

5th Grade Reading & Writing: Yearlong Standards Map

		FALL	WINTER	SPRING	
Reader's Workshop	Ongoing Standards	<p>Reading Standards: RI.1, RL.1 Quote text as evidence RI.4, RL.4 Determine meaning of words/phrases RL.9 Compare & contrast stories RI.10, RL.10 Read & comprehend a variety of text RF.3, RF.4 Decode/Read with accuracy, fluency, & comprehension</p>		<p>Language Standards: L.1 Demonstrate command of standard grammar & usage L.2 Demonstrate command of conventions L.6 Acquire & use academic vocabulary</p>	<p>ELP Standards: ELP.8 Determine the meanings of words and phrases ELP.10 Make accurate use of grade appropriate standard English</p>
	Genre Units & Standards	<p>Launching Readers</p> <ul style="list-style-type: none"> Create community Establish structures & routines/procedures <p>Fiction/Literary Nonfiction: Theme, Structure and Story Elements</p> <p>RL.2 Determine theme & summarize RL.3 Compare/contrast story elements; use evidence from text RI.5, RL.5 Explain text structure RI.3 Explain relationship between events, ideas & concepts ELPD: Describe/Explain; Summarize; Compare/Contrast; Cause/Effect ELP.1 Construct meaning from oral presentations/text</p>	<p>Nonfiction: Reading & Analyzing Informational Texts</p> <p>RI.2 Determine main ideas & supporting details; summarize RI.3 Explain relationships between events, ideas, & concepts; Use evidence from text RI.9 Integrate information from texts ELPD: Describe/Explain; Predict/Infer/Generalize; Compare/Contrast; Summarize ELP.3 Speak and write about literary and informational texts and topics</p> <p>Fiction: Story, Drama, or Poem</p> <p>RL.1 Support inferences with text RL.2 Explain how character/speaker responds to challenge or topic RI.4, RL.4 Determine meaning of words/phrases RL.6 Describe how perspective influences events ELPD: Describe/Explain; Infer/Generalize</p>	<p>Non-Fiction: Editorials, Reviews & Opinions</p> <p>RI.2 Summarize text RI.6 Analyze multiple accounts of same event/topic RI.8 Explain how author uses evidence to support assertions ELPD: Describe/Explain; Compare/Contrast; Summarize ELP.6 Analyze arguments orally and in writing</p> <p>Poetry: Analyzing Structure and Language</p> <p>RL.2 Determine theme RL.4 Determine meaning of words & figurative language RL.5 Explain structure of poems L.3 Compare/contrast varieties of English ELPD: Describe/Explain; Infer/Generalize; Compare/Contrast</p>	
Writer's Workshop	Genre Units & Standards	<p>Launching Writers</p> <ul style="list-style-type: none"> Create community Establish structures & routines/procedures <p>Realistic Narratives: Writing About the Past</p> <p>W.3 Develop real experiences or events W.5 Use writing processes W.9 Draw evidence from literary or informational sources ELPD: Describe/Explain; Sequence/Time; Predict/Infer/Generalize; Summarize</p>	<p>Informational Texts: Research Based Writing</p> <p>W.2 Write informative/explanatory pieces RI.9, W.8 Use variety of sources; take notes W.7 Conduct short research projects L.6 Use domain & academic language ELPD: Describe/Explain; Predict/Infer/Generalize; Summarize ELP.3 Speak and write about literary and informational texts and topics</p> <p>Opinion Writing: Reviews & Responses</p> <p>W.1 Write opinion on topics or texts W.4 Write for task, purpose & audience ELPD: Describe/Explain; Predict/Infer/Generalize; Summarize ELP.7 Adapt language to purpose, task, and audience</p>	<p>Commentary: Expressing an Opinion</p> <p>W.1 Write opinion pieces; support with reasons, facts & details W.8 Recall relevant information W.9 Draw evidence from literary or informational sources RL.1 Quote accurately from text ELPD: Describe/Explain; Predict/Infer/Generalize; Summarize</p> <p>Poetry: Exploring the Use of Structure and Language</p> <p>W.4 Write for task, purpose & audience L.5 Use figurative language ELPD: Describe/Explain; Predict/Infer/Generalize</p>	
	Ongoing Standards	<p>Writing Standards: W.5 Use writing processes W.10 Write shorter & longer pieces for a variety of purposes</p>	<p>Language Standards: L.1 Demonstrate command of grammar & usage L.2 Demonstrate command of capitalization, punctuation, & spelling L.3 Expand, combine & reduce sentences</p>	<p>ELP Standards: ELP.4 Construct grade-appropriate oral and written claims ELP.5 Conduct research and communicate findings to answer questions or solve problems ELP.9 Create clear and coherent grade appropriate speech and text ELP.10 Make accurate use of grade appropriate standard English</p>	

**Transitioning from ELPD to ELP Standards for 2014-2015. Some standards are specifically connected to units for explicit instruction, however all standards are ongoing.

Unwrapping Standards (Lesson/Unit Design)

School: Four Corners	Grade Level: 5 th	Names: Stacey Hudson, Steph Lebahn, Jeff Lewis	Subject:
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Month	Days	Standards	Enduring Understanding	Essential Questions	Content and Vocabulary	Suggested Learning Targets (<u>K</u> nowledge, <u>S</u> kills, <u>R</u> easoning, <u>P</u> roduct)	Assessment	Instructional Strategies

Unwrapping Standards (Lesson/Unit Design)

School: Four Corners		Grade Level: 5 th		Names: Stacey Hudson, Steph Lebahn, Jeff Lewis			Subject: ELA	
Month	Days	Standards	Enduring Understanding	Essential Questions	Content and Vocabulary	Suggested Learning Targets (<u>K</u> nowledge, <u>S</u> kills, <u>R</u> easoning, <u>P</u> roduct)	Assessment	Instructional Strategies
		RI.5.8 – Explain how author uses reasons and evidence to support particular points in a text, identifying which reasons support which points.	<p>Knowing how to support an argument (facts and opinions).</p> <p>Know the difference between reasons and evidence.</p> <p>Know how to find the main idea of a text.</p>	<p>What are the main points (arguments) of the text?</p> <p>How can you determine if it is a fact or opinion?</p> <p>What are two reasons the author used to support the main point?</p> <p>What are two evidences the author uses to support the point?</p>	<p>Evidence</p> <p>Arguments</p> <p>Reasons</p> <p>Support</p> <p>Validity</p>	<p>Reasoning Skill: I can identify which reasons support argument in a text.</p> <p>I can identify which evidences support argument in a text.</p> <p>I can evaluate and explain the connection between reasons and arguement in a text.</p> <p>I can evaluate and explain the connection between evidences and arguement in a text.</p>	<p>Preassessment: March 30th – RI 1 and 8 located in RI8 folder. Expected Length: 3-4 weeks. April 24th – Possible end. Give post-assessment. Letter from Mr. White. Same location.</p>	<p>Cognitive Content Dictionary with words arguments, support, cite, evidence, relelant, and inference. Teacher: Modeling the word, definition, and handmotion. Will be used during all transitions. Definitions are based upon the context for multi-meaning words. Student: Repeating the word, definition, and handmotions. Predit word meaning to access background information, address conceptions & misconceptions.</p> <p>Student Structured Talks w/sentence frames. Teachers: Possing a question. Observing and monitoring students to check for understanding and structure share out for the conceptions/misconceptions happen. Questions could be from the essential questions. Students: Take private reasoning time to think about the question. Explaining their thinking to assign partners. Assign ahead of time. While partner A talks, partner B listens. Then partner b talks, partner A remind listens. Then students compare their thinking.</p>
		RI.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Understanding what is not explicitly stated but is expected to be understood.	What can you infer from the following text? Support your claim with a quote/evidence from the text.	<p>Cite</p> <p>Evidence</p> <p>Relevant</p> <p>Explicit information</p> <p>Inference</p> <p>Quote</p> <p>Summary</p>	<p>I can summarize what the text says, citing evidence from the text and including a relevant quote.</p> <p>I can draw inferences from a text, citing evidence from the text and including a relevant quote.</p> <p>I can justify my choice of quote and how it supports my explanation of the text.</p>		<p>Narrative Input Chart focusing on inferencing. “Being Checked Out” story with pictures. Each part of the story has a picture to represent it Teacher: Telling the story to the class. Vocabulary words are being used, modeled and defined within the story. Students: Students will be able to identify when the character inferred during the story. They will be to identify the evidence the student used to support his inference. They will be able to support their ideas with evidence from the text.</p> <p>Sentence Frames:</p>

5 Date: 4/15/15

Opinion Piece: Recycling	Authors	Point of View	Evidence (facts and details)	Tone	Persuasive Vocabulary
The recycling contradiction: Why recycling alone fails to protect the environment	Mike Adams	Recycling is not saving the environment but makes people feel good even what they are destroying the environment.	What is the point of recycling if the products being purchased are toxic to the environment? If we're about plants people won't buy these products in the first place.	Guilt Included - because you are a part of the problem fear	"toxic chemicals" "unlike..." "Cancer causing" "Destroy the environment"
Idea for getting kid involved in recycling	Scarlet	Recycling is great for kids too	"Recycling helps kids understand responsibility" "Kids children work together"	Inclusive	"added benefit" "provides..." "contributing in a valuable way"
Sanitation twins	Fred & Carrie	Obsessive recycling is ridiculous.	Separating the caps of coffee into different bins. They use a at least 50 things that would be hard to store, you have to put something with a stick into a separate bin.	Humorous	"Go Green" "97% of the trash go to the ocean"

Name: _____ Number: _____ Date: _____

1. Beavers have two large front teeth. They use their teeth to cut down trees. They carry the tree branches to the edge of the water. There they make dams with branches and sticks, but they use stones and mud too. They must be clever creatures.

Which sentence from the paragraph is an opinion?

- a. Beavers have two large front teeth.
- b. They use their teeth to cut down trees.
- c. They must be clever creatures.

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2. My cat is a wonderful friend, and he has beautiful orange fur. I often find him sitting in my room near the window. My cat's fur looks most beautiful in the golden light.

Which statement is a **fact** rather than an opinion?

- a. The cat is a wonderful friend.
- b. The cat often sits near the window.
- c. The cat's fur is most beautiful in golden light.

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3. Identify if the statement is a fact or an opinion, then circle fact or opinion for each sentence:

- a. Sea turtles lay their eggs deep in the sand. When the baby turtles hatch, they must travel towards the ocean alone. **FACT or OPINION**
- b. Sea turtles are the most fascinating animals on the planet. **FACT or OPINION**
- c. Sea turtles have lived on Earth for more than 100 million years. **FACT or OPINION**
- d. Sea turtles are more interesting than frogs. **FACT or OPINION**

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4. Choose the best answer. Which of the following statements is a fact?

- a. Obsidian is a glasslike, shiny rock with no crystals.
- b. Most people at the ocean walked down to the shore.
- c. Finding a rare stone is as exciting as finding gold.
- d. Tashi has the biggest collection of rocks in his town.

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5. I think tulips are much prettier than daffodils.

Which underlined word shows the sentence is an opinion?

- a. prettier
- b. tulips
- c. think

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6. It is a bad idea to end band classes. Student interest is high. More than two hundred students play in the school bands. I loved being in band when I was in school. Studies suggest playing in a band may result in better schoolwork. The bands also have special concerts after school. Students often push themselves to do their best.

What is the weakest reason for keeping the bands?

- a. I loved being in band when I was in school.
 - b. More than two hundred students play in the bands.
 - c. Playing in a band may result in better schoolwork.
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Use the passage "Keyboard Master: Mozart" to answer 7-10

7. Choose the best answer.

The tours Mozart went on helped him become famous at a young age. Which lines from the passage support this statement?

- a. Wolfgang Amadeus Mozart is one of the world's most famous musicians. As an adult, he produced more than 600 works, including symphonies, operas, and other musical pieces.
- b. Soon they went on another tour, and then another. By the time Mozart was 16, he was one of the best known musicians in Europe.
- c. Mozart was born in Austria in 1756. It wasn't long before his father noticed Mozart's talent for music.
- d. Sadly, his music eventually fell out of favor with the people of his time. He died at the age of 35, deeply in debt.

8. Choose the best answer.

Mozart and Nannerl became popular because people were amazed how young they were. Which line from the passage supports this statement?

- a. Everywhere they went, the children charmed audiences with their musical abilities as cooing newborn babies charm their parents.
- b. Both Mozart and Nannerl came from a very talented family.
- c. Together, their fingers flew over the keys in a blur.
- d. As an adult, he produced more than 600 works, including symphonies, operas, and other musical pieces.

9. Why did Mozart's father take his children on a European tour? Use evidence from the passage to support your answer.

10. Choose the best answer.

According to the passage —

- a. Mozart became more popular as an adult musician
- b. Mozart's popularity decreased as he got older
- c. Mozart lived a very long and happy life
- d. Operas are less popular now than when he was alive

Keyboard Master: Mozart

Read the text. Use the words in the box below to help you understand it.

harpsichord — a keyboard instrument similar to a piano but with strings that are plucked rather than struck
symphony — a usually long song for a full orchestra

Keyboard Master: Mozart

Wolfgang Amadeus Mozart is one of the world's most famous musicians. As an adult, he produced more than 600 works, including symphonies, operas, and other musical pieces. What is most unusual about Mozart, however, is that he amazed the world with his musical brilliance when he was only 6 years old.

Mozart was born in Austria in 1756. It wasn't long before his father noticed Mozart's talent for music. The small boy would listen to his sister Nannerl's music lessons, then try to play along. Mozart learned an entire piece of music by heart when he was only 4 years old.

Both Mozart and Nannerl came from a very talented family. Their father, Leopold, was a violinist and composer. Their mother, Anna Maria, came from a family of musicians. Leopold wanted the world to see what brilliant children Mozart and Nannerl were. When Mozart was 6 and Nannerl was 10, Leopold took them on a European tour. The family traveled for four years. They went to Austria, Hungary, Germany, France, England, the Netherlands, and Switzerland. Everywhere they went, the children charmed audiences with their musical abilities as cooing newborn babies charm their parents.

Sometimes Mozart and Nannerl would play duets. Together, their fingers flew over the keys in a blur. Sometimes Leopold asked Mozart to do musical "tricks." One of Mozart's favorite tricks was to play the harpsichord with a cloth draped over the keys so he couldn't see them. For another trick, Mozart would listen through a door while someone played music he had never heard. Then the boy would enter the room and play the piece perfectly.

After the tour, the family went back home to Austria. Mozart and Leopold couldn't stay still for long, however. Soon they went on another tour, and then another. By the time Mozart was 16, he was one of the best known musicians in Europe. Royalty asked him to compose operas just for them.

People were more amazed by Mozart's talent when he was a child than when he was an adult. All the same, Mozart made a living by composing music, giving concerts, and teaching. Sadly, his music eventually fell out of favor with the people of his time. He died at the age of 35, deeply in debt.

Today, Mozart is recognized as one of the greatest musicians that the world has ever known, and his music and operas are even more popular now than they were when he was a child.