Supporting
California's Standards

English Language Arts Bookmarks

Standards Reference to Support Planning and Instruction

http://commoncore.tcoe.org

5th Grade

Tulare County Office of Education

Tim A. Hire, County Superintendent of Schools

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5th Grade

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Anchor Standard
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.

RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Essential Skills and Concepts:
- ❑ Identify details and examples in text
- ❑ Use the author's name or expressions like, the ***author states***, or ***in the author's opinion*** when quoting from the texts
- ❑ Cite specific examples and details to support inferences
- ❑ When inferring from the text, cite what the author said that lead to that conclusion.

Question Stems and Prompts:
- ✓ Why did the author write this passage?
- ✓ What inferences can you make?
- ✓ What information would you need to support the inference?
- ✓ What can you conclude from this passage?
- ✓ Why do you think that? Can you give specific examples from the text that support your thinking?
- ✓ Can you show me where in the text the author says that?

Academic Vocabulary	Spanish Cognates
• explicit	explícito
• inference	inferencia
• textual evidence	
• conclude	concluír
• author's purpose	
• quote	

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5th Grade –Reading Standards for Literature

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Tim A. Hire, County Superintendent of Schools
http://commoncore.tcoe.org/licensing
6th edition, 2/2019

Anchor Standard
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.

Essential Skills and Concepts:
- ❒ Identify universal themes in stories, dramas, or poems
- ❒ Identify the topics in the writing
- ❒ Locate details that support the theme
- ❒ Understand that characters respond to challenges in different ways, such as internally or externally
- ❒ Understand that reflection is an inner process
- ❒ Summarize the text

Question Stems and Prompts:
- ✓ What is the theme of the story?
- ✓ Which statement is the theme of this story?
- ✓ Which of the following statements best reflects the theme of the story?
- ✓ What conflicts did you see and how were they resolved?
- ✓ How did the characters solve the conflict?
- ✓ Summarize the text in your own words?
- ✓ What was the main conflict?
- ✓ What details did the author give to help solve the conflict?
- ✓ In the poem, can you find examples times when the speaker was reflecting about the topic?

Academic Vocabulary	Spanish Cognates
• theme	tema
• drama	drama
• poem	poema
• details	detalle
• characters	
• reflects	reflexionar
• topic	tópico
• summarize	resumir
• conflict	conflicto
• resolution	resolución
• solution	solución

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Anchor Standard
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.5.3
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).

Essential Skills and Concepts:
- ❑ Identify the characters, setting and major events of a story
- ❑ Compare and contrast characters, setting and events in a story or drama
- ❑ Provide specific details when describing the interactions between characters
- ❑ Provide specific details when comparing or contrasting settings or events

Question Stems and Prompts:
- ✓ What can you tell me about these characters?
- ✓ In what ways do the characters think alike/differently?
- ✓ How does this contrast affect the outcome?
- ✓ In what way do different settings in the story affect the outcome?
- ✓ Which details does the author provide to show us how the characters act with each other?
- ✓ What attitude did the characters display?
- ✓ What do_____ and _____ have in common?
- ✓ How does the dialogue help you understand the characters and their actions?

Academic Vocabulary	Spanish Cognates
• theme	tema
• trait (characteristic)	característica
• compare	comparar
• contrast	contraste/contrastar
• describe	describir
• character/character traits	
• dialogue	diálogo
• analyze	analizar

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Anchor Standard
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. **(See grade 5 Language standards 4-6 for additional expectations.) CA**

Essential Skills and Concepts:

- ❑ Use context clues to help determine the meaning of unknown words or phrases in text
- ❑ Use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in text
- ❑ Understand that words and phrases have often have literal and figurative meanings
- ❑ Know that similes and metaphors are words used to compare two objects
- ❑ Use glossary, footnotes, or digital sources to determine the meaning of an unknown word or phrase

Question Stems and Prompts:

- ✓ What does the word ____ mean in this sentence?
- ✓ Are there any clues around the word that can help you determine its meaning?
- ✓ Locate a simile/metaphor – what does the author compare?
- ✓ What strategies can you use to help you find the meaning of the word?
- ✓ Look at this group of words. What is the meaning of the phrase?
- ✓ What do the characters symbolize?
- ✓ In the story, what is a symbol of _____?

Academic Vocabulary	Spanish Cognates
• context clue	
• symbolize	symbolizár
• imagery	
• figurative meaning	
• literal	literal
• example	ejemplo
• impression	impresión
• detail	detalle
• digital	digital
• footnote	

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5th Grade –Reading Standards for Literature

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Anchor Standard
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.5.5
Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem

Essential Skills and Concepts:
- ❑ Understand that stories, poems and dramas have different organizational elements
- ❑ Follow the message of the story, poem, or drama across chapters, stanzas, or scenes
- ❑ Understand that dramas have scenes, cast of characters, setting, and narrator
- ❑ Understand that stories have beginnings, conflicts/problems and conclusions
- ❑ Know that often poems have stanzas or verses that provide additional details for the reader

Question Stems and Prompts:
- ✓ How is this text organized?
- ✓ This selection can best be described as a ____.
- ✓ Can you explain the difference between a chapter in a book and a scene in a play?
- ✓ How many stanzas or verses does this poem have?
- ✓ How would this change if we took out the _____ stanza/chapter/scene?
- ✓ What is the key event/idea in this chapter/stanza?
- ✓ Why do you think the author wrote this as a _____, instead of as a _____?

Academic Vocabulary	Spanish Cognates
• drama	drama
• dialogue	dialogo
• scenes	escena
• casts	
• act	acto
• stage directions	
• dramatic literature	literatura dramática
• poem	poema
• stanza	

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Anchor Standard
Assess how point of view or purpose shapes the content and style of a text.

RL.5.6
Describe how a narrator's or speaker's point of view influences how events are described.

Essential Skills and Concepts:
- ❑ Identify the person who is telling the story
- ❑ Know that the way a person tells a story is influenced by their role and the outcomes of the story
- ❑ Understand how the narrator's point of view influences the description of events

Question Stems and Prompts:
- ✓ Who is telling these events?
- ✓ Is the narrator part of the story? Is this story being told in first-person?
- ✓ What is the narrator's perspective? Are they in the story, or is the story being told by an outside observer?
- ✓ How does the narrator's point of view influence how the events are described?
- ✓ Why do you think the narrator described the events the way he/she did?
- ✓ How would the story be different if another character was telling the story?

Academic Vocabulary	Spanish Cognates
• influence	influencia
• author	autor
• narrator	narrador
• speaker in text	
• point of view	punto de vista
• develop	

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5th Grade –Reading Standards for Literature

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Anchor Standard
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.5.7
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Essential Skills and Concepts:

- ❑ Know that when creating a multimedia presentation some of the elements to consider are:
  - text
  - animation
  - photos
  - video
  - sound
- ❑ Identify how visual and multimedia elements help increase the understanding of text
- ❑ Explain how images, sounds and movements contribute to the tone of the text
- ❑ Explain how photos, animation, and sounds are used to create beauty in a multimedia presentation of a print text

Question Stems and Prompts:

- ✓ How do the images, sounds, and movements contribute to a video or live presentation of a story that you have already read?
- ✓ How does adding photo images or video help increase your understanding of the text?
- ✓ What audio elements can you add to your presentation of that story, folktale, myth, or poem?
- ✓ When reading this graphic novel, be sure to notice how the creator uses words and images to convey the story.
- ✓ Think about how visual images influence your perspective.

Academic Vocabulary	Spanish Cognates
• graphic novel	novela grafica
• multimedia elements	
• tone	tono
• folktale	
• fiction	ficción
• myth	mito
• visual	visual

Standard RL.5.8 not applicable to fifth grade.

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Anchor Standard
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.5.9
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Essential Skills and Concepts:

- ❑ Be familiar with the characteristics of most genres:
  - fables
  - folk tales
  - mysteries
  - poems
  - adventure stories
- ❑ Identify the approaches authors take by analyzing two or more texts of similar themes

Question Stems and Prompts:

- ✓ How are ____ and ____ alike?
- ✓ How are ____ and ____ different?
- ✓ How do the ideas in ____ compare to the ideas in ____?
- ✓ What characteristics does the character, _____, have that contrast the character of ____?
- ✓ How does ____ from the ____culture, compare to ____ from the ____culture?
- ✓ Why do you think the author of ____ used the same pattern of events that was used in ____?
- ✓ What kind of writing does the author use to tell the story?
- ✓ How did the author organize the story?
- ✓ What are some of the characteristics found in a fable? mystery? poem?

Academic Vocabulary:	**Spanish Cognates**
• compare	comprar
• contrast	contraste/contrastár
• similar	similár
• patterns of events	
• literature	literature
• mystery	misterio
• poem	poema
• fable	fábula
• genre	género

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Anchor Standard
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.

Essential Skills and Concepts:
- ❑ Select books at the appropriate grade level
- ❑ Have the opportunity to read and listen to books from a variety of genres
- ❑ Use a recording sheet to track the titles and genres of books and stories read

Question Stems and Prompts:
- ✓ What have you read independently lately?
- ✓ What genres have you read?
- ✓ What genre did you enjoy the most?
- ✓ Have you read multiple books by the same author?
- ✓ Who is your favorite author? Have you read any of his/her books lately?
- ✓ While offering a choice of books ask, "Have you tried this reading this type of book?"
- ✓ If you read that book by this author, you might enjoy his/her latest book.
- ✓ Do you think you are ready to move to the next level?

Academic Vocabulary	Spanish Cognates
• literature	literatura
• independently	independiente
• fluently	
• author	autor
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- ✓ What genre did you enjoy the most?
- ✓ Have you read multiple books by the same author?
- ✓ Who is your favorite author? Have you read any of his/her books lately?
- ✓ While offering a choice of books ask, "Have you tried this reading this type of book?"
- ✓ If you read that book by this author, you might enjoy his/her latest book.
- ✓ Do you think you are ready to move to the next level?

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RI.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Essential Skills and Concepts:
- ❑ Understand the points the author is trying to make
- ❑ Decide what the author is saying that would help explain your belief
- ❑ Use phrases such as: *according to the author, in the book the author says*, *on page six the author* ***wrote,*** when explaining what the text says
- ❑ When inferring from the text, cite what the author said that lead you to that conclusion
- ❑ Cite specific examples and details to support inferences.

Question Stems and Prompts:
- ✓ What quote from the text will you use to support your conclusion?
- ✓ Don't forget when you are quoting an author; you need to use the same words the author used.
- ✓ Why do you think that? Support your inference with a quote from the text.
- ✓ Show me where in the text the author said that.
- ✓ When you are talking with your partner, please use the frame, "On page ____ the author states…"
- ✓ What can you infer from _____? (text, text structure)
- ✓ Describe what the author means when he says, ____.
- ✓ What does the author mean when he says, _____?
- ✓ Why did the author choose this word/phrase to describe _____?

Academic Vocabulary	Spanish Cognates
• quote	
• explicitly	explícitamente
• drawing inferences	
• accurately	
• conclude	concluir
• support	
• evidence	
• inference	inferencia
• generalization	generalización

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- ✓ Show me where in the text the author said that.
- ✓ When you are talking with your partner, please use the frame, "On page ____ the author states…"
- ✓ What can you infer from _____? (text, text structure)
- ✓ Describe what the author means when he says, ____.
- ✓ What does the author mean when he says, _____?
- ✓ Why did the author choose this word/phrase to describe _____?

Academic Vocabulary	Spanish Cognates
• quote	
• explicitly	explícitamente
• drawing inferences	
• accurately	
• conclude	concluir
• support	
• evidence	
• inference	inferencia
• generalization	generalización

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Anchor Standard
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.5.2
Determine two or more main ideas and how they are supported by key details; summarize the text.

Essential Skills and Concepts:
- ❑ Identify the main ideas of the text
- ❑ Determine which details are key to the text
- ❑ Analyze how the author supported the main ideas with those details
- ❑ Know how to summarize text
- ❑ Use key details and the main idea to summarize

Question Stems and Prompts:
- ✓ What is this text about?
- ✓ What are the main ideas developed in the text?
- ✓ After reading the text, which details support the main ideas?
- ✓ How did you decide that these details are important?
- ✓ What kind of details does the author use to support the main ideas?
- ✓ Write a short summary of the text. Be sure to include key details in your summary.
- ✓ Summarize the main ideas of the text in a sentence.
- ✓ Create an outline or a graphic organizer that defines the main idea and the supporting details.

Academic Vocabulary	Spanish Cognates
• determine	determinar
• main ideas	
• support	
• summarize	resumir
• key details	
• explain	explicar

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Academic Vocabulary	Spanish Cognates
• determine	determinar
• main ideas	
• support	
• summarize	resumir
• key details	
• explain	explicar

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Anchor Standard
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.5.3
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Essential Skills and Concepts:
- ❑ Recognize the difference between an event, an idea, individual, or concept
- ❑ Understand information read in historical, scientific, or technical text
- ❑ Compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology
- ❑ Cite specific information from the text that supports observations about relationships or interactions

Question Stems and Prompts:
- ✓ Explain the relationship between _____ and _____.
- ✓ What information from the text did you use to determine the relationship between these two scientific concepts?
- ✓ What information from the text did you use to determine the relationship between these two historical events?
- ✓ What was the result of _____'s idea?
- ✓ How has the interaction between these two people affected us today?
- ✓ Where, in the text, does the author indicate what the result of these events has been?
- ✓ Summarize the relationship between ____ and ____. Cite evidence from the text in your summary.
- ✓ How did ____ cause ___ to happen?
- ✓ What was the effect on _____?

Academic Vocabulary	Spanish Cognates
• events	
• concepts	conceptos
• ideas	ideas
• interactions	interacciones
• relationship	relación
• historical	históríco
• scientific	científico
• technical	técnico
• information	información

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Academic Vocabulary	Spanish Cognates
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• concepts	conceptos
• ideas	ideas
• interactions	interacciones
• relationship	relación
• historical	históríco
• scientific	científico
• technical	técnico
• information	información

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Anchor Standard
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 5 topic or subject area.* **(See grade 5 Language standards 4-6 for additional expectations.) CA**

Essential Skills and Concepts:
- ❑ Know how to use a dictionary or digital reference material to determine the meaning of words
- ❑ Know how to use Greek and Latin affixes and roots as clues to determine the meaning of a word/phrase
- ❑ Use context to help determine the meaning of figurative language
- ❑ Use the relationship of words to help determine the word meaning
- ❑ Recognize when a phrase is being used as an idiomatic expression
- ❑ Understand the words may have multiple meanings

Question Stems and Prompts:
- ✓ Read the sentences around the word/phrase to help you determine its meaning.
- ✓ What does the word, _____, mean in this sentence?
- ✓ What does the phrase, _____, mean in this selection?
- ✓ What tools can you use to help you find the meaning of this word?
- ✓ Are there any parts of the word you know? Can you use that to help you figure out the meaning of the word?
- ✓ What does the prefix/suffix _____ mean in the word _____?
- ✓ Where else in the book might you look at to help you figure out what the word means?
- ✓ What word would be the best choice in searching for _____ on the Internet?

Academic Vocabulary	Spanish Cognates
multiple meaning words	
figurative language	
idiom	
synonym	sinónimo
antonym	antónimo
prefix	prefijo
suffix	sufijo
Greek and Latin root words	
reference materials	
digital	digitál

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Anchor Standard
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.

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Academic Vocabulary	Spanish Cognates
multiple meaning words	
figurative language	
idiom	
synonym	sinónimo
antonym	antónimo
prefix	prefijo
suffix	sufijo
Greek and Latin root words	
reference materials	
digital	digitál

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Anchor Standard
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.5.5
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in two or more texts.

Essential Skills and Concepts:

- ❑ Know that organizational structures are used to convey information
  - chronology
  - comparison
  - cause/effect
  - problem/solution
- ❑ Know that some authors organize events, ideas, concepts or information in chronological (time) order
- ❑ Compare and contrast how two different authors wrote about the events, ideas, concepts or information in two or more texts

Question Stems and Prompts:

- ✓ How is this chapter/text organized?
- ✓ If you compared these two books/articles about _____, how are the ideas or concepts the same? How are they different?
- ✓ Is this chapter (part of the book) organized chronologically, by cause/effect or problem/solution?
- ✓ Do the authors of both of these texts agree as to the cause and effect of …?
- ✓ The author organized this chapter by chronological order; what organizational structure did the author of the other book use?
- ✓ How else might have this text been organized?

Academic Vocabulary	Spanish Cognates
• chronological order	orden cronológico
• cause and effect	causa y efecto
• comparison	comparación
• problem/solution	problema/solucion
• structure	estructura
• events	
• concepts	conceptos
• describe	describir

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Anchor Standard
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Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in two or more texts.

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• comparison	comparación
• problem/solution	problema/solucion
• structure	estructura
• events	
• concepts	conceptos
• describe	describir

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Anchor Standard
Assess how point of view or purpose shapes the content and style of the text.

RI.5.6
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Essential Skills and Concepts:
- ❑ Understand that the word *account* is a synonym for a description of an event or experience
- ❑ Understand that multiple accounts might include both firsthand (people who were there at the time) and secondhand (someone who learned of the event from someone else) accounts
- ❑ Describe similarities and differences between two accounts of the same event or topic
- ❑ Explain point of view

Question Stems and Prompts:
- ✓ What are the sources for the different accounts of the event or topic?
- ✓ Are these first- or secondhand accounts of the events?
- ✓ Describe the similarities between the accounts.
- ✓ Using the books, can you find some important differences in their accounts of the events or topics?
- ✓ Describe the differences between _____ and _____.
- ✓ What details did the author provide to convey the difference between _____ and _____?
- ✓ Why do you think the authors describe or tell about the events or topics differently?
- ✓ Why would the point of view be different in these versions?

Academic Vocabulary	Spanish Cognates
• accounts	
• topic	
• similarities	similitudes
• differences	diferencias
• point of view	punto de vista

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• accounts	
• topic	
• similarities	similitudes
• differences	diferencias
• point of view	punto de vista

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Anchor Standard
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.5.7
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Essential Skills and Concepts:
- ❑ Know how to access digital information sources such as: Google, Bing, Wolfram Alpha, Wikipedia, dictionary.com
- ❑ Know how to use key terms to focus a search
- ❑ Know how to enter a question
- ❑ Know how to skim and scan print media to locate answers
- ❑ Determine if a source is credible

Question Stems and Prompts:
- ✓ Use Internet sources to find the answer to _____.
- ✓ Use the information from _____ and _____to find the answers to _____.
- ✓ How would you solve the problem of _____?
- ✓ Where/How would you find this answer?
- ✓ Summarize information from different formats.
- ✓ Use the information from several different sources to come up with a solution to that problem.
- ✓ Which search engine would be the best to use in order to locate the answer to the question?

Academic Vocabulary	Spanish Cognates
• print sources	
• digital sources	
• efficiently	
• locate	
• synthesize	sintetizar
• summarize	resumír
• topic	
• solution	solución

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• print sources	
• digital sources	
• efficiently	
• locate	
• synthesize	sintetizar
• summarize	resumír
• topic	
• solution	solución

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Anchor Standard
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.5.8
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Essential Skills and Concepts:
- ❑ Recognize the points the author is trying to make through his writing
- ❑ Explain what evidence is used and how it supports what he/she has written
- ❑ Define the difference between reasons and evidence
- ❑ Identify what reasons the author gives for making these points
- ❑ Identify facts and details the author has cited as evidence to support his points

Question Stems and Prompts:
- ✓ What is the author's message?
- ✓ What evidence did the author use to support his thinking?
- ✓ Where in the text does the author show evidence to support the claim?
- ✓ Why did the author write that?
- ✓ Does the author give any reasons for writing that?
- ✓ Could you tell me why the author might have included that?
- ✓ What evidence could the author have added to make the points stronger?
- ✓ Create a graphic organizer/visual representation of the author's points and show the reasons/evidence he/she used to support his points.

Academic Vocabulary	Spanish Cognates
• evidence	
• reason	razón
• support	
• author	autor
• points	
• indentify	identificar

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• reason	razón
• support	
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• points	
• indentify	identificar

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Tim A. Hire, County Superintendent of Schools
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6th edition, 2/2019

Anchor Standard
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.5.9
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Essential Skills and Concepts:
- ❑ Have access to several texts on the same topic
- ❑ Have a system for organizing information from several sources
- ❑ Find the common details about a topic when reading different texts
- ❑ Compare the text to find key details/ideas which are different
- ❑ Combine the most important information
- ❑ Write or speak about a subject knowledgeably

Question Stems and Prompts:
- ✓ What did you learn from this piece of text about topic?
- ✓ Were there important details in this text that were not in the other?
- ✓ How are you deciding what details are important enough that you need to include them when you are writing?
- ✓ Did the author of this text write something that you need to include that the other didn't?
- ✓ How are you keeping track of the information so that you can put it together when you are writing or speaking?
- ✓ Support your points/counterpoints with evidence from several sources.
- ✓ Does that sound like you know what you are talking about?

Academic Vocabulary	Spanish Cognates
• compare	comparar
• contrast	contraste/contrastar
• differ	
• knowledgeably	
• integrate	integrar

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Academic Vocabulary	Spanish Cognates
• compare	comparar
• contrast	contraste/contrastar
• differ	
• knowledgeably	
• integrate	integrar

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Anchor Standard
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.

Essential Skills and Concepts:
- ❑ Understand how to use text features to comprehend information text
- ❑ Understand that the purpose of reading informational text is to learn about or understand a subject better
- ❑ Know how to access many different types of informational text such as magazine, online website, textbooks, that vary in a range of text complexity

Question Stems and Prompts:
- ✓ Have you tried reading a book about_____?
- ✓ After reading your science book, you might want to look up more information in a trade book, or on the computer.
- ✓ Another book about this topic is…
- ✓ The school library has a book about …
- ✓ Before reading, did you look at the headings on the page?
- ✓ Did you read the bold print to help you understand what you are reading?
- ✓ Were you able to read the information fluently?
- ✓ Retell information you read on _____.

Academic Vocabulary	Spanish Cognates
• independently	independientemente
• proficiently	
• fluently	
• bold print	
• headings	
• level	nivel
• range	
• complexity	complejidad

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Academic Vocabulary	Spanish Cognates
• independently	independientemente
• proficiently	
• fluently	
• bold print	
• headings	
• level	nivel
• range	
• complexity	complejidad

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools
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6th edition, 2/2019

Standards RF.5.1 and RF.5.2 are not applicable to fifth grade

Anchor Standard

Anchor standards do not exist for RF Standards.

RF.5.3
Know and apply grade-level phonics and word analysis skills in decoding words.

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.

Essential Skills and Concepts:

- ❑ Know which letters and sounds are related
- ❑ Be familiar with syllabication patterns
- ❑ Use roots, affixes and base words to read unfamiliar multisyllabic words in context
- ❑ Combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context

Question Stems and Prompts:

- ✓ Can you make all the sounds in that word in order?
- ✓ Are there any familiar parts in that word that you can use to help you?
- ✓ Do you know any other words like that? Which?
- ✓ Read that (multisyllabic) word in chunks.

Academic Vocabulary	Spanish Cognates
• letter-sounds	
• syllabication pattern	
• context	context
• skills	
• roots	
• affixes	afijos
• accurately	

http://commoncore.tcoe.org/licensing

Standards RF.5.1 and RF.5.2 are not applicable to fifth grade

Anchor Standard

Anchor standards do not exist for RF Standards.

RF.5.3
Know and apply grade-level phonics and word analysis skills in decoding words.

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.

Essential Skills and Concepts:

- ❑ Know which letters and sounds are related
- ❑ Be familiar with syllabication patterns
- ❑ Use roots, affixes and base words to read unfamiliar multisyllabic words in context
- ❑ Combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context

Question Stems and Prompts:

- ✓ Can you make all the sounds in that word in order?
- ✓ Are there any familiar parts in that word that you can use to help you?
- ✓ Do you know any other words like that? Which?
- ✓ Read that (multisyllabic) word in chunks.

Academic Vocabulary	Spanish Cognates
• letter-sounds	
• syllabication pattern	
• context	context
• skills	
• roots	
• affixes	afijos
• accurately	

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Anchor Standard

Anchor standards do not exist for RF standards.

RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

- **a.** Read on-level text with purpose and understanding.
- **b.** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **c.** Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

Essential Skills and Concepts:

- ❑ Set a purpose for reading
- ❑ Know when understanding has been lost
- ❑ Use expression when reading
- ❑ Self-monitor for understanding
- ❑ Use strategies for self-correction
- ❑ Read a variety of fiction text
- ❑ Re-read for fluency and comprehension
- ❑ Skim text for information
- ❑ Scan text to confirm

Question Stems and Prompts:

- ✓ What is your reason for reading this selection?
- ✓ Show me that you understand what you are reading.
- ✓ What can you do when the story/text doesn't make sense?
- ✓ What strategies can you use to help you understand what you are reading?
- ✓ Did you scan the text to get an idea about what you will be reading?
- ✓ Did you scan the page before starting to read?
- ✓ After looking at the question, can you scan the page for an answer?
- ✓ Read as if you were talking?

Academic Vocabulary	Spanish Cognates
• self-correction	
• self-monitoring	
• fluency	
• comprehension	comprensión
• re-reading	
• checking for understanding	
• genres	géneros
• purpose	propósito
• skim	
• scan	
• expression	expresión

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Anchor Standard

Anchor standards do not exist for RF standards.

RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

- **a.** Read on-level text with purpose and understanding.
- **b.** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **c.** Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

Essential Skills and Concepts:

- ❑ Set a purpose for reading
- ❑ Know when understanding has been lost
- ❑ Use expression when reading
- ❑ Self-monitor for understanding
- ❑ Use strategies for self-correction
- ❑ Read a variety of fiction text
- ❑ Re-read for fluency and comprehension
- ❑ Skim text for information
- ❑ Scan text to confirm

Question Stems and Prompts:

- ✓ What is your reason for reading this selection?
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- ✓ What strategies can you use to help you understand what you are reading?
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• fluency	
• comprehension	comprensión
• re-reading	
• checking for understanding	
• genres	géneros
• purpose	propósito
• skim	
• scan	
• expression	expresión

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Anchor Standard
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- **a.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **b.** Provide logically ordered reasons that are supported by facts and details.
- **c.** Link opinions and reasons using words, phrases, and clauses (e.g., *consequently, specifically).*
- **d.** Provide a concluding statement or section related to the opinion presented.

Essential Skills and Concepts:

- ❑ Recognize facts from opinions
- ❑ Use various organizational structures, such as cause and effect, chronological order, etc. to organize text
- ❑ Understand the features of expository text
- ❑ Know how to group related ideas
- ❑ Recognize when ideas are not expressed logically
- ❑ Use transitional words and phrases to help the reader follow the information
- ❑ Understand how to express an opinion effectively
- ❑ Demonstrate the writing of a concluding statement

Question Stems and Prompts:

- ✓ What is your writing about? How will you support your opinion?
- ✓ What reasons do you state to explain your opinion?
- ✓ Which facts and details have you included that support your opinion?
- ✓ Should your reasons be placed in a specific order? Why, or why not?
- ✓ Is your writing logical?
- ✓ Does your concluding statement relate back to the opinion(s) you presented earlier in your writing?
- ✓ Support your opinion with evidence.
- ✓ Write a conclusion to go with that piece of writing.

Academic Vocabulary	Spanish Cognates
• organization	organización
• opinion	opinión
• phrases	frases
• clauses	clausulas
• transitions	transiciones
• concluding statement	
• facts	
• details	detalles
• logical	lógico

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Academic Vocabulary	Spanish Cognates
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• transitions	transiciones
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• facts	
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5th Grade – Writing Standards

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6th edition, 2/2019

Anchor Standard
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- **a.** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (*e.g., headings)*, illustrations, and multimedia when useful to aiding comprehension.
- **b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **c.** Link ideas within and across categories of information using words, phrases, and clauses (*e.g., in contrast, especially).*
- **d.** Use precise language and domain specific vocabulary to inform about or explain the topic.
- **e.** Provide a concluding statement or section related to the information or explanation presented.

Essential Skills and Concepts:

- ❑ Write an introduction that includes a topic sentence
- ❑ Understand how to develop a topic
- ❑ Know that illustrations, headings, pictures can make the writing understandable
- ❑ Logically group information so that the writing remains focused
- ❑ Know the correct way to format and include facts, definitions, quotes and examples to help convey information
- ❑ Support the topic with facts
- ❑ Use appropriate vocabulary
- ❑ Provide an effective conclusion

Question Stems and Prompts:

- ✓ How will you introduce your topic?
- ✓ How will you organize and group your information?
- ✓ How will you narrow the focus of your writing?
- ✓ Include examples, quotes and details about your topic.
- ✓ What do others say about your topic? Include quotes from the reading you did.
- ✓ Are there illustrations, or other media you can use as a source to make your text easier to understand?
- ✓ What relevant facts support the topic?
- ✓ What other details, facts, definitions can be added to your writing?
- ✓ What words/phrases will you use to link your ideas across paragraphs and the across the text?

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- ❑ Use appropriate vocabulary
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Question Stems and Prompts:

- ✓ How will you introduce your topic?
- ✓ How will you organize and group your information?
- ✓ How will you narrow the focus of your writing?
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W.5.2 – (Continued)

Academic Vocabulary	Spanish Cognates
• topic	
• focus	
• logical	lógico
• links	
• categories	categorías
• conclusion	conclusión

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5th Grade – Writing Standards

W.5.2 – (Continued)

Academic Vocabulary	Spanish Cognates
• topic	
• focus	
• logical	lógico
• links	
• categories	categorías
• conclusion	conclusión

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Anchor Standard
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.
- **b.** Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- **c.** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- **d.** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **e.** Provide a conclusion that follows from the narrated experiences or events.

Essential Skills and Concepts:

- ❑ Outline the major events and settings of the story
- ❑ Let people know who is telling the story and in what situation the characters find themselves
- ❑ Use the character's words to help explain what is happening and what the character is thinking
- ❑ Know and use a variety of temporal words to move the story from beginning to end
- ❑ Use sensory and descriptive words to help the reader visualize the characters, experiences, and settings in the story
- ❑ Use precise words to help the reader understand the feelings and thoughts of the characters
- ❑ Understand the importance of a satisfying conclusion

Question Stems and Prompts:

- ✓ What is the problem in the story?
- ✓ Who is telling the story?
- ✓ Describe how _____ felt when _____.
- ✓ What happened after _____?
- ✓ What if _____ would have happened first? How would that affect the plot?
- ✓ How will you use dialogue to develop the plot?
- ✓ What problems will the characters face in the story?
- ✓ What actions will the characters take in response to the events in the story?
- ✓ How does the character change throughout the story?
- ✓ Remember to show the reader with precise words.
- ✓ What events will lead to the conclusion/resolution of your story?
- ✓ Write an ending to the story that is different.
- ✓ Use transitional words and phrases that connect the events in the story.

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5th Grade – Writing Standards

Anchor Standard
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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W.5.3 – (Continued)

Academic Vocabulary	Spanish Cognates
• narrative	narrativa
• narrator	narrador
• characters	
• sequence	secuencia
• dialogue	diálogo
• pacing	
• description	descripción
• behaviors	
• responses	
• temporal words	
• precise	preciso
• conclusion	conclusión

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5th Grade – Writing Standards

W.5.3 – (Continued)

Academic Vocabulary	Spanish Cognates
• narrative	narrativa
• narrator	narrador
• characters	
• sequence	secuencia
• dialogue	diálogo
• pacing	
• description	descripción
• behaviors	
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• temporal words	
• precise	preciso
• conclusion	conclusión

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Anchor Standard
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 **(including multiple-paragraph texts)** 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*) **CA**

Essential Skills and Concepts:
- ❑ Write in a logical, sequential manner
- ❑ Have a large body of known words so they can choose words that will help make meaning clear
- ❑ Understand and use organizational structure such as comparing and contrasting, problem/solution, etc.
- ❑ Understand the purpose for the writing task
- ❑ Understand the audience

Question Stems and Prompts:
- ✓ Are you writing to tell a story or to help someone learn more about...?
- ✓ What form of writing does the prompt call for?
- ✓ Who is the audience?
- ✓ What is the text structure?
- ✓ Is there a thinking map or graphic organizer you can use to help organize your writing?
- ✓ What facts, events, dialogue, examples are you including that will help make your writing clearer?
- ✓ Does your writing move the reader easily from one part to another?

Academic Vocabulary	Spanish Cognates
• organization	organización
• development	
• substance	substancia
• style	estilo
• appropriate	apropiado
• purpose	propósito
• audience	audiencia
• clear	claro
• coherent	

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• style	estilo
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• clear	claro
• coherent	

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Anchor Standard
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (*Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)*

Essential Skills and Concepts:

- ❑ Know and use the conventions of standard English including conjunctions and verb tenses
- ❑ Demonstrate correct usage of capital letters and punctuation, such as commas, quotations, underlining, and italics
- ❑ Know different ways to expand, combine and vary sentences
- ❑ Know how to use the stages of the writing process
- ❑ Rearrange or edit unnecessary information
- ❑ Be familiar with editing tools such as checklists and handbooks
- ❑ Seek guidance from peers to help add precise language/ideas to writing

Question Stems and Prompts:

- ✓ What will you use to help organize your ideas?
- ✓ Which would be the best topic/thesis statement?
- ✓ What is the best title for this selection?
- ✓ Rewrite this so that the ideas/details are clearer?
- ✓ Which sentence/paragraph can best be added?
- ✓ Which sentence would be the best topic sentence?
- ✓ You have tried organizing your writing this way; have you thought of using another approach?
- ✓ Did you share your ideas and thoughts with your group?
- ✓ What feedback did they give you? How did you apply the feedback?
- ✓ Is there a better way to start or end your writing?

Academic Vocabulary	Spanish Cognate
• planning	planeando/planificación
• revising	revisando
• editing	
• rewriting	
• organization	organización
• approach	
• guidance	
• strengthen	

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Anchor Standard
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (*Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)*

Essential Skills and Concepts:

- ❑ Know and use the conventions of standard English including conjunctions and verb tenses
- ❑ Demonstrate correct usage of capital letters and punctuation, such as commas, quotations, underlining, and italics
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Academic Vocabulary	Spanish Cognate
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• editing	
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• approach	
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Anchor Standard
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.5.6
With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

English Skills and Concepts:
- ❑ Use a standard keyboard and know some of the basic functions
- ❑ Access the Internet as part of a group task
- ❑ Demonstrate knowledge of publishing programs and structure
- ❑ Know how to set margins, spacing, tabs, make columns, add page numbers, page orientation and set up
- ❑ Know how to save documents on the computer
- ❑ Understand how to use search engines on the Internet such as *Google, Bing, Yahoo*
- ❑ Be familiar with various computer programs (e.g.: *Word, Publisher, Power Point, Spell-check, email, etc.)* and be able to use them efficiently
- ❑ Work collaboratively to complete a written project/document

Question Stems and Prompts:
- ✓ What software would you use to create this document?
- ✓ Where/how will you save your document?
- ✓ How do you spell check a document?
- ✓ How do you access _____?
- ✓ How would you find _____ on the Internet?
- ✓ How did your group divide up the responsibilities for the task?
- ✓ What online resources might you use to help write your paper?
- ✓ How will you use technology to collaborate on your writing?

Academic Vocabulary	Spanish Cognates
• document	documento
• format	formato
• insert	
• computer	computadora
• spell check	
• save	
• menus	menu
• file older	
• word processing	
• PowerPoint & keyboarding	

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Anchor Standard
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.5.6
With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

English Skills and Concepts:
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Academic Vocabulary	Spanish Cognates
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• format	formato
• insert	
• computer	computadora
• spell check	
• save	
• menus	menu
• file older	
• word processing	
• PowerPoint & keyboarding	

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Anchor Standard
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.5.7
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Essential Skills and Concepts:

- ❑ Use the steps for writing a research paper
  - Define a topic
  - Make a list of questions/resources
  - Make notes or create a graphic organizer
  - Write the first draft
  - Seek help to edit and revise from peers
  - Publish
- ❑ Know how to use reference materials such as encyclopedias, search engines or databases
- ❑ Use of key words for Internet searches
- ❑ Know how to cite a variety of sources
- ❑ Know the organizational structures used when writing a research project
- ❑ Synthesize information from various perspectives or authors
- ❑ Create bibliography

Question Stems and Prompts:

- ✓ What sources could you use to investigate _____ and write about it?
- ✓ What question does your research report answer?
- ✓ What online sources will you use?
- ✓ Will you be able to finish this research in one or two periods?
- ✓ Did you research both the positive and negative sides of the issue?
- ✓ How will you keep track of the sources you use?
- ✓ Which bibliography entry is cited correctly?
- ✓ How do you cite a bibliography entry for a _____?

Academic Vocabulary	Spanish Cognates
• aspects	aspectos
• topics	
• research	
• data base	
• internet search	
• bibliography	bibliografía
• investigation	investigacón
• cite source	
• synthesize	sintetizar

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5th Grade – Writing Standards

Anchor Standard
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.5.7
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Essential Skills and Concepts:

- ❑ Use the steps for writing a research paper
  - Define a topic
  - Make a list of questions/resources
  - Make notes or create a graphic organizer
  - Write the first draft
  - Seek help to edit and revise from peers
  - Publish
- ❑ Know how to use reference materials such as encyclopedias, search engines or databases
- ❑ Use of key words for Internet searches
- ❑ Know how to cite a variety of sources
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Academic Vocabulary	Spanish Cognates
• aspects	aspectos
• topics	
• research	
• data base	
• internet search	
• bibliography	bibliografía
• investigation	investigacón
• cite source	
• synthesize	sintetizar

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Anchor Standard
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.5.8
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Essential Skills and Concepts:
- ❑ Research topics using multiple sources both print and digital
- ❑ Decide whether information discovered is relevant or important to the work
- ❑ Cite sources both digital and print sources
- ❑ Know and use several note-taking strategies, such as use of index cards, notebooks, graphic organizers
- ❑ Know how to paraphrases the words of the author without copying
- ❑ Create a bibliography
- ❑ Summarize information from multiple sources
- ❑ Interpret data

Question Stems and Prompts:
- ✓ Ask yourself, "How does this support my topic?"
- ✓ Is this information important to your research?
- ✓ How do you know the source is credible?
- ✓ How did you determine if this information is relevant to your topic?
- ✓ How do you cite sources in a bibliography?
- ✓ Where can you find information about how to cite Internet sources?
- ✓ What do you need to do if you are using the author's exact words?
- ✓ Can you say that using your own words?
- ✓ How is a digital source cited differently than a printed source?
- ✓ How will you summarize the information found in this data?
- ✓ What can you conclude?

Academic Vocabulary	Spanish Cognates
• digital sources	
• summarize	resumir
• paraphrase	parafasear
• bibliography	bibliographía
• research	
• relevant (pertinent)	pertinente
• note-taking	
• cite	
• quote	

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Anchor Standard
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.5.8
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Essential Skills and Concepts:
- ❑ Research topics using multiple sources both print and digital
- ❑ Decide whether information discovered is relevant or important to the work
- ❑ Cite sources both digital and print sources
- ❑ Know and use several note-taking strategies, such as use of index cards, notebooks, graphic organizers
- ❑ Know how to paraphrases the words of the author without copying
- ❑ Create a bibliography
- ❑ Summarize information from multiple sources
- ❑ Interpret data

Question Stems and Prompts:
- ✓ Ask yourself, "How does this support my topic?"
- ✓ Is this information important to your research?
- ✓ How do you know the source is credible?
- ✓ How did you determine if this information is relevant to your topic?
- ✓ How do you cite sources in a bibliography?
- ✓ Where can you find information about how to cite Internet sources?
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- ✓ How will you summarize the information found in this data?
- ✓ What can you conclude?

Academic Vocabulary	Spanish Cognates
• digital sources	
• summarize	resumir
• paraphrase	parafasear
• bibliography	bibliographía
• research	
• relevant (pertinent)	pertinente
• note-taking	
• cite	
• quote	

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Anchor Standard
Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9
Draw evidence from literary or informational texts to support analysis, reflection and research.

- **a.** Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- **b.** Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Essential Skills and Concepts:

- ❑ Analyze information based on the details the author provides
- ❑ Synthesize information using the interactions of the characters, events, and setting with their knowledge of the world
- ❑ Cite information and explain how it supports the points the author is trying to make
- ❑ Research information and draw conclusions about what has been said/written

Question Stems and Prompts:

- ✓ After reading or researching _____ (literary or informational text/s), write _____ (product) in which you explain your reasons _____ (content). Support your opinion with evidence from the text/s. (Argumentation/Explain)

- ✓ After reading or researching _____(literary or informational text/s), write _____ (product) in which you describe _____ (content). Support your response with evidence from the text/s. (Informational or Explanatory/Describe)

- ✓ After researching_____ (informational text/s), write _____ (product) in which you describe _____ (content). Support your response with evidence from your research. (Narrative/Describe)

(http://ldc.org/resources)

Academic Vocabulary	Spanish Cognates
• research	
• analysis	análasis
• support	
• reflection	reflexión
• evidence	
• literary	literario
• informational text	text informativo

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5th Grade – Writing Standards

Anchor Standard
Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9
Draw evidence from literary or informational texts to support analysis, reflection and research.

- **a.** Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- **b.** Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Essential Skills and Concepts:

- ❑ Analyze information based on the details the author provides
- ❑ Synthesize information using the interactions of the characters, events, and setting with their knowledge of the world
- ❑ Cite information and explain how it supports the points the author is trying to make
- ❑ Research information and draw conclusions about what has been said/written

Question Stems and Prompts:

- ✓ After reading or researching _____ (literary or informational text/s), write _____ (product) in which you explain your reasons _____ (content). Support your opinion with evidence from the text/s. (Argumentation/Explain)

- ✓ After reading or researching _____(literary or informational text/s), write _____ (product) in which you describe _____ (content). Support your response with evidence from the text/s. (Informational or Explanatory/Describe)

- ✓ After researching_____ (informational text/s), write _____ (product) in which you describe _____ (content). Support your response with evidence from your research. (Narrative/Describe)

(http://ldc.org/resources)

Academic Vocabulary	Spanish Cognates
• research	
• analysis	análasis
• support	
• reflection	reflexión
• evidence	
• literary	literario
• informational text	text informativo

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Anchor Standard
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.5.10
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 discipline-specific tasks, purposes, and audiences.

Essential Skills and Concepts:

- ❑ Select appropriate writing topics
- ❑ Recognize purpose for writing
- ❑ Know the audience
- ❑ Organize thoughts to focus on a topic
- ❑ Know how to research a topic using various sources
- ❑ Generate questions to continue to write on a topic for an extended amount of time
- ❑ Know how to conclude different types of writings
- ❑ Know that a research paper has an introduction, a body, and a conclusion
- ❑ Know that for writing a research project, you must include and cite various sources.

Question Stems and Prompts:

- ✓ How did you pick your topic?
- ✓ How will you organize your thoughts? (graphic organizers, Thinking Maps)
- ✓ Write about…
- ✓ Today you will have ____ minutes to write about…
- ✓ Where will you find your sources? Do you have a variety of sources from which you can pull information?
- ✓ Re-read your writing and ask a peer to read it to see if there are additions you need to make.
- ✓ Did you think about your audience when you were writing?
- ✓ Did you edit and revise your writing using the proofreading checklist?

Academic Vocabulary	Spanish Cognates
• research	
• summarize	resumir
• revise/edit	revisar
• bibliography	bibliografia
• sources	
• peer	
• graphic organizers	

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5th Grade – Writing Standards

Anchor Standard
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.5.10
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 discipline-specific tasks, purposes, and audiences.

Essential Skills and Concepts:

- ❑ Select appropriate writing topics
- ❑ Recognize purpose for writing
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Academic Vocabulary	Spanish Cognates
• research	
• summarize	resumir
• revise/edit	revisar
• bibliography	bibliografia
• sources	
• peer	
• graphic organizers	

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5th Grade – Writing Standards

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Anchor Standard
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.

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.

- **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.
- **b.** Follow agreed-upon rules for discussions and carry out assigned roles.
- **c.** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **d.** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Essential Skills and Concepts:

- ❑ Be prepared when you come to group
- ❑ Use what you have learned to help others
- ❑ Respect the contributions made by others
- ❑ Use rules of conversations
  - Everyone should contribute to the discussion
  - Keep focused on the topic being discussed
  - Don't interrupt
  - Be an attentive listener
- ❑ Help your group stay focused by posing questions that contribute to the discussion
- ❑ Offer comments or responses that build on the remarks of others
- ❑ Listen with the intent to learn and build knowledge

Question Stems and Prompts:

- ✓ Are you prepared? Have you reviewed the assignment?
- ✓ Did you complete your reading assignment?
- ✓ What information will you contribute to the discussion?
- ✓ In light of what has already been said, what are your thoughts about…?
- ✓ What else could you add to that comment?
- ✓ What clarifying questions could you ask of your partner?
- ✓ Can you show the group where you got your information?

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5th Grade – Speaking & Listening Standards

Anchor Standard
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.

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.

- **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.
- **b.** Follow agreed-upon rules for discussions and carry out assigned roles.
- **c.** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **d.** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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  - Don't interrupt
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- ❑ Offer comments or responses that build on the remarks of others
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SL.5.1 – (Continued)

- ✓ What conclusions did you arrive at after your conversation with your group?

Academic Vocabulary	Spanish Cognates
• discussion	discusión
• elaboration	elaborar
• contribute	contribuir
• clarify	clarificar
• draw conclusions	

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SL.5.1 – (Continued)

- ✓ What conclusions did you arrive at after your conversation with your group?

Academic Vocabulary	Spanish Cognates
• discussion	discusión
• elaboration	elaborar
• contribute	contribuir
• clarify	clarificar
• draw conclusions	

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Anchor Standard
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.

Essential Skills and Concepts:
- ❑ Summarize
- ❑ Interpret information from various formats
- ❑ Offer an explanation
- ❑ Synthesize information
- ❑ Interpret information presented visually, quantitatively or orally

Question Stems and Prompts:
- ✓ Summarize the information presented.
- ✓ Describe what you have learned from hearing about this topic.
- ✓ What are the key ideas presented in the video clip?
- ✓ Write a summary about what you saw and heard.
- ✓ How did the information expand your understanding of _____?
- ✓ How can you use this information?
- ✓ How does the way the information is presented help you understand it?
- ✓ What are some of the facts or data presented here?
- ✓ Is the information presented relevant? Explain.
- ✓ Is the information presented accurate? How do you know?

Academic Vocabulary	Spanish Cognates
• summarize	resumir
• graph	gráfico
• visually	visual
• oral	oral
• multimodal	
• diverse media	los medios diversos
• formats	formato
• quantitatively	cuantitativamente
• orally	oralmente

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Anchor Standard
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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- ❑ Interpret information from various formats
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Academic Vocabulary	Spanish Cognates
• summarize	resumir
• graph	gráfico
• visually	visual
• oral	oral
• multimodal	
• diverse media	los medios diversos
• formats	formato
• quantitatively	cuantitativamente
• orally	oralmente

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Anchor Standard
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.5.3
Summarize the points a speaker **or media source** makes and explain how each claim is supported by reasons and evidence, **and identify and analyze any logical fallacies**. **CA**

Essential Skills:
- ❑ Summarize information presented orally or by media sources
- ❑ Understand that evidence can be examples, facts, or personal interview
- ❑ Identify the claims made by the speaker or media source
- ❑ Identify when the claims are not logical or based on a misconception/fallacy
- ❑ Analyze whether the evidence and reasons are valid

Question Stems and Prompts:
- ✓ What is it that the speaker is claiming?
- ✓ What evidence/details/reasons does the speaker use to support his/her claim?
- ✓ How does the evidence support the speaker's claim?
- ✓ Is what the speaker is saying accurate? How do you know?
- ✓ Did the speaker reference any fallacies? Which?

Academic Vocabulary	Spanish Cognates
• summarize	resumír
• evidence	
• claim	
• supported	
• misconception	
• logical	lógico
• fallacy	
• identify	identificar
• media source	
• reason	razón

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Anchor Standard
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.5.3
Summarize the points a speaker **or media source** makes and explain how each claim is supported by reasons and evidence, and **identify, and analyze any logical fallacies**. **CA**

Essential Skills:
- ❑ Summarize information presented orally or by media sources
- ❑ Understand that evidence can be examples, facts, or personal interview
- ❑ Identify the claims made by the speaker or media source
- ❑ Identify when the claims are not logical or based on a misconception/fallacy
- ❑ Analyze whether the evidence and reasons are valid

Question Stems and Prompts:
- ✓ What is it that the speaker is claiming?
- ✓ What evidence/details/reasons does the speaker use to support his/her claim?
- ✓ How does the evidence support the speaker's claim?
- ✓ Is what the speaker is saying accurate? How do you know?
- ✓ Did the speaker reference any fallacies? Which?

Academic Vocabulary	Spanish Cognates
• summarize	resumír
• evidence	
• claim	
• supported	
• misconception	
• logical	lógico
• fallacy	
• identify	identificar
• media source	
• reason	razón

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Anchor Standard
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.5.4
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

a. **Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA**
b. **Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA**

Essential Skills:
- ❑ Plan an opinion speech
- ❑ Sequence ideas in the speech in an order that is logical
- ❑ Use evidence to support the position/opinion
- ❑ Use transitions words that link the opinions and evidence is a manner that is logical
- ❑ Sequence ideas logically using facts and details
- ❑ Memorize and recite a poem
- ❑ Memorize and recite part of a speech or historical document
- ❑ When reciting, use appropriate gestures or expressions

Question Stems and Prompts:
- ✓ What are you writing about? Is your opinion about your topic clear? How are is it supported?
- ✓ How will you organize your ideas?
- ✓ What evidence will you use to support your position/opinion?
- ✓ Are the evidence and facts you have gathered sufficient to support your opinion?
- ✓ How are you moving from one paragraph/idea to the next? Are you using appropriate transition words?
- ✓ Which poem will you be reciting? Have you thought about some gestures you can use to express the feelings in the poem?

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Anchor Standard
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.5.4
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

a. **Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA**
b. **Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA**

Essential Skills:
- ❑ Plan an opinion speech
- ❑ Sequence ideas in the speech in an order that is logical
- ❑ Use evidence to support the position/opinion
- ❑ Use transitions words that link the opinions and evidence is a manner that is logical
- ❑ Sequence ideas logically using facts and details
- ❑ Memorize and recite a poem
- ❑ Memorize and recite part of a speech or historical document
- ❑ When reciting, use appropriate gestures or expressions

Question Stems and Prompts:
- ✓ What are you writing about? Is your opinion about your topic clear? How are is it supported?
- ✓ How will you organize your ideas?
- ✓ What evidence will you use to support your position/opinion?
- ✓ Are the evidence and facts you have gathered sufficient to support your opinion?
- ✓ How are you moving from one paragraph/idea to the next? Are you using appropriate transition words?
- ✓ Which poem will you be reciting? Have you thought about some gestures you can use to express the feelings in the poem?

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SL.5.4 – (Continued)

- ✓ Have you thought about which speech or document you will be reciting? Why did you choose it?
- ✓ Where will you pause? Why?

Academic Vocabulary	Spanish Cognates
• deliver	
• facts	
• details	detalles
• logically (logic)	lógicamente (lógico)
• appropriate	apropiado
• specific	específico
• organized	organizado
• sequencing	secuencia
• memorize	memorizar
• recite	recitar
• expression	expresión
• gesture	gesto
• historical document	documento histórico

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5th Grade – Speaking & Listening Standards

SL.5.4 – (Continued)

- ✓ Have you thought about which speech or document you will be reciting? Why did you choose it?
- ✓ Where will you pause? Why?

Academic Vocabulary	Spanish Cognates
• deliver	
• facts	
• details	detalles
• logically (logic)	lógicamente (lógico)
• appropriate	apropiado
• specific	específico
• organized	organizado
• sequencing	secuencia
• memorize	memorizar
• recite	recitar
• expression	expresión
• gesture	gesto
• historical document	documento histórico

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Anchor Standard
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.5.5
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Essential Skills:
- ❑ Understand how to create visual displays
- ❑ Know how to embed multimedia components (photos, audio, text, animation, etc.) in a presentation
- ❑ Know how to use digital media including video cameras, projectors, Power Point presentations, document cameras

Question Stems and Prompts:
- ✓ What else could you use to enhance understanding in your presentation?
- ✓ How would including that media help the presentation?
- ✓ What kind of information could you convey by using graphics, sound…?
- ✓ What digital media could you use to present your data?
- ✓ What could you do to keep your presentation focused?
- ✓ How might you use pictures, graphics, visuals to help your presentation?

Academic Vocabulary	Spanish Cognates
• strategic	estratégico
• multimedia components	
• presentations	presentaciones
• digital media	los medios digitales
• visual display	
• data	datos
• enhance	

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Anchor Standard
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.5.5
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Essential Skills:
- ❑ Understand how to create visual displays
- ❑ Know how to embed multimedia components (photos, audio, text, animation, etc.) in a presentation
- ❑ Know how to use digital media including video cameras, projectors, Power Point presentations, document cameras

Question Stems and Prompts:
- ✓ What else could you use to enhance understanding in your presentation?
- ✓ How would including that media help the presentation?
- ✓ What kind of information could you convey by using graphics, sound…?
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• presentations	presentaciones
• digital media	los medios digitales
• visual display	
• data	datos
• enhance	

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Anchor Standard
Adapts 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. (See grade 5 Language standards 1 and 3 for specific expectations.)

Essential Skills:
- ❑ Ability to adapt speech to a variety of contexts
- ❑ Understand the use of formal English
- ❑ Know when it would be appropriate to use formal English
- ❑ Identify your audience

Question Stems and Prompts:
- ✓ What is the reason you are speaking?
- ✓ Who is in the audience? What do they know about your subject?
- ✓ Are you delivering a formal presentation?
- ✓ Are you trying to persuade your audience?
- ✓ Are you explaining something?
- ✓ Are there places where you can substitute more precise, engaging language to keep the listeners interested?

Academic Vocabulary	Spanish Cognates
• adapt	adaptar
• speech	
• context	contexto
• formal English	inglés formal
• informal English	ingles informal
• situation	situación

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Anchor Standard
Adapts 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. (See grade 5 Language standards 1 and 3 for specific expectations.)

Essential Skills:
- ❑ Ability to adapt speech to a variety of contexts
- ❑ Understand the use of formal English
- ❑ Know when it would be appropriate to use formal English
- ❑ Identify your audience

Question Stems and Prompts:
- ✓ What is the reason you are speaking?
- ✓ Who is in the audience? What do they know about your subject?
- ✓ Are you delivering a formal presentation?
- ✓ Are you trying to persuade your audience?
- ✓ Are you explaining something?
- ✓ Are there places where you can substitute more precise, engaging language to keep the listeners interested?

Academic Vocabulary	Spanish Cognates
• adapt	adaptar
• speech	
• context	contexto
• formal English	inglés formal
• informal English	ingles informal
• situation	situación

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Anchor Standard
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L.5.1
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- **a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- **b.** Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- **c.** Use verb tense to convey various times, sequences, states, and conditions.
- **d.** Recognize and correct inappropriate shifts in verb tense.
- **e.** Use correlative conjunctions (e.g., *either/or, neither/nor*).

Essential Skills and Concepts:

- ❑ Explain the function of conjunctions, prepositions, and interjections
- ❑ Use the appropriate verb tenses
- ❑ Know that verb tenses convey a sense of time and states of being
- ❑ Monitor the use of verb tenses and correct when necessary
- ❑ Correctly use either/or, neither/nor, etc.

Question Stems and Prompts:

- ✓ Explain why you would use a conjunction instead of a preposition or interjection.
- ✓ What does the use of this form of verb indicate?
- ✓ What is the meaning of the perfect verb tense?
- ✓ How does verb tense relate to how you are writing your piece?
- ✓ Use your editing skills to correct _____.
- ✓ Read your writing out loud. Does it sound right?
- ✓ How can you enhance this writing with the use of a conjunction, preposition, or interjection?

Academic Vocabulary	Spanish Cognates
• conventions	convenciones
• conjunctions	conjunciones
• correlative	
• perfect verbs	verbos perfectos
• prepositions	preposiciones
• interjections	interjecciones
• grammar	gramática
• verb tense	
• aspect	aspecto

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• prepositions	preposiciones
• interjections	interjecciones
• grammar	gramática
• verb tense	
• aspect	aspecto

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Anchor Standard
Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

L.5.2
Observe conventions of capitalization, punctuation, and spelling.

- **a.** Use punctuation to separate items in a series.
- **b.** Use a comma to separate an introductory element from the rest of the sentence.
- **c.** Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*.), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- **d.** Use underlining, quotation marks, or italics to indicate titles of works.
- **e.** Spell grade-appropriate words correctly, consulting references as needed.

Essential Skills and Concepts:

- ❑ Know the different uses for the comma including, separating items in a series
- ❑ Know which, of several ways, is the correct one for indicating titles of works
- ❑ Spell grade level words correctly

Question Stems and Prompts:

- ✓ Does that need a comma?
- ✓ Where would you place commas in the following sentence? *"I am taking my sleeping bag, Ipod, pillow and snacks on our camping trip".*
- ✓ How would you use underlining, italics, or quotation marks to distinguish the title of the book in the following question? *Have you read the Chronicles of Narnia?*
- ✓ What type of writing is that? You need to know if it is the title of a book, poem or article in order to know what type of punctuation you should use.
- ✓ Where might you look if you are confused about how a title is punctuated?

Academic Vocabulary	Spanish Cognates
• commas	coma
• items	
• tag question	
• introductory element	
• underlining	
• conventions	convenciones
• quotation marks	
• punctuation	puntuación
• italics	

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Academic Vocabulary	Spanish Cognates
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• tag question	
• introductory element	
• underlining	
• conventions	convenciones
• quotation marks	
• punctuation	puntuación
• italics	

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Anchor Standard
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.5.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **a.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **b.** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Essential Skills and Concepts:

- ❑ Know how to use different types of sentences in order to make a story more interesting to read
- ❑ Understand how to expand, combine, or reduce sentences for meaning
- ❑ Recognize dialects and registers when reading or listening
- ❑ Know that dialects and registers are often used by authors for effect

Question Stems and Prompts

- ✓ When writing or speaking to a group, vary sentences to keep the reader/listener interested.
- ✓ Use different styles of speech and writing to fit the audience and purpose.
- ✓ Count the number of words in your sentences. Are they all about the same length, or have you varied them?
- ✓ Why do you think the author used that dialect in his/her writing?
- ✓ How does the dialogue sound when you read it using that dialect?
- ✓ How does that expression sound when said in Standard English? What is the effect?
- ✓ How might you adapt this speech/presentation when you present to an audience that requires the use of the formal register.

Academic Vocabulary	Spanish Cognates
• expand	
• combine	combiner
• reduce	reducir
• dialect	dialecto
• register	registro
• varieties of English	variedades de inglés
• style	estilo

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Anchor Standard
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.5.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **a.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **b.** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Essential Skills and Concepts:

- ❑ Know how to use different types of sentences in order to make a story more interesting to read
- ❑ Understand how to expand, combine, or reduce sentences for meaning
- ❑ Recognize dialects and registers when reading or listening
- ❑ Know that dialects and registers are often used by authors for effect

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Academic Vocabulary	Spanish Cognates
• expand	
• combine	combiner
• reduce	reducir
• dialect	dialecto
• register	registro
• varieties of English	variedades de inglés
• style	estilo

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5th Grade–Language Standards

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Anchor Standard
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.

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.

- **a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **b.** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
- **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 **and to identify alternate word choices in all content areas. CA**

Essential Skills and Concepts

- ❑ Use strategies for solving unknown words including:
  - ○ Using the roots and affixes
  - ○ Using the context
  - ○ Using digital and print reference materials
- ❑ Interpret figurative language
- ❑ Understand and explain the meaning of common idioms, adages, and proverb
- ❑ Be able to use context clues to interpret the meaning of a word
- ❑ From several alternatives, choose the appropriate alternate word
- ❑ Identify words that are used in multiple ways in different content areas

Question Stems and Prompts

- ✓ What strategies have you used to try to figure out that word?
- ✓ Have you looked in an online dictionary or glossary?
- ✓ Can you use the sentences around that word to help you discover what that word might mean?
- ✓ Are there roots or affixes that you can use?
- ✓ Use print/online resources to find the pronunciation.
- ✓ What do you know about the prefix/suffix in this word?
- ✓ How can you use what you know about the prefix/suffix in this word to help you know what it means?

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Anchor Standard
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.

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.

- **a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **b.** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
- **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 **and to identify alternate word choices in all content areas. CA**

Essential Skills and Concepts

- ❑ Use strategies for solving unknown words including:
  - ○ Using the roots and affixes
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- ✓ What do you know about the prefix/suffix in this word?
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L.5.4 – (Continued)

Academic Vocabulary	Spanish Cognates
• figurative	figurado
• root word	
• prefix	prefijo
• suffix	sufijo
• interpret	interpretar
• idioms	
• adages	
• proverbs	proverbios
• context clues	

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5th Grade–Language Standards

L.5.4 – (Continued)

Academic Vocabulary	Spanish Cognates
• figurative	figurado
• root word	
• prefix	prefijo
• suffix	sufijo
• interpret	interpretar
• idioms	
• adages	
• proverbs	proverbios
• context clues	

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Anchor Standard
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **a.** Interpret figurative language, including similes and metaphors, in context.
- **b.** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **c.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Essential Skills and Concepts

- ❑ Understand what figurative language is and be able to recognize it in text (similes, metaphors, personification, idioms)
- ❑ Be able to recognize words that are synonyms, antonyms, or homographs
- ❑ Recognize common idioms, adages and proverbs

Question Stems and Prompts:

- ✓ The author wrote _____; what does he/she really mean?
- ✓ Can you show me an example of some figurative language the author used in the text?
- ✓ Could you add a simile or metaphor to help make your writing/speech more vivid?
- ✓ Why did the author choose this pair of words to put in the writing?
- ✓ How does knowing how these two words are related help you understand the meaning of the text?
- ✓ Enhance _____ with the use of a simile/metaphor
- ✓ What does _____(idiom/adage/proverb) mean?

Academic Vocabulary	Spanish Cognates
• figurative language	lenguaje figurado
• similes	símiles
• metaphors	metáforas
• adages	
• proverbs	proverbios
• idioms	
• synonym	sinónimo
• antonym	antónimo
• homographs	homógrafos

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5th Grade–Language Standards

Anchor Standard
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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- **a.** Interpret figurative language, including similes and metaphors, in context.
- **b.** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **c.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Essential Skills and Concepts

- ❑ Understand what figurative language is and be able to recognize it in text (similes, metaphors, personification, idioms)
- ❑ Be able to recognize words that are synonyms, antonyms, or homographs
- ❑ Recognize common idioms, adages and proverbs

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Academic Vocabulary	Spanish Cognates
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• metaphors	metáforas
• adages	
• proverbs	proverbios
• idioms	
• synonym	sinónimo
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Anchor Standard
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., *however, although, nevertheless, similarly, moreover, in addition*).

Essential Skills and Concepts:
- ❑ Understand that academic words are found in a variety of school subjects: (analyze, determine, summarize, determine, recognize)
- ❑ Understand content specific words: (constitution, immigration, legislature, natural resources)
- ❑ Read a wide variety of text, both print and digital media
- ❑ Participate in collaborative discussions
- ❑ Write for a variety of purposes and in different genres

Question Stems and Prompts:
- ✓ What have you been reading lately?
- ✓ Keep a list of words you don't know that might be important.
- ✓ As you read, be sure to look for those words that signal that an addition or contrast is going to be made.
- ✓ The more you read, the more vocabulary you will learn
- ✓ Be on the lookout for words you know that might be used in a different way in a different subject.
- ✓ What is another way to say _____?
- ✓ How can you use a different word/phrase to say the same thing?
- ✓ What does _____ have to do with _____?

Academic Vocabulary	Spanish Cognates
• academic	académico
• domain	dominio
• specific	específico
• signal	señal
• contrast	contraste

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Anchor Standard
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.

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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., *however, although, nevertheless, similarly, moreover, in addition*).

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