

English Language Arts			
Essential Skill Component	Standard	Sub Component	Quarterly Focus
<b>Reading</b>			<b>Quarter 2 Focus:</b>
<b>Foundational Skills</b>			<p>LLiterature: Students will compare and contrast two versions of the same story. They will also compare and contrast points of view between two characters in a story, and characters in separate stories. They will understand the narrative structures of dramas, stories and poems and connect chapters to stories and and stanzas to poems.</p> <p>Informational Text: Students will compare informational text structures. The focus of instruction will be teaching the types of text structures: sequencing, problem/solution, description, and cause/effect. Another focus of instruction will be reading about a science/social studies topic from multiple sources to understand how authors vary in points of view.</p>
Able to use phonics and word analysis to decode	RF.5.3		
Reads fluently and accurately			
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		
<b>Reading Literature</b>			
Determines a theme of a story, drama, or poem from details in the text	RL.5.2		
Identifies and compares the elements (setting, plot, character, theme) of poems, drama, and prose	RL.5.2		
Draws inferences from grade level text	RL.5.1 RI.5.1		
<b>Reading: Informational Text</b>			
Determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text	RI.5.2		
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		
<b>English Language Arts- Writing</b>			<b>Quarter 2 Writing Focus:</b>
<b>Writing</b>			<p>Writing: The instructional focus will be on narrative writing/creative. Second quarter would be a good time for the narrative/creative as some teachers choose to do Illinois Young Authors in their classrooms. This is an opportunity for students to be creative, writing and publishing a story. The narrative should:</p> <p>*Start by introducing a narrator, characters, or a situational conflict.</p> <p>*Using narrative devices like dialogue, descriptive words, and character development (e.g.</p>
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	

Writes with a clear topic, developing and supporting ideas, using organization appropriate to the task (opinion, informative, narrative)	W.5.4		Using narrative devices like dialogue, descriptive words, and character development (e.g. showing how characters feel and react to what is happening in the narrative). *Instruction with pacing and sequencing events in a narrative. Focus on bringing story or narrative to a close.
Strengthens writing by planning, revising, and editing	W.5.5		
<b>Language</b>			Students revise writing with an emphasis on punctuation (especially commas), verb tenses and precise word meaning and grade/topic specific vocabulary. A focus of instruction will be on writing a strong conclusion.
Uses and demonstrates knowledge of grade level vocabulary		SL.5.6	A specific focus with grammar will be students learning the function of conjunctions, (e.g. because, yet), prepositions (e.g. above, without), and interjections (e.g. Hi, well, dear). They'll also start using correlative conjunctions (e.g. either/or, neither/nor). Also, focus of instruction will be to form and use the past, present, and future perfect tenses (I had walked; I have walked; I will have walked.)
Uses grade level conventions of grammar,	SL.5.1, S.L.5.2; W.5.7; W.5.8;W.5.9		
<b>Research to Build and Present Knowledge</b>			
Conducts short research projects that build knowledge through investigation of different aspects of a topic	W.5.7 W.5.8 W.5.9		Research: The focus of instruction will be planning an informational writing piece using a graphic organizer to organize details and a sequence of events. Students will gather facts and details from several sources. Students will collaborate with peers and adults to share and explain their findings. The focus of instruction is in laying the groundwork for student writing using a graphic organizer to model and analyze how authors use formatting (headings), link ideas to research, and express points of view within an informational text (or essay) structure.
Takes notes, categorizes information, and provides a list of sources; summarizes or paraphrases information	SL.5.2	W.5.7	
<b>Speaking and Listening</b>			<b>Quarter 2 Listening &amp; Speaking Focus:</b>
			Students will collaborate with each other to present findings with small research project.
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		





















































