

English Language Arts			
Essential Skill Component	Standard	Sub Component	Quarterly Focus
<b>Reading</b>			<b>Quarter 4 Focus:</b>
<b>Foundational Skills</b>			Literature: During the fourth quarter of fifth grade literacy, students compare and contrast two or more characters in non-fiction texts. They draw on specific details in the text (i.e., how characters interact). They recognize figurative language (similes, metaphors, idioms, adages or proverbs) and understand the intended meaning. Students recognize a narrator's or speaker's point of view. They understand how an author's point of view can influence the way the events are depicted. Students compare and contrast how different authors approach the same historical event in a non-fiction text.
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>			Students organize and logically group facts and details to support their own opinion about character(s) in non-fiction texts. Students write an opinion piece providing reasons to support their opinion. Students link opinion and reasons using words, phrases and clauses. In a concluding statement or section they summarize their opinion following instructional guidelines or purpose.
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		Informational Text: During the fourth quarter of fifth grade informational reading, students explain the relationship between details in two or more accounts of a historical event based on textual evidence. They analyze several accounts of the same event, noting similarities and differences in points of view. Students integrate information from multiple accounts of the same historic event. They are able to explain how authors use reasons and evidence to support multiple points of view. Students are able to generalize between various accounts in order to write one well developed product.
<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 4 Writing Focus:</b>
<b>Writing</b>			Students write an informational piece. They introduce the topic with a clear focus (i.e., relationships between two or more events in the text). Students develop the topic as they plan to write by grouping related information from many sources (print and digital). Planning, revising, editing and rewriting is guided and supported by peers and teacher. The focus on revising and editing verb tenses to convey time, sequences, state and conditions, as well as recognizing inappropriate shifts in verb tense. Ideas are linked using words, phrases and
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		recognizing inappropriate shifts in verb tense. Ideas are linked using words, phrases and clauses. Language is precise and specific to task. Students summarize their information into a finished work, providing a concluding statement or section. They produce a minimum of two pages. Students present and share their published writing.
Strengthens writing by planning, revising, and editing	W.5.5		
<b>Language</b>			
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	
<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		
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 4 Listening &amp; Speaking Focus:</b>
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)	Students will continue to collaborate with peers on multiple projects throughout the quarter. A focus this quarter will be on presenting information, perhaps from a historical or scientific topic.
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		





















































