



Common Core State Standards Pacing Guide 1st Edition

English Language Arts (ELA)

Fifth Grade —1st Nine Week Period

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Overview of the Common Core State Standards: The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. The standards define what all students are expected to know and be able to do, not how teachers teach.¹

Description of the Pacing Guide: A pacing guide is an interval based description of what teachers teach in a particular grade or course; the order in which it is taught, and the amount of time dedicated to teaching the content.

Purpose of a Pacing Guide: The purpose of a pacing guide is to ensure that all of the standards are addressed during the academic year. Each pacing guide is nine weeks in duration.

Components of the Pacing Guide:

- College and career (CCR) anchor standard--define the skills and understandings that all students must demonstrate.
- Grade level standard—defines what students should know and be able to do by the end of each grade level
- Unpacked standard—provides a clear picture for the teacher as he/she implements the CCSS
- Resources—includes but not limited to current district core resources
- Depth of Knowledge — (DOK) Criteria for systematically analyzing the alignment between standards and standardized assessments

¹ Retrieved from www.corestandards.org, p. 6, Introduction: Common Core State Standards for English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects.

Key Points in English Language Arts

Reading

- The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

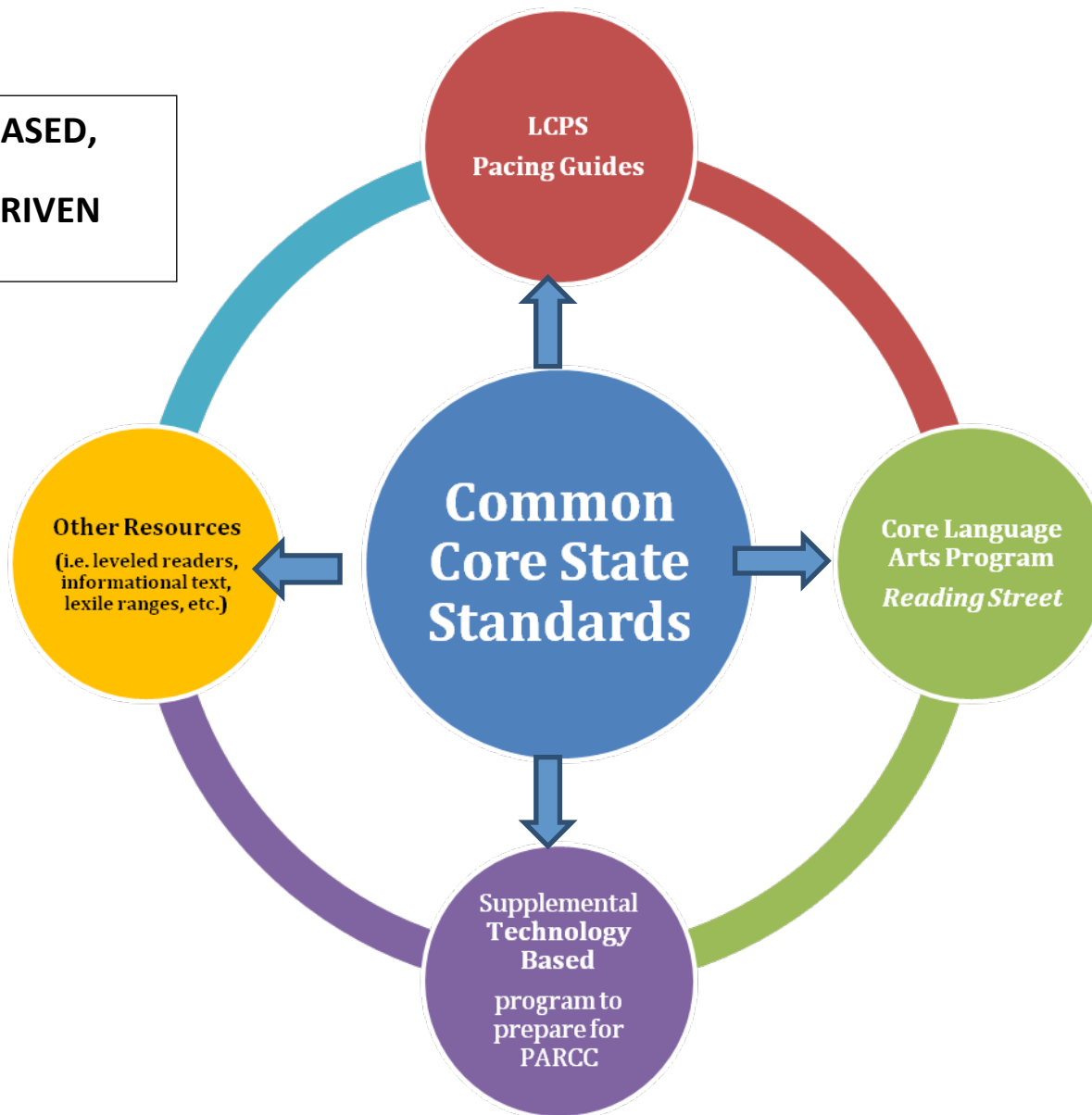
Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and Technology

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

**STANDARDS-BASED,
STANDARDS-DRIVEN**



5th Grade
Reading Standards for Literature:
Key Ideas & Details
1st Quarter Nine Weeks

Standard	Q1	Q2	Q3	Q4
RL 5.1	P	R	R	R
RL 5.2	P	R	R	R
RL 5.3	P	R	R	R

Anchor Standard(s)	Reading Standards	Unpacked (What does the standard actually mean?)	DOK Depth of Knowledge
1. Read closely to determine what the text says explicitly, make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL 5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing Inferences from the text.	Fifth grade students are required to quote accurately from the text to support their answers. Quote accurately may include using their own words. Students should explain their reasoning for their answers and their inferences by using words, clues and ideas from the text.	(DOK 1) Can you tell me how the character solved the problem in this story? (DOK 3) In the excerpt from the poem, Paul Revere's friend hears "the sound of arms, and the tramp of feet." What do these sounds help him realize is happening? Cite evidence from the text to support your answer
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.	Determining a theme continues to be a focus and students should be giving more thought to characters actions in a text. They are required to refer to specific details in the text when finding similarities and differences between two or more characters, setting and events. Students should be able to recognize the important details in a story to help determine the theme.	(DOK 2) How does the character in this story respond to challenges? List clues that helped you determine this. (DOK 3) What is the theme of this selection?

<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RL5.3 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>	<p>They are required to refer to specific details in the text when finding the similarities and differences between two or more characters, settings, or events. Should be able to identify the main character in the story and determine how a characters actions and words relate to the character’s response to a challenge. Students will be able to tell the beginning, middle and end of the text to tell the theme and retell the story in their own words.</p>	<p>(DOK 2) Compare and contrast the (characters, settings, events) in the story.</p> <p>(DOK 3) In what ways do the characters interact in the story? How are they alike and how are they different?</p>
<p>Vocabulary: theme, inferences, genre, drama, summarize, analyze, evidence, logical</p>			
<p>Resources: RL5.1 – <i>Reading Street</i> Unit 1, Week 3 “Island of the Blue Dolphins”, Reader’s and Writer’s (R & W) Notebook pp. 258, 291,385 RL5.2 – <i>Reading Street</i> Unit 2, Week 3 “The Ch’i-Lin Purse’, (R & W) Notebook p. 62, and CCSS Appendix B – p. 70 RL5.3 – <i>Reading Street</i> Unit 2, Week 1 “At the Beach” (R & W) Notebook pp. 109, 131, 407</p>			

5 th Grade Reading Standards for Literature: Craft and Structure 1st Quarter Nine Weeks		Standard	Q1	Q2	Q3	Q4
		RL 5.4	I/P	I/P	I/P	I/P
Anchor Standard(s)	Reading Standards	Unpacked (What does the standard actually mean?)		DOK Depth of Knowledge		
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.	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>Students will continue to tell the meaning of words and phrases in a text and focus on figurative language.</p> <p>Metaphors are comparisons between two things without using “like” or “as”. Instead a form of the verb “to be” is used such as <i>is, was, were, and are</i>.</p> <ul style="list-style-type: none"> • He <u>is</u> a lazy bump on a log. • Your eyes <u>are</u> deep pools of water. <p>Similes are comparisons between two things using the words “like” or “as”.</p> <ul style="list-style-type: none"> • He is <u>as</u> lazy <u>as</u> a bump on a log. • Your eyes are <u>like</u> deep as pools of water. 	<p>(DOK 1) Which of the following is an example of a simile from the story?</p> <ol style="list-style-type: none"> The sky was blue as a robin’s egg. The rabbit could not find his glasses. Most children like pizza. The sidewalk was molten from the heat. <p>(DOK 3) Explain why the author used a simile or metaphor in the story.</p>			
Vocabulary: figurative language, simile, metaphor						
Resources: RL5.4 <i>Reading Street</i> Unit 1, Week 2 “Thunder Rose” and CCSS Appendix B – p. 70						

5 th Grade Reading Standards for Literature: Integration of Knowledge and Ideas 1st Quarter Nine Weeks		Standard	Q1	Q2	Q3	Q4
		RL 5.7	P	R	R	R
Anchor Standard(s)	Reading Standards	Unpacked (What does the standard actually mean?)	DOK Depth of Knowledge			
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1	RL 5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multi-media presentation of fiction, folktale, myth, poem).	<p>Fifth grade students must examine what is heard and/or viewed to gain an appreciation and understanding of the text.</p> <p><u>Multi-media elements</u> of literature include illustrations, photographs, videos, music and other sound clips, animation, etc.</p> <p><u>Meaning:</u> Can the multi-media element contribute to the students’ overall understanding of the story? (Picture clues for low readers)</p> <p><u>Tone:</u> How can the multi-media element help a reader understand the tone of, or the attitude, with which an author wrote a piece of literature.</p> <p><u>Beauty:</u> How can the multi-media element help a reader connect to a piece of literature, or experience a personal emotional connection.</p>	<p>(DOK 2) Can you explain how the illustration affected the (meaning, tone, beauty) of the story.</p> <p>(DOK 4) Create an illustration that would help support the (meaning, tone, beauty) of this story.</p>			
Vocabulary: multimedia, tone, genre, interpret, visual						
Resources: RL5.7 <i>Reading Street</i> Unit 3, Week 4 “Mahalia Jackson”, (R & W) Notebook pp. 160 – 161						

<p style="text-align: center;">5th Grade Reading Standards for Literature: Range of Reading and Level of Text Complexity 1st Quarter Nine Weeks</p>		Standard	Q1	Q2	Q3	Q4										
		RL5. 10	I/P	I/P	I/P	I/P										
Anchor Standard(s)	Reading Standards	Unpacked (What does the standard actually mean?)														
10. Read and comprehend complex literary and informational texts independently and proficiently.	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.	Fifth grade students are capable of reading and understanding a variety of literature at the higher end of grades 4-5 independently. “The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.		<p>Students will apply multiple cueing sources to read grade level poetry and prose. By the end of the 1st quarter students should be reading at:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>DRA</th> <th>Guided Rdg.</th> <th>AR Level</th> <th>Rdg. A-Z</th> <th>Lexile</th> </tr> </thead> <tbody> <tr> <td>50 F</td> <td>T/U</td> <td>5.1-5.5</td> <td>Y-Z</td> <td>800-849</td> </tr> </tbody> </table> <p>Please remember, when determining if a student is proficient on this standard, each student’s data must be triangulated with different data points.</p>			DRA	Guided Rdg.	AR Level	Rdg. A-Z	Lexile	50 F	T/U	5.1-5.5	Y-Z	800-849
DRA	Guided Rdg.	AR Level	Rdg. A-Z	Lexile												
50 F	T/U	5.1-5.5	Y-Z	800-849												
Vocabulary: realistic fiction, autobiography, expository nonfiction, biography																
Resources: <i>Reading Street</i> basal stories and on-level leveled readers. CCSS Appendix B – pp. 63-76																

5th Grade Reading Standards for Informational Text: Key Ideas and Details 1st Quarter Nine Weeks		Standard	Q1	Q2	Q3	Q4
		RI 5.1	P	R	R	R
Anchor Standard(s)	Reading Standards	Unpacked (What does the standard actually mean?)	DOK Depth of Knowledge			
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.	RI 5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>When answering question about the most important details and events in informational text, it is important that they quote text accurately. They must answer basic comprehension questions using specific details from the text. In doing so, those details will help them to make inferences.</p> <p>When student use what they have read in addition to what they already know they can infer to better comprehend the text.</p>	<p>(DOK 1) Give a reason why you think a certain event happened in the text.</p> <p>(DOK 3) Cite evidence from the text that supports your conclusions about why you think a certain event happened in the text.</p>			
Vocabulary: historical fiction, scientific informational text, explicit, conclusions						
Resources: RI 5.1 <i>Reading Street</i> Unit 5, Week 2 “The Unsinkable Wreck of the RMS Titanic”, (R & W) Notebook pp. 247 and CCSS Appendix B – p. 76						

5th Grade Reading Standards for Informational Text: Craft and Structure 1st Quarter Nine Weeks		Standard	Q1	Q2	Q3	Q4
		RI 5.4	I/P	I/P	I/P	I/P
Anchor Standard(s)	Reading Standards	Unpacked (What does the standard actually mean?)	DOK Depth of Knowledge			
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.	RI 5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade level topic or subject area.	When students come across words that are unfamiliar, they can look in the text for context clues, text structure, images and word parts to help them determine the mean of words that are domain-specific in grade level topic text.	(DOK 1) What is the meaning of this word as it is used in the text? (DOK 3) What do you do when you come to words or phrases you do not know? Cite evidence from the text to support your answer.			
Vocabulary: domain specific words.						
Resources: RI 5.4 <i>Reading Street</i> Unit 3, Week 3 “The Dinosaurs of Waterhouse Hawkins”, (R & W) Notebook pp. 68, 115, 286, 333, 355, 391, 424						

5 th Grade Reading Standards for Informational Text: Range of Reading and Level of Text Complexity 1st Quarter Nine Weeks		Standard	Q1	Q2	Q3	Q4									
		RI 5.10	I/P	I/P	I/P	I/P									
Anchor Standard(s)	Reading Standards	Unpacked (What does the standard actually mean?)	DOK Depth of Knowledge												
10. Read and comprehend complex literary and informational texts independently and proficiently.	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 complexity band independently and proficiently.	Students are required to read and understand a wide range of informational texts within the higher end of the fourth to fifth grade text level efficiently by the end of the year. Students must show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.” “Students also acquire the habits of reading independently and closely, which are essential to their future success.”	Students will apply multiple cueing sources to read grade level text. By the end of the 1st quarter students should be reading at:												
				<table border="1"> <thead> <tr> <th>DRA</th> <th>Guided Rdg.</th> <th>AR Level</th> <th>Rdg. A-Z</th> <th>Lexile</th> </tr> </thead> <tbody> <tr> <td>50 NF</td> <td>T/U</td> <td>5.1-5.5</td> <td>Y-Z</td> <td>800-849</td> </tr> </tbody> </table>		DRA	Guided Rdg.	AR Level	Rdg. A-Z	Lexile	50 NF	T/U	5.1-5.5	Y-Z	800-849
DRA	Guided Rdg.	AR Level	Rdg. A-Z	Lexile											
50 NF	T/U	5.1-5.5	Y-Z	800-849											
Vocabulary: close reading, comprehension, proficient															
Resources: <i>Reading Street</i> paired selections that are informational text as well as the nonfiction on-level leveled readers. CCSS Appendix B – pp. 63-77															

<p style="text-align: center;">5th Grade Reading Standards: Foundations Skills: Phonics and Word Recognition 1st Quarter Nine Weeks</p>		Standard	Q1	Q2	Q3	Q4
		RF 5.3	I/P	I/P	I/P	I/P
Anchor Standard(s)	Reading Standards	Unpacked (What does the standard actually mean?)	DOK Depth of Knowledge			
There are no anchor standards for Reading Foundational Skills.	<p>RF 5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</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>a. Use combined knowledge of all *letter-sound correspondences – the visual stimulus of abstract symbols (letters) and the sounds that accompany them to build words.</p> <p>“r” – ravine “o” – octopus</p> <p>*Syllabication patterns – A syllable is a word or part of a word that consists of an uninterrupted expression of a sound and includes at least one vowel.</p> <p>Syllable Division Patterns</p> <ol style="list-style-type: none"> 1. VC/CV (jum/bo; prob/lem) 2. V/CV and VC/V (po/lish;den/im) 3. V/V (po/et; o/a/sis) <p>*Morphology – learning to recognize prefixes, roots, and suffixes that enable students to better read and spell longer words</p> <p><u>Prefixes</u> (EX: de-, dia-, dis-, il-, im-, ir-, kilo-, super-, tele-, un-)</p> <p><u>Roots</u> (EX: bio, dec/dec, dic/dict, graph, ject, logy, meter/metr, photo, phob, rupt, scrib/script, spec/spect)</p> <p><u>Suffixes</u> (EX:-able,- ant, -ed, -en, -</p>	<p>(DOK1) Which of the following base words have the same ending sound as (teacher insert a word)?</p> <p>(DOK2) Identify the pattern that occurs when adding a certain prefix to a base word (ex. – when adding a negative prefix to a base word, the word that is created becomes the antonym of the base).</p>			

		ence, -ent, -er, -ful, -ible, -ing, -ion, -ist, -less,- ly, -ous, -sion, -tion)	
Vocabulary: affixes, syllables, morphology			
Resources: <i>Reading Street</i> : Unit 1 - Weeks 1 and 2; Unit 3 - Week 5; Unit 4 – Weeks 2, 4, and 5; Unit 5 – Week 1; Unit 6 – Weeks 1 and 2. <i>Reading Street (R & W) Notebook</i> : Prefixes – pp. 228, 366; Suffixes(endings) – pp. 253, 297, 402, 413; Greek and Latin Roots – pp. 137, 195, 322			

5 th Grade Reading Standards: Foundational Skills Fluency 1st Quarter Nine Weeks		Standard	Q1	Q2	Q3	Q4
		RF 5.4	I/P	I/P	I/P	I/P
Anchor Standard(s)	Reading Foundations Standards	Unpacked (What does the standard actually mean?)		DOK Depth of Knowledge		
There are no anchor standards for Reading Foundational Skills.	RF 5.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	When a student reads with purpose and understanding they read with the selection’s intent in mind. For example they would read a magazine article about endangered animals differently than a book with folktales because each selection has a different purpose.		(DOK 1) Students effortlessly use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look for chunks you know and say them. • Look at the beginning of the word and try it again. • Look at the end of the word and try it again. (DOK 2) Student effortlessly use strategies, such as: <ul style="list-style-type: none"> • Reading to make it sound like the characters are talking. • Fluctuating their voice to go down when you see the period at the end. (DOK 2) Student automatically go back to reread when it doesn’t sound or look like they think it should.		
	b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	When a student reads with appropriate rate they read the selection quickly, slowly, naturally or with some combination of the three depending on what the selection is about. They might read an ingredients list on a food label quickly, a recipe slowly, and a chapter from a cookbook at a natural pace. When they read with expression they show the tone, or mood of the selection.				
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	As students read they may see an unfamiliar word they should: Reread, read on, slow down and sound out the word.				
Vocabulary: purpose understanding, orally, accuracy, appropriate rate, and expression context clues, self-correct, word recognition						
Resources: <i>Reading Street</i> (R & W) Notebook: pp. 90, 115, 184, 286, 344, 355, 424.						

5 th Grade Writing Standards: Text Types and Purposes 1st Quarter Nine Weeks		Standard	Q1	Q2	Q3	Q4
		W 5.3a-e	P	R	R	R
Anchor Standard(s)	Writing Standards	Unpacked (What does the standard actually mean?)		DOK Depth of Knowledge		
3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W 5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Students write real and imaginative stories. By using a graphic organizer to organize the beginning elements of their story. Use an attention-grabbing statement for the introduction (asking a question, dialogue, quote, slogans). Use adjectives and detail words to develop great descriptions of characters and their actions.		(DOK 4) Create a personal narrative about an important event in your life. (DOK 4) Create a personal narrative about something that you wish you could do.		
	b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Students are expected to use description to show characters' thoughts and feelings as well as the details of characters' interaction through dialogue. Include quotations in writing to show when dialogue is changing between characters.				
	c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Include words such as consequently and specifically in my writing to link complex sentences and ideas while keeping a logical sequence.				
	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Include describing words to help readers see, feel, hear, and relate to the experiences and events in my story.				

	e. Provide a conclusion that follows from the narrated experiences or events.	Write a concluding paragraph that includes a resolution to the story.	
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Vocabulary: introduction, persuade, conclusion, format, voice, argument, evaluate, validity

Resources:
 Nancy Fetzer Writing Manual pp. 21-100
Reading Street (R & W) Notebook: pp. 110, 143, 212, 248, 386, 430
 CCSS Appendix C: p. 31

5th Grade Writing Standards: Production and Distribution of Writing 1st Quarter Nine Weeks		Standard	Q1	Q2	Q3	Q4
		W 5.4	I/P	I/P	I/P	I/P
Anchor Standard(s)	Writing Standards	Unpacked (What does the standard actually mean?)	DOK Depth of Knowledge			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W 5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Students are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment) and purpose (the writer’s designated reason for writing) should be reflected in the student’s organization and development of a topic.	(DOK 1) What are your thoughts about the purpose and audience related to the topic? (DOK 3) How does thinking about your audience help you decide what tone of voice you should use?			
Vocabulary: organization, audience, purpose, topic development						
Resources: Nancy Fetzner Writing Manual pp. 49, 53, 57, 61, 67						

5th Grade Writing Standards: Range of Writing 1st Quarter Nine Weeks		Standard	Q1	Q2	Q3	Q4
		W 5.10	I/P	I/P	I/P	I/P
Anchor Standard(s)	Writing Standards	Unpacked (What does the standard actually mean?)	DOK Depth of Knowledge			
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 tasks, purposes, and audiences.	W 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 tasks, purposes, and audiences.	Students are required to produce numerous pieces of writing over various time frames in order to develop skills in research and allow time for reflection and revision. Task (type of writing assignment), audience (the intended reader), and purpose (the writer’s designated reason for writing) should be reflected in the student’s development of a topic related to the content area for which they are writing about.	TBD			
Vocabulary: research, reflection, revision, purpose, audiences						
Resources: Nancy Fetzer Writing Manual pp. 49, 53, 57, 61, 67						

<p style="text-align: center;">5th Grade Speaking and Listening Standards: Comprehension and Collaboration 1st Quarter Nine Weeks</p>		Standard	Q1	Q2	Q3	Q4
		SL 5.1 a-d	P	R	R	R
SL 5.2	P	R	R	R		
SL 5.3	P	R	R	R		

Anchor Standard(s)	Speaking and Listening Standards	Unpacked (What does the standard actually mean?)	DOK Depth of Knowledge
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>SL 5.1 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> <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.</p>	<p>Students will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations.</p> <p>Students should: Read and study materials to prepare for discussions. Participate in discussions by adding new ideas and connections, listening, asking questions.</p>	<p>(DOK 2)</p> <p>How would you prepare to discuss with your classmates, Volunteering in Our Community?</p> <p>(DOK 3)</p> <p>Formulate a plan with your group of how to volunteer in the community. Critique the plans of another group.</p>
	<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.</p> <p>Students should: Follow the established norms for group discussions and fulfill their assigned roles.</p>	<p>(DOK 2)</p> <p>How could you improve the role of questioner?</p>
	<p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>Students should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers’ idea, sharing the floor, etc). The</p>	<p>(DOK 2) Give feedback on what others have said.</p>

		students will create, create and summarize the text with other discussion participants.	
	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	d. Students will draw conclusions and make generalizations about the text. Draw conclusions based upon the understanding gained from a discussion.	(DOK 3) Draw conclusions and cite evidence about what you have learned from the discussion.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Fifth grade students will also summarize a written text read aloud or information presented in multiple formats. Students are now expected to be able to identify the reasons and evidence a speaker provides to support claims. Students will: <ul style="list-style-type: none"> - Actively listen to a speaker - Be able to construct a summary of a presentation 	(DOK 3) Summarize the main points by referring to specific pieces of evidence from the presentation.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	SL 5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Fifth grade students will evaluate what another speaker discussed about the text, and explain whether it is supported with reasons and evidence from the text. Students will: <ul style="list-style-type: none"> - Be able to analyze a speech or presentation for validity with reasonableness and evidence. 	(DOK 2) What evidence does the speaker give to support the main idea? (DOK 3) Summarize the main points by referring to specific pieces of evidence from the presentation.
Vocabulary: prepare, participate, respond, reflect, summarize, discuss, formulate, cite			
Resources: <i>Reading Street</i> Weekly Concept Talks (SL 1) and Day 3 Comprehension Checks – Retelling (SL 2)			

5th Grade Speaking and Listening Standards: Presentation of Knowledge and Ideas 1st Quarter Nine Weeks		Standard	Q1	Q2	Q3	Q4
		SL 5.6	P	R	R	R
Anchor Standard(s)	Speaking and Listening Standards	Unpacked (What does the standard actually mean?)	DOK Depth of Knowledge			
6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<p>Students should be exposed to a numerous variety of speaking tasks so they may be able to distinguish between formal and informal discourse. Small-group discussions and formal presentations would be one example of each type of discourse. Fifth graders should be comfortable adapting their speech to a variety of contexts and tasks.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Establish the audience and purpose. • Know to use formal language (proper grammar, dictation, reflection, word choice) during a presentation and informal language during a dicussion. 	<p>(DOK 3)</p> <p>Have students prepare a speech that they will present to their partner. Then have them prepare the a speech on the same topic for the entire class. How do they comapre and how are they differant?</p>			
Vocabulary: public speaking, formal presentation, audience, formal language						
Resources: <i>Reading Street:</i> Unit 2 – Week 2, Day 4; Unit 2 – Week 3, Day 4; Unit 4 – Week 2, Day 5; Unit 4 – Week 3, Day 4; Unit 5 – Week 1, Day 5; Unit 5 – Week 3, Day 5						

5 th Grade Language Standards: Conventions of Standard English 1st Quarter Nine Weeks		<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: yellow;">Standard</th> <th style="background-color: yellow;">Q1</th> <th style="background-color: yellow;">Q2</th> <th style="background-color: yellow;">Q3</th> <th style="background-color: yellow;">Q4</th> </tr> <tr> <td>L 5.1 a-e</td> <td>P</td> <td>R</td> <td>R</td> <td>R</td> </tr> <tr> <td>L 5.2 e.</td> <td>I/P</td> <td>I/P</td> <td>I/P</td> <td>I/P</td> </tr> </table>				Standard	Q1	Q2	Q3	Q4	L 5.1 a-e	P	R	R	R	L 5.2 e.	I/P	I/P	I/P	I/P
Standard	Q1	Q2	Q3	Q4																
L 5.1 a-e	P	R	R	R																
L 5.2 e.	I/P	I/P	I/P	I/P																
Anchor Standard(s)	Language Standards	Unpacked (What does the standard actually mean?)	DOK Depth of Knowledge																	
<p>1. Demonstrate command of the 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>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.</p>	<p>An understanding of language is essential for effective communication. “The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.”</p> <p>Student must have a strong command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p>a. Conjunctions:</p> <ul style="list-style-type: none"> • Coordinating Conjunctions Join parts of a sentence that are grammatically equal or similar. There are seven coordinating conjunctions: <i>and, or, for, nor, but, yet, so</i>. Examples: <ul style="list-style-type: none"> ○ The girls ate a sandwich <u>and</u> pretzels for lunch. • Subordinating Conjunctions (Dependent Clauses) is a group of words that cannot stand alone-and it depends on the main clause it is attached to. Subordinate clauses often begin with a conjunction such as <i>after, because, when, if, since, though, or where</i>. 	<p>(DOK 1) Coordinating Conjunctions Complete each sentence by writing a coordinating conjunction on the line provided.</p> <ol style="list-style-type: none"> 1. Would you rather play soccer _____ football? 2. I was tired, _____ I took a nap. 3. Sarah plays golf, _____ her favorite sport is tennis. <p>(DOK 1) Subordinating Conjunctions Read the sentences below. Then underline the subordinating conjunction in each sentence.</p> <ol style="list-style-type: none"> 1. Although I enjoy movies, I don’t want to see this one. 2. I’m not allowed to have a cell phone until I am older. <p>(DOK 1) Prepositions Read each sentence. Underline the prepositions. There may be more than one preposition in each sentence.</p> <ol style="list-style-type: none"> 1. <i>The balloon rose to a height of one hundred feet.</i> 2. <i>The balloon landed in a forest behind a field.</i> 																	

		<p>Examples:</p> <p><u>Main Clause</u>- We went to the park.</p> <p><u>Subordinating conjunction</u>- after they left</p> <p><u>Joined</u>- We went to the park after they left.</p> <ul style="list-style-type: none"> • Correlative Conjunctions are conjunctions that join with other words to join similar elements in a sentence. The most common are: • Either-or (<u>Either</u> you <u>or</u> Steve should go to the store.) • Neither-nor (<u>Neither</u> Paul <u>nor</u> Patty has passed the test.) • Not only-but also (She <u>not only</u> wrote the screenplay <u>but also</u> directed it.) • Whether-or (<u>Whether</u> we meet at the park <u>or</u> at your house is up to you.) • Both-and (<u>Both</u> my mother <u>and</u> my father were smiling.) <p>a. Prepositions come before a noun or pronoun and relates that noun or pronoun to another word in the sentence. Common prepositions are <i>about, above, across, after, around, at, before, behind, by, down, during, for, from, in, into, near, of, on, over, to, under, and, with.</i></p> <ul style="list-style-type: none"> • The plane flew <u>above</u> the clouds. • Harry talked to the woman <u>behind</u> the counter. • <u>Before</u> Sue got to school, she checked that she had her lunch box. <p>Prepositional Phrases are a group of words that begin with a preposition and ends with a noun or</p>	<p>(DOK 1) Prepositional Phrases Complete each prepositional phrase by writing a preposition on the line.</p> <ol style="list-style-type: none"> 1. <i>The wind was strong _____ the day that they left.</i> 2. <i>The balloons _____ the sky were a beautiful sight.</i> <p>(DOK 1) Interjections Underline the interjections in the sentences below.</p> <ol style="list-style-type: none"> 1. <i><u>Oh no!</u> Did you hurt yourself?</i> 2. <i><u>Oh,</u> please say you'll come to my party.</i>
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		<p>pronoun.</p> <ul style="list-style-type: none"> The children ran <u>around the park</u>. Heather walked <u>over the bridge</u>. <p>a. Interjections are words or phrases that show excitement or emotion.</p> <ul style="list-style-type: none"> Use a comma to separate interjections from the rest of the sentence (<u>Yes</u>, I want to go to the zoo today!) If the interjection shows a very strong emotion, use an exclamation mark (<u>Oh wow!</u> I forgot to turn in my homework.) 	
	<p>b. Form and use the perfect verb tenses (e.g., <i>I had walked; I have walked; I will have walked</i>).</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions</p>	<p>Verbs tell what the subject of the sentence does or is.</p> <ul style="list-style-type: none"> A verb in present tense tells what is happening now or what happens on a regular basis. <ul style="list-style-type: none"> (Maggie <u>walks</u> to school every day.) A verb in past tense tells about an action that already happened. <ul style="list-style-type: none"> (Maggie <u>walked</u> to school every day.) A verb in future tense tells about an action that is going to happen. Use the word <i>will</i> in front of the verb. <ul style="list-style-type: none"> (Maggie <u>will walk</u> to school every day.) 	<p>(DOK 1) What tense is the verb in the following sentence? Emily will turn in her homework tomorrow.</p> <ol style="list-style-type: none"> Past Present Future None of the above <p>(DOK 2) Construct a sentence with the future verb tense.</p>
	<p>d. Recognize and correct inappropriate shifts in verb tense.</p>	<p>d. Verb tense should remain consistent. Avoid shifts in verb tenses. Verbs in a sentence or paragraph should always be in the same tense.</p>	<p>(DOK 1) Underline the correct form of the verbs in the parenthesis below.</p> <p><i>Everyone at the party danced and (sing/sang)</i></p> <p><i>The congressman (walked/walks)</i></p>

			<i>around and greets his supporters.</i>
	e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	Some conjunctions combine with other words to form correlative conjunctions. Correlative conjunctions are always used in pairs. They join similar elements in a sentence	(DOK 1) Correlative Conjunction <i>Read the sentences below. Then select the correlative conjunctions that complete each sentence.</i> 1. _____ Alex _____ Carlos tried out for the school play. a. <i>Whether... or</i> b. <i>Both... and</i>
	L 5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.	One way to check spelling of unfamiliar or difficult words is by consulting different resources: Word walls, posters, charts, pictures, dictionaries, glossaries, and spell check on the computer. . Students will: - Know how to use a reference to check the spelling of grade level words if they cannot spell them on their own.	(DOK 2) If you are not sure if you should use, your or you're, what reference can you check to help you?
Vocabulary: quotation, conjunction, colon, interjection, preposition correlative, subordinating, coordinating, function, conventions, capitalization, punctuation, spelling, references			
Resources: L 1a – <i>Reading Street</i> , Unit 6, Week 2; L 1b – <i>Reading Street</i> , Unit 3, Week 1; L 1c – <i>Reading Street</i> , Unit 1, Week 5 and Unit 3, Week 1 L 2e – <i>Reading Street</i> , Unit 1, Week 3, Unit 2 – Week 2, Unit 5, Week 2, Unit 6, Week 1			

5 th Grade Language Standards: Knowledge of Language 1st Quarter Nine Weeks		Standard	Q1	Q2	Q3	Q4
		L 5.4	I/P	I/P	I/P	I/P
Anchor Standard(s)	Language Standards	Unpacked (What does the standard actually mean?)	DOK Depth of Knowledge			
4. Determine or clarify the 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>L 5.4 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> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p>The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes. Context clues can help students figure out the meaning of a word or phrase they don't know. These clues can be found in the words and sentences surrounding the unknown word or phrase.</p> <ul style="list-style-type: none"> • Cause/effect relationships are signaled by the words <i>because, so that, and in order to</i> <ul style="list-style-type: none"> - The army had to surrender <u>because the other side won.</u> • Comparison relationships are signaled by the words <i>like, unlike, but, not, in contrast to, similar to, and in the same way.</i> <ul style="list-style-type: none"> - Voters in this state were ecstatic about the result of the election, 	<p>(DOK 1) Cause/effect context clues Underline the words in each sentence that show a cause/effect relationship to the word in bold.</p> <p>We repeated the lesson over and over so that it would be easy to remember.</p> <p>(DOK 1) Comparison context clues Underline the words in each sentence that show a comparison to the word in bold.</p> <p>I wanted my art project to look remarkable, not ordinary.</p>			

		<p>unlike the <u>unhappy</u> voters in the other states.</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</i>, <i>photosynthesis</i>).</p>	<p>Latin prefix examples: re – back, again non- not co – with</p> <p>Greek prefix examples: para – beside, beyond mono – one syn – with same</p> <p>Latin suffix examples: -able/-ible – able to, worthy of -al – like, relating to</p> <p>Greek suffix examples: -log/-logue – to speak -sis – process, action</p> <p>Two suffixes that come from both Latin and Greek are –y and –ity. These both mean “having the quality of; state of.”</p> <p>Latin Root examples: dict – speak sci – know san – health aud – hear spect – look</p> <p>Greek Root Examples: astr – star photo – light gen – birth chron – time</p>	<p>(DOK 1)</p> <p>Use what you know about Latin prefixes and write the meaning of the boldfaced word in the sentence.</p> <p>1. Roy would rather read a nonfiction journal article than a novel.</p> <p>(DOK 2)</p> <p>Use what you know about Greek prefixes and suffixes and write the meaning of the word below.</p> <p>1. monologue: _____ _____ _____</p> <p>(DOK 3)</p> <p>Use your knowledge of word parts (prefix, suffix, root words) to select the correct definition of <i>photosynthesis</i>.</p> <p>a. A copy of printed material made through the action of light. b. The process of how plants make food with the aid of light. c. An instrument used for measuring the intensity of light.</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.</p>	<p>graph – write, record</p> <p>Students will be able to find pronunciations and definitions of grade level words by using print and digital reference materials.</p>	<p>(DOK 1) Print Sources</p> <p>nature (na'ch r) <i>noun</i>. 1. The basic character of a person; Mom always tells the truth because it is not in her <i>nature</i> to be dishonest. 2. The physical world, especially living things and objects such as rocks and air; Lily, Jake, and Noah love to study <i>nature</i> when they hike in the forest preserve.</p> <p>Which definition of nature fits the meaning of the word <i>nature</i> as it is used in this sentence: <i>The woman's kindly nature led her to a career in animal rescue.</i></p> <p>(DOK 1) Digital Sources Use a digital glossary. Find the word <i>amateur</i> and then answer the following question.</p> <p>1. Which part of speech for <i>amateur</i> is shown in this glossary entry?</p>
<p>Vocabulary: Idiom, adages, proverbs, Greek and Latin prefixes, suffixes, root words, glossary, thesaurus, dictionary, digital print, key words, phrases, synonyms, antonyms, homographs</p>			
<p>Resources: L 4a – <i>Reading Street</i>: Unit 1 - Weeks 1, 2, 4, 5; Unit 2 - Weeks 1, 4; Unit 3- Weeks 1, 3, 4; Unit 4 – Weeks 2, 3, 4, 5; Unit 5 – Weeks 3, 4; Unit 6 – Week 4; <i>Reading Street</i> (R & W) Notebook pgs. 57, 148, 264. L 4b – <i>Reading Street</i>: Unit 1 – Weeks 1, 2; Unit 2 – Week 3; Unit 3 – Weeks 2, 5; Unit 4 – Week 5; Unit 5 – Weeks 1, 3, 5; Unit 6 – Week 3. L 4c – <i>Reading Street</i>: Unit 2 – Week 2; Unit 5 – Week 2; Unit 6 – Week 1</p>			

5 th Grade Language Standards: Knowledge of Language 1st Quarter Nine Weeks		Standard	Q1	Q2	Q3	Q4
		L 5.5	I/P	I/P	I/P	I/P
Anchor Standard(s)	Language Standards	Unpacked (What does the standard actually mean?)	DOK Depth of Knowledge			
5. Demonstrate understanding of word relationships and nuances in word meanings.	<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</p>	<p>Learning words at this stage includes understanding and interpreting the meaning of similes, metaphors, idioms, adages, and proverbs; demonstrating understanding of relationships between words (synonyms and antonyms); growing vocabulary by using known word parts (Greek and Latin affix and root) to acquire unknown words; and developing print and digital reference use (glossary, dictionary, and thesaurus).</p> <p><u>Simile Example:</u> She moves on the tennis court like a dancer.</p> <p><u>Metaphor Example:</u> She is a dancer on the tennis court.</p>	<p>(DOK 3) Similes and Metaphors</p> <p>Explain this simile in your own words: The first time I went to summer camp, <i>I felt like a fish out of water</i>, but now I look forward to it all year.</p>			
	<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>An idiom is an expression common to a particular culture that does not mean what it literally says:</p> <ul style="list-style-type: none"> - The idiom “Break a leg” means good luck. <p>An adage is a well-known proverb that has been used for a long time.</p> <ul style="list-style-type: none"> - The adage “Where there is smoke, there is fire” means that if there is evidence that something is happening, it probably is actually happening. <p>A proverb is a statement of practical wisdom expressed in a simple way.</p> <ul style="list-style-type: none"> - The proverb “a stitch in time, 	<p>(DOK 1) Idioms</p> <p>What is the meaning of this idiom: “I’m all ears”</p> <p>(DOK 1) Adages/Proverbs</p> <p>Use your own words to explain this common expression: “Don’t count your chicken’s before they are hatched.”</p> <p>Underline the adage or proverb in the sentence and then choose the correct meaning. <i>When I pack my lunch, I always</i></p>			

		<p>saves nine” means that doing something in a timely way saves you from having to do more work later.</p>	<p><i>tell myself that an apple a day keeps the doctor away.</i></p> <ol style="list-style-type: none"> Telling doctors that you eat an apple everyday keeps them from scolding you. Eating an apple everyday, keeps you in good health.
	<p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Synonyms are words that have the same or nearly the same meaning</p> <ul style="list-style-type: none"> - Big and large are synonyms <p>Antonyms are words that have the opposite meanings</p> <ul style="list-style-type: none"> - Big and small are antonyms <p>Homographs are words that are spelled the same, but have different meanings.</p> <ul style="list-style-type: none"> - I visited the library on the third <u>story</u> of the building. - I read that <u>story</u> about the building’s history. 	<p>(DOK 1) Synonyms In the following sentence, find the synonym for the word in bold. Studying can be fun when circumstances, or conditions, of the work are pleasant.</p> <p>(DOK 1) Antonyms Write the antonym for the word <i>unique</i> _____</p> <p>(DOK 1) Homographs Read the sentence and choose the definition of the underlined word as it is used in the sentence. <i>When is the deadline for the <u>project</u>?</i></p> <ol style="list-style-type: none"> Task Throw forward
<p>Vocabulary: figurative language, synonyms, antonym, homographs, idioms, proverbs, adages, similes, metaphors</p>			
<p>Resources: L 5a – <i>Reading Street</i>: Unit 3 – Week 4; Unit 4 – Weeks 2, 3, 5; Unit 5 – Weeks 4, 5. L 5b – <i>Reading Street</i>: Unit 1 – Week 4; Unit 4 – Weeks 1, 5; Unit 5 – Week 3. L 5c – <i>Reading Street</i>: Unit 1 – Weeks 1, 2, 4; Unit 3 – Week 4; Unit 4 – Week 3. <i>Reading Street</i> (R &W) Notebook p. 47-48, 323-324.</p>			

5th Grade Language Standards Vocabulary Acquisition and Use 1st Quarter Nine Weeks		Standard	Q1	Q2	Q3	Q4												
		L 5.6	I/P	I/P	I/P	I/P												
Anchor Standard(s)	Language Standards	Unpacked (What does the standard actually mean?)	DOK Depth of Knowledge															
6. Acquire and use accurately a range of general academic and domain-specific 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.	L 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>)	<p>Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children.</p> <p>General academic vocabulary (Tier 2) words appear in all sorts of texts; informational, technical texts, and literary texts.</p> <p>Domain-specific vocabulary (Tier 3) words are specific to a domain or field of study and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature.</p>	<p>(DOK 1) Academic Vocabulary (Tier 2) Use the Frayer model to define the word <i>depletion</i>.</p> <p style="text-align: center;">Depletion</p> <table border="1" style="width: 100%;"> <tr> <td>Definitions</td> <td>Characteristics</td> </tr> <tr> <td>Examples</td> <td>Non-Examples</td> </tr> </table> <p>(DOK 1) Specialized Domain Specific Language</p> <p>After reading a passage about dinosaurs fill in the chart below for the word <i>species</i>:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2" style="text-align: center;">species</th> </tr> </thead> <tbody> <tr> <td>What is it?</td> <td></td> </tr> <tr> <td>What are some of its properties or characteristics?</td> <td></td> </tr> <tr> <td>What is an example of it?</td> <td></td> </tr> </tbody> </table>				Definitions	Characteristics	Examples	Non-Examples	species		What is it?		What are some of its properties or characteristics?		What is an example of it?	
Definitions	Characteristics																	
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species																		
What is it?																		
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What is an example of it?																		
Vocabulary: comprehension, phrases, academic vocabulary																		
Resources:																		

Balanced Classroom Assessment Strategies

Selected Response	Constructed Response	Performance Assessment	Informal Assessment
Multiple Choice	Fill-in-the-blank (words, phrases)	Presentation	Oral questioning
True–False	Essay	Movement	Observation
Matching	Short answer (sentences, paragraphs)	Science lab	Interview
	Diagram	Athletic skill	Conference
	Web	Dramatization	Process description
	Concept Map	Enactment	Checklist
	Flowchart	Project	Rating scale
	Graph	Debate	Journal sharing
	Table	Model	Thinking aloud process
	Matrix	Exhibition	Student self-assessment
	Illustration	Recital	Peer review