrases and sensory details to convey experiences and events precisely. ➤ Provide a conclusion that follows from the narrated experiences or events. • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. <ul style="list-style-type: none"> ➤ <i>Grade specific expectations for writing types are defined standards 1-3.</i> 	<p>http://engageny.org/teachers/</p> <p><u>Common Formative Assessments</u>, Larry Ainsworth and Donald Viegut</p> <p><u>Classrooms That Work: They Can All Read and Write</u> by Patricia Cunningham and Richard L. Allington</p> <p><u>Cooperative Learning Cooperative Learning</u>, Spencer Kagan, www.KaganOnline.com</p> <p><u>Curriculum 21: Essential Education For A Changing World</u>, Heidi Hayes Jacobs</p> <p><u>Critical Thinking: Basic Theory and Instructional Structures Handbook</u>, Richard W. Paul, Linda Elder</p> <p><u>The Differentiated Classroom: Responding To The Needs Of All Learners</u>, Carol Ann Tomlinson</p> <p><u>Effective Classroom Assessment: Linking Assessment with Instruction</u> by Catherine Garrison, Dennis Chandler,</p>
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<p>What should a conclusion tell the reader?</p> <p>How does the length and structure of a sentence enhance a piece of writing?</p> <p>What is the purpose of the writing process?</p> <p>How will collaboration with a peer(s) benefit both (all) students?</p> <p>Is historical literature accurate?</p> <p>What happens during conversation?</p> <p>Will note taking enhance listening?</p> <p>How do listeners draw conclusions that reflect the discussion?</p>	<p>integrate the informational texts to support analysis, reflection, and research.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection and research.(Begins in Grade 4)</p> <p>Range of Writing (Beings in Grade 3)</p> <p>10. Write routinely over extended time frames(time for research, reflection, and revision) and shorter time-frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.</p> <p>Responding to Literature</p> <p>11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.</p> <p><u>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING</u></p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>2. Integrate and evaluate information presented in diverse media and formats,</p>	<p>Research to Build & Present Knowledge</p> <p>Range of Writing</p> <p>Responding to Literature</p> <p>Speaking & Listening</p> <p>Comprehension and Collaboration</p>	<p>➤ Produce text (print or nonprint) that explores a variety of cultures and perspectives.</p> <p><i>*With(some) guidance and support from peers and adults:</i></p> <ul style="list-style-type: none"> • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.* <ul style="list-style-type: none"> ➤ <i>Editing for conventions should demonstrate a command of Language standards 1-3 up to and including grade 5.</i> • 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 two pages in a single sitting.* • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. • 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. • Draw evidence from literary or informational texts to support analysis, reflection and research. <ul style="list-style-type: none"> ➤ 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]”). ➤ 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]”). • 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, purpose and audiences. • Create and present an original poem, narrative, play art work or literary critique in response to a particular author or theme studied in class. <ul style="list-style-type: none"> ➤ Recognize and illustrate social, historical, and cultural features in the presentation of literary texts. • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> ➤ Come to discussions prepared having read or studied required material; explicitly draw on that preparation or other information known about the topic to explore ideas under discussion. 	<p>and Michael Ehringhaus</p> <p>Great Books www.greatbooks.org</p> <p><u>Handbook of Instructional Practices for Literacy Teacher-Educators:</u> examples ... Joyce Many</p> <p><i>Journeys</i> Comprehensive Language and Literacy Guide, 5th https://www-k6.thinkcentral.com/ePC/start.do</p> <p><u>Leveling Books K-6: Matching Readers to Text</u> [Paperback] Brenda M. Weaver</p> <p><u>Mosaic of Thought: Teaching Comprehension in a Reader's Workshop</u> By Ellin Oliver Keene and Susan Zimmerman.</p> <p>Response to Intervention www.nysrti.org/ www.interventioncentral.org/ www.rti4success.org/ http://www.reading.org/</p> <p>Writing Process/Six Traits http://www.readwritethink.org http://educationnorthwest.org/traits</p>
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<p>What is a multimedia presentation?</p> <p>How is slang different from formal English?</p> <p>How do verb tenses tell when something happened in a story or text?</p> <p>How does punctuation affect a piece of writing?</p> <p>How may a person's accent tell you where they have lived?</p>	<p>including visually, quantitatively, and orally.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style appropriate to task, purpose, and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE</u></p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language (Begins in Grade 2)</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p><i>Presentation of Knowledge and Ideas</i></p> <p><u>Language</u></p> <p><i>Conventions of Standard English</i></p>	<ul style="list-style-type: none"> ➤ Follow agreed-upon rules for discussions and carry out assigned roles. ➤ Pose and respond to specific questions by making comments that contribute to the discussions and elaborate on the remarks of others. ➤ Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. ➤ Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. ➤ Use their experiences and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. <ul style="list-style-type: none"> • Summarize written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. <ul style="list-style-type: none"> • 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. • Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of the main ideas or themes. • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. <ul style="list-style-type: none"> ➤ See grade 5 Language standards 1 and 3. <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ➤ Explain the functions of conjunctions, prepositions, and interjections in general and their function in particular sentences. ➤ Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. ➤ Use verb tense to convey various times, sequences, states and conditions. ➤ Recognize and correct inappropriate shifts in verb tense.* ➤ Use correlative conjunctions (e.g., either/or, neither/nor). • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ➤ Use punctuation to separate items in a series.* ➤ Use a comma to separate an introductory element from the rest of the sentence. ➤ 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 questions from the rest of the sentence (e.g., <i>It's true,</i> 	<p>http://www.time4learning.com</p> <p>www.scholastic.com</p> <p><i>Using Formative Assessment to Monitor Learning and Inform Instruction: Giselle O. Martin-Kniep, Ph. D</i></p>
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	<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships and nuances of word meanings.</p> <p>6. Acquire and use accurately a range of general words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p><i>Knowledge Of Language</i></p> <p><i>Vocabulary Acquisition and Use</i></p>	<p><i>isn't it?</i>), and to indicate direct address (e.g., <i>Is that you Steve?</i>).</p> <ul style="list-style-type: none"> ➤ Use underlining, quotation marks or italics to indicate titles of works. ➤ Spell grade appropriate words correctly, consulting references as needed. <ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> ➤ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. ➤ Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. • 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. <ul style="list-style-type: none"> ➤ Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. ➤ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). ➤ 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. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> ➤ Interpret figurative language, including similes and metaphors in context. ➤ Recognize and explain the meanings of common idioms, adages, and proverbs. ➤ Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. (e.g., however, although, nevertheless, similarly, moreover, in addition.) 		
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