

English Language Arts			
Essential Skill Component	Standard	Sub Component	Quarterly Focus
Reading			Quarter 1 Focus:
Foundational Skills			Literature: Fifth grade will focus on determining what the text says explicitly and when drawing inferences from the text, however one focus of instruction should be quoting accurately from the text to support reasoning and logic. This will lay a foundation for the next three quarters.
Able to use phonics and word analysis to decode	RF.5.3		
Reads fluently and accurately			Fifth grade will focus on determining a theme or main idea in both literature and informational text, however one focus of instruction will be specifically adding an understanding of how characters or people respond to challenges.
Reads grade level text for understanding	RI.5.1 RL 5.4 RL.5.9		
Accurately quotes from a text	RI.5.1 RL 5.1		Students will continue to describe characters, setting and events, however a specific focus of instruction will be comparing and contrasting these elements in two or more texts, drawing on specific details.
Reading Literature			
Determines a theme of a story, drama, or poem from details in the text	RL.5.2		Use questions and prompts such as:
Identifies and compares the elements (setting, plot, character, theme) of poems, drama, and prose	RL.5.2		<ul style="list-style-type: none"> *Can you tell me the reasons why you think... *Show where you linked your thinking to the text. *What are the most important events that happened in the story? How do you know? *What is the theme of this text? *Summarize the paragraph, chapter, or story. *How did the character solve the problem in this story? *Describe how these two characters are similar/different. *Think about what you read... Who is telling the story? *Can you tell how the person telling the story is thinking? How does this affect events in the story? *Can you offer specific details from the story to show us how characters reacted? *Can you point to specific evidence that supports a certain point?
Draws inferences from grade level text	RL.5.1 RI.5.1		
Reading: Informational Text			
Determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text	RI.5.2		Informational Text: In fifth grade, students link reading to writing when they write opinion pieces on topics or texts, supporting a point of view with reasons and information A focus of instruction will be writing in a logical order and weaving logical reasons throughout the entire opinion piece.
Analyzes multiple accounts of the same topic noting the similarities and differences unique to various points of view	RI.5.6		
Identifies and interprets text structures (description, sequence, problem/solution, cause/effect, and compare/contrast)	RI.5.5 RL.5.9		
English Language Arts- Writing			Quarter 1 Writing Focus:
Writing			Writing: Students will write opinion pieces on topics or texts, supporting a point of view with reasons or information.
Writes to communicate ideas and information effectively	W.5.1	W.5.1.a W.5.1.b W.5.1.c W.5.1.d	Fifth grade will focus on organization of writing: emphasis is placed on writing in a logical order, and using reasoning and support in the writing. Focus will also be on using proper verb tenses and sentence combinations in writing. Instruction on revising and editing will occur with

Writes with a clear topic, developing and supporting ideas, using organization appropriate to the task (opinion, informative, narrative)	W.5.4		<p>and sentence combinations in writing. Instruction on revising and editing will occur, with guidance from adult. This will be more specifically assessed in quarters 2, 3, and 4.</p> <p>A specific focus of instruction will be on using commas correctly.</p> <ol style="list-style-type: none"> 1.) Use commas after a sentence's introductory segment (e.g. Earlier this morning, we ate breakfast.) 2.) To set off the words yes and no in writing (e.g. Yes, we will; and no, thank you) 3.) To set off a question from the rest of a sentence (e.g. It's true, isn't it?) 4.) To show direct address. (e.g. Is that you, Mike?) 5.) To separate items in a series. (e.g. I want eggs, pancakes, and juice.) <p>Research: One short research project will be completed. The focus of instruction will include how to take notes, categorize information, summarize or paraphrase information, and provide a list of sources.</p>
Strengthens writing by planning, revising, and editing	W.5.5		
Language			
Uses and demonstrates knowledge of grade level vocabulary		SL.5.6	
Uses grade level conventions of grammar,	SL.5.1, S.L.5.2;	W.5.7; W.5.8;W.5.9	
Research to Build and Present Knowledge			
Conducts short research projects that build knowledge through investigation of different aspects of a topic	W.5.7 W.5.8 W.5.9		
Takes notes, categorizes information, and provides a list of sources; summarizes or paraphrases information	SL.5.2	W.5.7	
Speaking and Listening			
Effectively engages in discussion within a group.	SL.5.1	SL.5.1.a (come prepared) SL.5.1.b (follow rules) SL.5.1.c (pose and respond to questions that contribute to the discussion) SL.5.1.d (review key ideas and draw conclusions from the discussions)	
Summarizes information presented in various formats	SL.5.2 SL.5.3		
Presents information with appropriate facts and relevant, descriptive details		SL.5.4	
Speaks clearly with appropriate pace, volume, and expression giving attention to context and audience	SL.5.4		

Quarter 1 Listening & Speaking Focus:

Students will participate in group discussions about a specific topic. There should be set rules that students know and understand to hold them accountable for their behavior in group discussions. Students should be able to work together to come up with answers and solutions to various activities. Can be think-pair-share, predictions, feelings, or solving a math problem. Students will work on expressing their thoughts and answers in complete, understandable responses and respond to things read aloud or presented orally with both questions and answers.

Focus will also be on using proper verb tenses and sentence combinations while speaking.

To teach oral presentation skills, in small groups or whole class, students will present their short research assignment, using transitions, and using appropriate speaking rate, expression, and gestures.

