English Language Arts			
Essential Skill Component	***Standard***	**Sub Component**	**Quarterly Focus**
Reading			**Quarter 3 Focus:**
Foundational Skills			Literature: Students read a variety of stories and poetry of the same genre. Students will analyze how similar genre approach themes or topics. A focus of instruction will be literary terms to describe and compare characters, settings, or events. Another focus of instruction will be figurative language and determining meaning of text by using a knowledge of similes and metaphors. A focus will be placed on Greek and Latin affixes and roots, and synonyms, antonyms and homographs within context. Students read to analyze how similar genre approach themes or topics. Students will compare and contrast the differences, and a focus of instruction will be applying what they've learned in their own writing. Another focus of instruction would be applying literary terms to describe and compare characters, settings or the unfolding of event sequences. Informational Text: Continuing to compare and contrast text structures in two or more texts will remain a focus. Summarizing informational text and analyzing multiple accounts of the same topic, in relation to point of view will be continued.
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		
Reading Literature			
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		
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		
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 3 Writing Focus:**
Writing			Writing/Research: The instructional focus will be on preparing, planning, revising, and editing a research essay of at least two typed pages. Students will use several sources to gather information. They will introduce and develop a research topic in a logical format. They will use linking words and phrases to connect ideas Students will write their essay using grade appropriate language. They will edit their writing using perfect verb tenses and conclude with a logical narration of events. They will present their writing in the form of a speech
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		logical narration of events. They will present their writing in the form of a speech. Students present their research findings in the form of an essay. They use multi-media components and visual displays as needed for comprehension. They list print, digital and other sources appropriately. Students are able to defend a judgment with reasons and evidence.
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; S	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			**Quarter 3 Listening & Speaking Focus:**
			Writing: A focus of instruction will be presenting information in the form of a speech. Emphasis will be placed on presenting information with appropriate facts and relevant, descriptive details. Students should receive a rubric during the planning stages including all necessary componants of a speech. Another focus of instruction will be teaching students to speak clearly, with appropriate pace, volume, and expression, keeping the audience in mind.
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		