

COMMON CORE STANDARDS-BASED CURRICULUM

Grade: 5

Content Area: English Language Arts

Teachers: Mrs. Regan and Miss Bush

CCSS	Objectives	Terms/ Key Concepts	Formative Assessments/ Classroom Activities	Summative Assessments
Reading: Literature				
<p>RL 5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Know the, who, what, when, where, why and how of a story to be able to use quotes to summarize the text.</p>	<ul style="list-style-type: none"> • text • inferences • captions • conflict • resolutions • text structure • supporting ideas • drawing conclusions • analyze • author's purpose • paraphrase 	<p>Journal entries</p> <p>End of story questions</p> <p>Discussion questions</p> <p>Close Reads</p> <p>Morning work</p>	<p>Open response prompts to RS stories/Trade books</p> <p>Sleuth work</p>
<p>RL 5.2</p> <p>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>	<p>Identify the theme of a fictional text using details from the text to summarize.</p> <p>Determine the traits of the character based on how they responded to challenges in the text.</p> <p>Determine the Author's purpose for writing the text.</p>	<ul style="list-style-type: none"> • theme • story • drama • poem • details • text • character • challenges • speaker • topic • supporting details • resolution • conflict • character development • poetic styles • minor character 	<p>Journal entries</p> <p>End of story questions</p> <p>Discussion questions</p> <p>Close Reads</p> <p>Morning work</p> <p>RWNB work</p>	<p>Open response prompts to RS stories/Trade books</p> <p>Sleuth work</p> <p>Weekly RS tests</p> <p>Unit RS tests</p> <p>RWNB work</p>

<p>RL 5.3</p> <p>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>	<p>Compare and contrast story elements using specific details from a fictional text.</p>	<ul style="list-style-type: none"> • characters • setting • event • story • drama • details • text • comparative adjectives/adverbs • character development • conflict • generalizations • minor character • supporting ideas 	<p>Comparing and contrasting RS weekly story with smaller content-related readings</p> <p>Journal entries</p> <p>End of story questions</p> <p>Discussion questions</p> <p>Close Reads</p> <p>Morning work</p> <p>RWNB work</p>	<p>Open response prompts to RS stories/trade books</p> <p>Sleuth work</p> <p>Weekly RS tests</p> <p>Unit RS tests</p> <p>RWNB work</p>
<p>RL 5.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>Use knowledge of phrases and words to understand the text.</p> <p>Understand the differences between figurative and literal language.</p>	<ul style="list-style-type: none"> • meaning • text • figurative language • sensory language • similes • metaphor • word origins • superlative • adjectives/ adverbs 	<p>Vocabulary learning/review activities</p> <p>Spelling word learning/review activities</p> <p>Morning Work</p> <p>Close Reads</p> <p>Class discussion</p> <p>RWNB work</p>	<p>Weekly RS tests</p> <p>Unit RS tests</p> <p>RWNB work</p>
<p>RL 5.5</p> <p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Explain how the parts of a piece of written work contribute to its meaning as a whole.</p>	<ul style="list-style-type: none"> • chapter • stanza • scene • structure 	<p>Class discussion</p> <p>End of story discussion</p> <p>Journal entries</p> <p>Analyze poems</p>	<p>Open response answers to RS Stories/Trade books</p> <p>Unit RS tests</p> <p>Oral readings</p>
<p>RL 5.6</p> <p>Describe how a narrator's or speaker's</p>	<p>Identify from which point of view a piece is written from.</p> <p>Explain why it's necessary to know the narrator's/speaker/s point of view.</p>	<ul style="list-style-type: none"> • point of view • first person • second person • third person 	<p>End of story discussion</p> <p>Class discussion</p>	<p>Open response answers to RS Stories/Trade books</p>

point of view influences how events are described.			Open response work Journal entries Comparing and contrasting weekly story with previous read stories	Unit RS tests
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)	Describe how a text is enhanced by the use of visual and multimedia elements.	<ul style="list-style-type: none"> • visual • multimedia • tone • beauty • graphic novel • multimedia presentation • folktale • fiction • myth • poem 	Class discussion Open response questions Journal entries Chrome books	Open response prompts to RS stories/Trade Books Unit RS tests
RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Compare and contrast stories in the same genre, focusing on their themes and topics.	<ul style="list-style-type: none"> • compare • similarities • contrast • Differences • genre • theme • topic 	Class discussion Open response questions Journal entries RWNB work	Open response prompts to RS stories/Trade books Unit RS tests RWNB work
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 complexity band independently and proficiently.	Read and comprehend complex grade-level literature independently and proficiently.	<ul style="list-style-type: none"> • text • inferences • conflict • resolutions • text structure • supporting ideas • drawing conclusions • analyze • author's purpose • paraphrase 	Small guided reading groups Class discussions Close Reads	Open response prompts to RS stories/Trade books Unit RS tests

Reading: Informational

<p>RI 5.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Quote from a text to explain what the text says and to draw inferences from the text.</p>	<ul style="list-style-type: none"> ● quote ● direct quote ● explicit ● inference 	<p>Small group guided reading</p> <p>Class discussion</p> <p>RWNB work</p> <p>Think Critically questions</p> <p>Journal entries</p>	<p>Open response prompts to RS stories/trade books</p> <p>RS Unit tests</p>
<p>RI 5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>Determine the main idea(s) of a text and locate supporting details that support the main idea(s).</p> <p>Summarize a text.</p>	<ul style="list-style-type: none"> ● main idea ● supporting details ● summarize 	<p>Think Critically questions</p> <p>Class discussion</p> <p>RWNB work</p> <p>Journal entries</p> <p>Small group guided reading</p>	<p>Open response prompts to RS stories/Trade books</p> <p>RS Unit tests</p>
<p>RI 5.3</p> <p>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>	<p>Explain the relationships between individuals, events, and ideas in an informational text.</p>	<ul style="list-style-type: none"> ● quote ● direct quote ● explicit ● inference ● supporting details ● main idea ● summarize 	<p>Class discussion</p> <p>Journal entries</p> <p>Small group guided reading</p> <p>Group projects</p>	<p>Teacher made assessments</p> <p>Timeline</p> <p>Biography report</p> <p>Oral presentations</p>
<p>RI 5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text</p>	<p>Use context clues to determine the meaning of key vocabulary words in a text</p>	<ul style="list-style-type: none"> ● key words ● context clues 	<p>Whole class discussion</p> <p>Glossary Work</p> <p>Dictionary Work</p>	<p>Weekly RS Tests</p> <p>RWNB work</p> <p>Teacher made assessments</p>

relevant to a grade 5 topic or subject area.			RWNB work	
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.	Compare and contrast the order of events, problem/solution, and cause/effect in two or more texts.	<ul style="list-style-type: none"> • chronological order • cause and effect relationship • problem • solution 	Texts Fresh Reads Whole class readings Small guided group reading Class discussion	Open response questions Think Critical questions Oral discussions in whole class and small guided reading groups
RI 5.6 Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent.	Explain how point of view influences the way an event or story is told or described by comparing/contrasting multiple accounts of the same event.	<ul style="list-style-type: none"> • Point of view • First person • Second person • Third person • Compare • Contrast • Similarities • Differences 	Texts Leveled Readers Trade Books Class discussion	Open response questions Think Critical questions Leveled Readers worksheets Oral discussions in whole class and small guided reading groups
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.	Quickly locate an answer from multiple sources.	<ul style="list-style-type: none"> • Skim • Main idea • Key words 	Texts Leveled Readers Trade Books Class discussion	Open response questions Think Critical questions LR worksheets Oral discussion in whole class and small guided reading groups
RI 5.8	Identify the reasons/evidence an author uses to support his points.	<ul style="list-style-type: none"> • Main idea • Supporting details • Evidence 	Texts Trade Books	Open response questions

<p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.</p>		<ul style="list-style-type: none"> Reason Support 	<p>Leveled Readers</p> <p>Class discussion</p>	<p>Think Critical questions</p> <p>LR worksheets</p> <p>Oral discussion in whole class and small guided reading groups</p>
<p>RI 5.9</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Synthesize information on the same topic from multiple texts to provide a clear written or oral explanation of the topic.</p>	<ul style="list-style-type: none"> Synthesize Main idea Supporting details 	<p>Texts</p> <p>Trade Books</p> <p>Class discussion</p>	<p>Open response questions</p> <p>Think Critical questions</p> <p>Oral class discussion whole class or small guided group</p>
<p>RI 5.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>Read and comprehend complex grade-level informational texts independently and proficiently.</p>	<ul style="list-style-type: none"> text inferences text structure main idea supporting ideas drawing conclusions analyze author's purpose paraphrase summarize 	<p>Texts</p> <p>Trade Books</p> <p>Leveled Readers</p> <p>Class discussion</p>	<p>Weekly RS tests</p> <p>Open Response questions</p> <p>Think Critically Questions</p>
Reading: Foundational Skills				
<p>RF 5.3</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Decode words in and out of context using word analysis skills like letter-sound correspondences, syllabication patterns, and morphology.</p>	<ul style="list-style-type: none"> Roots Affixes Prefixes Suffixes Attach 	<p>Texts</p> <p>Leveled Readers</p> <p>Trade Books</p> <p>Class discussion</p>	<p>Weekly RS tests</p> <p>Open Response questions</p> <p>Think Critically questions</p>

<p>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.</p>			<p>Reader Writer Notebooks Fresh Reads</p>	<p>RWNB work Leveled Reader worksheets</p>
<p>RF 5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and</p>	<p>Read grade-level texts fluently and accurately.</p> <p>Use context clues while reading to self-correct.</p> <p>Read with expression.</p>	<ul style="list-style-type: none"> • Fluency • Rate • Pace • Expression • Character • Context clues 	<p>Texts Leveled Readers Trade Books Reader Writer Notebook Class discussion</p>	<p>Small group guided reading Whole class readings</p>

understanding, rereading as necessary				
Writing				
<p>W 5.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose</p> <p>b. Provide logically ordered reasons that are supported by facts and details</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically)</p> <p>d. Provide a concluding</p>	<p>Come up with their opinion on a topic and several reasons to support their opinion</p> <p>Present the reasons for their opinion in a logical order, using details and facts to support each reason</p> <p>Use linking words and phrases to connect their opinions and reasons</p> <p>Sum up their opinion and reasons in a concluding paragraph</p>	<ul style="list-style-type: none"> • Opinion • Facts • Supporting details • Supporting reasons • Topic sentence • Linking words and phrases (additionally, therefore, consequently, first, second, third, next, finally, in addition to, furthermore, besides...) 	<p>Differentiating between opinion, expository and other types of writings</p> <p>Writing web</p> <p>Peer editing</p>	<p>Rough draft for Salem Witch Trials opinion paragraph</p> <p>Salem Witch Trials opinion paragraph</p> <p>Rough draft for Persuasive Essay</p> <p>Persuasive Essay</p>

statement or section related to the opinion presented				
<p>W.5.2</p> <p>Write informative/explanatory texts 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</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</p> <p>c. Link ideas within and</p>	<p>Write an engaging introduction that grabs the reader's attention and clearly states the topic they will discuss</p> <p>Use facts, details, and other information to develop the topic</p> <p>Use linking words and phrases to make their paragraphs and essay flow</p> <p>Use domain-specific vocabulary to discuss the topic</p> <p>Creatively restate the information they presented in a concluding paragraph</p>	<ul style="list-style-type: none"> • Fact vs. Opinion • Expository • Informative • Explanatory • Expository pillar • Topic sentence • Thesis statement • Hook/lead • Introduction • Descriptive segment • Quotation • Statistic • Anecdote • Body paragraphs • Overlapping main ideas • Detail-generating questions • Irrelevant details • Word referents • Conclusion 	<p>Differentiating between expository pieces and opinion pieces activity</p> <p>Reading model expository pieces: circle the introduction, box the conclusion, circle the title, identify the topic, underline the lead in red, underline the thesis statement in blue, underline each topic sentence, identify the main idea of each body paragraph</p> <p>Identifying irrelevant details in expository text</p> <p>Overlapping main ideas activity</p> <p>Revising boring topic sentences</p> <p>Revising boring detail sentences using detail-generating questions</p>	<p>Rough draft for Salem Witch Trials theories essay</p> <p>Salem Witch Trials theories essay</p> <p>Rough draft for persuasive essay</p> <p>Persuasive essay</p>

<p>across categories of information using words, phrases, and clauses (e.g. in contrast, especially)</p> <p>d. Use precise language and domain-specific vocabulary to information about or explain the topic</p> <p>e. Provide a concluding statement or section related to the information or explanation presented</p>				
<p>W.5.3</p> <p>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</p>	<p>Write an attention-grabbing beginning that uses dialogue, action, thoughts/questions, and/or sound</p> <p>Use elaborative detail and detail-generating questions to describe story critical characters, settings, and objects</p> <p>Incorporate both dialogue and narration into narrative pieces</p> <p>Use transitional words and phrases throughout their narrative piece</p> <p>Build suspense to lead up to the main event</p> <p>Write a fully developed main event that includes action, description, thoughts and feelings, dialogue, and narration</p>	<ul style="list-style-type: none"> • Attention-grabbing beginnings (action, dialogue, thought/question, sound) • Main event • Narration • Narrator • Dialogue • Main character • Supporting character • Main event • Irrelevant details • Detail generating questions • Story critical character • Story critical setting 	<p>Writing attention-grabbing beginnings</p> <p>Show vs. tell rewrites</p> <p>Using detail-generating questions to write about story critical characters, settings, and objects using elaborative detail</p> <p>Finding irrelevant details activity</p> <p>Flip the sentence activity</p> <p>Showing feelings/emotions activity</p> <p>Using word referents activity</p>	

<p>sequence that unfolds naturally</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situation</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely</p> <p>e. Provide a conclusion that follows from the narrated experiences or events</p>	<p>Show how a character feels using elaborative detail to describe the emotion</p> <p>Write a satisfying ending that shows what the character learned or how the character has changed as a result of the main event</p>	<ul style="list-style-type: none"> • Story critical object • Show vs. tell • Suspense • Word referents • Satisfying ending 	<p>Find the suspense paragraphs</p> <p>Building suspense paragraphs</p>	
<p>W.5.4</p> <p>Produce clear and coherent writing in which</p>	<p>Write a variety of pieces for a variety of audiences and purposes</p>	<ul style="list-style-type: none"> • Clear • Coherent • Organized • Purpose 		

the development and organization are appropriate to task, purpose, and audience		<ul style="list-style-type: none"> • Audience 		
<p>W.5.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p>	<p>Work with a partner to strengthen their writing</p> <p>Revise and rewrite written pieces after conferencing</p> <p>Proofread their written work and edit it accordingly</p>	<ul style="list-style-type: none"> • Conference • Peer conference • Peer edit • Constructive criticism • Edit • Revise • Rewrite • Rough draft 		
<p>W.5.6</p> <p>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>	Type final drafts on the computer	<ul style="list-style-type: none"> • Keyboarding • Indent • Tab • Space bar • Font • Font size • Margins • Spell check • Fragments 		
<p>W.5.7</p> <p>Conduct short research projects that use several sources to build knowledge through investigation on different aspects of a topic</p>	<p>Differentiate between credible and incredible sources</p> <p>Use several credible sources to locate information on a single topic</p> <p>Keep track of the sources they use to write a bibliography</p>	<ul style="list-style-type: none"> • Credible • Source • Search engine • Skim • Bibliography • Plagiarism • Research 		
W.5.8	<p>Gather information from both print and digital sources</p> <p>Keep track of the sources they use to write a bibliography</p>	<ul style="list-style-type: none"> • Print • Digital • Source 		

<p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources</p>	<p>Summarize and paragraph information from written notes</p>	<ul style="list-style-type: none"> • Summarize • Paraphrase • Plagiarism • Bibliography 		
<p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <ol style="list-style-type: none"> a. Apply grade 5 Reading standards to literature b. Apply grade 5 Reading standards to informational texts 	<p>Draw evidence from a literary text to support their claims and reasoning</p> <p>Draw evidence from an informational text to support their claims and reasoning</p>	<ul style="list-style-type: none"> • Evidence • Direct quotes • Cite • Support • Proof • Literature • Informational 		
<p>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</p>	<p>Write over short and long periods of time for various purposes and audiences</p>	<ul style="list-style-type: none"> • Revision • Purpose • Audience 		

Speaking and Listening

<p>SL.5.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly</p> <ol style="list-style-type: none"> 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 b. Follow agreed-upon rules for discussions and carry out assigned roles c. Pose and respond to specific questions by making comments that contribute to the discussion 	<p>Contribute to partner, group, and whole-class discussions by raising their own ideas and elaborating on the ideas presented by others</p>	<ul style="list-style-type: none"> • Turn and talk 		
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<p>and elaborate on the remarks of others</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>				
<p>SL.5.2</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p>	<p>Summarize a written text read aloud</p>	<ul style="list-style-type: none"> • Summarize 		
<p>SL.5.3</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence</p>	<p>Summarize the points a speaker makes and the evidence the speaker uses to support their claims</p>	<ul style="list-style-type: none"> • Summarize • Claim • Evidence • Support • Reasons 		
<p>SL.5.4</p> <p>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</p>	<p>Give a logically ordered oral report on a topic or opinion that includes appropriate facts and details</p>	<ul style="list-style-type: none"> • Oral report • Sequence • Relevant details • Relevant facts • Organization • Logical • Main idea 		

clearly at an understandable pace				
SL.5.5 Include multimedia components (e.g. graphics, sounds) and visual displays in presentations when appropriate to enhance the development of main ideas or themes	Give a presentation that includes graphics, visual components, and/or sound to enhance the presentation	<ul style="list-style-type: none"> • Multimedia • Graphics • Visuals • Enhance 		
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation	Speak appropriately according to the context and task	<ul style="list-style-type: none"> • Adapt • Speech • Formal • Informal 		
Language				
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences	<p>Identify and explain the function of conjunctions in sentences</p> <p>Identify and explain the function of prepositions and prepositional phrases in sentences</p> <p>Identify and explain the function of interjections in sentences</p> <p>Identify and use the present perfect, past perfect, and future perfect tenses</p> <p>Identify and use the past, present, and future tenses</p> <p>Identify and use correlative conjunctions</p>	<ul style="list-style-type: none"> • Conjunction • Preposition • Prepositional phrase • Object of the preposition • Interjection • Tense • Present tense • Past tense • Future tense • Present perfect • Past perfect • Future perfect 		

<p>b. Form and use the perfect (e.g. I had walked; I have walked; I will have walked) verb tenses</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions</p> <p>d. Recognize and correct inappropriate shifts in verb tense</p> <p>e. Use correlative conjunctions (e.g. either/or, neither/nor)</p>				
<p>L.5.2</p> <p>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</p> <p>b. Use a comma to separate an introductory element from the rest of a sentence</p> <p>c. Use a comma to set off the</p>	<p>Use punctuation to separate a list of items</p> <p>Use a comma to separate introductory elements from the rest of the sentence</p> <p>Use a comma to set of the words “yes” and “no”, to set off a direct address, and to set off a tag question from the rest of the sentence</p> <p>Underline or italicize book titles</p> <p>Use quotation marks around article titles</p> <p>Spell-grade appropriate words correctly</p> <p>Use a dictionary to look up words</p>	<ul style="list-style-type: none"> • Punctuation • Comma • Period • Set off • Title 		

<p>words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed</p>				
<p>L.5.3</p> <p>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</p> <p>b. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories,</p>	<p>Expand, combine, and reduce sentences to make speaking and writing to make the meaning clearer or more interesting</p>	<ul style="list-style-type: none"> • Expand • Combine • Reduce 		

dramas, or poems				
<p>L.5.4</p> <p>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</p> <ol style="list-style-type: none"> a. Use context as a clue to the meaning of a word or phrase b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases 	<p>Use context clues to determine the meaning of unknown words</p> <p>Use knowledge of Greek and Latin prefixes, suffixes, and roots to determine the meaning of unknown words</p> <p>Use print and digital dictionaries and thesauruses to find and clarify the meaning of words</p>	<ul style="list-style-type: none"> • Context • Context clues • Definition • Antonym • Synonym • Inference • Examples • Greek • Latin • Affixes • Prefixes • Suffixes • Roots • Dictionary • Thesaurus 		
<p>L.5.5</p> <p>Demonstrate understanding of</p>	<p>Explain the purpose of similes and metaphor and interpret their meaning in context</p>	<ul style="list-style-type: none"> • Figurative language • Simile • Metaphor • Idiom 		

<p>figurative language, word relationships, and nuances in word meanings</p> <p>a. Interpret figurative language, including similes and metaphors, in context</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs</p> <p>c. Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words</p>	<p>Explain the meaning of common idioms, adages, and proverbs</p> <p>Identify synonyms and antonyms of words to better understand the words</p> <p>Identify homographs and their multiple meanings</p>	<ul style="list-style-type: none"> • Adage • Proverb • Synonym • Antonym • Homograph 		
<p>L.5.6</p> <p>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.</p>	<p>Use general academic and domain-specific words and phrases</p>	<ul style="list-style-type: none"> • Domain-specific • Phrases • Contrast • Addition • Logical relationship 		

however, although, nevertheless, similarly, moreover, in addition)				
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