Understanding the NC English Language Arts Standard Course of Study

GRADE 5

ELA STANDARDS WITH CLARIFICATIONS AND GLOSSARY

North Carolina Department of PUBLIC INSTRUCTION

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Understanding the English Language Arts Standard Course of Study for Grade 5
ELA Standards with Clarification and Glossary

Purpose

This document provides the Grade 5 *NC Standard Course of Study for English Language Arts* (2017) in a format that includes a clarification of each standard and glossary. The standards define what students should know and be able to do. The clarifications include an explanation of the standards, ideas for instruction, and examples. The standards appear in the left column with glossary terms bolded. The middle column contains the clarification of the standard with ideas for "In the Classroom." The right column is the glossary.

These standards will be implemented in all North Carolina schools beginning in the 2018-19 school year.

GRADE 5

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade.* Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

CCR Anchor Standards for Reading

Key Ideas and Evidence

1. 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.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. 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.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. 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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Complexity

10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Reading Standards for Literature

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Key Ideas and Evidence			
RL.5.1	Quote accurately from a text when explaining what the text says **explicitly** and when drawing **inferences** from the text.	Students quote correctly from the text to support their explanations of what the text clearly states as well as the conclusions they have made from the text. *In the Classroom:* The teacher provides a text for students. He/she poses text-dependent questions about the text. The teacher models how to find the answers that are directly stated in the text by highlighting the exact words. The teacher chooses a poem. Students read the poem to understand its meaning. Using two -column graphic organizers, students write "what the text says" in the first column, and "my inference" in the second column.	**explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation **inference** – a conclusion derived from logical reasoning following an investigation of available evidence
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.	Students establish the theme of a story, drama, or poem by carefully examining key details. Students consider how the characters in a story or a drama react to conflicts, obstacles, and other challenges. Students also consider what a poem's speaker thinks about the subject. Students provide a summary of the text by using key details. *In the Classroom:* The teacher uses an anchor chart as a graphic organizer to model how students should analyze a character's response to a conflict in a story. Thinking aloud, the teacher asks and answers questions such as, "What does this author want me to think about?", "What ideas stick with me from this story?" or "What details does the author use that provide clues to the theme?" The teacher uses these ideas and models how to develop a theme. Students begin by reading a text or the teacher reads the selection. The teacher models how to look for key details in the text to write a summary. The teacher highlights	**drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue **poem** – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) **summary/summarize** – a brief statement of the main points of a larger work or text; the act of providing such a statement or account **theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message **topic** – the subject or matter being discussed or written about in a text, speech, etc.

STANDARD		CLARIFICATION	GLOSSARY
		the opening statement in the beginning, key details in chronological order in the middle, and the conclusion at the end. The teacher and students determine what information is irrelevant or unnecessary, and write the summary using only the information that is important.	
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.	Students compare and contrast two or more characters, settings, or events in a story or drama using specific details. For example, students consider how characters interact with one another, or how two settings influence the events. *In the Classroom:* The teacher models using a Venn diagram to compare and contrast two characters in a story. Thinking aloud, the teacher asks and answers questions such as, "How would I describe each character's personality? How do I know this?" or "How do these characters change in the story? What details from the text support this?" Students read a story or drama with several settings. Using graphic organizers, the students record what is similar and different about the settings. Students describe what they noticed about the differences in settings and explain what that observation reveals about the characters.	**compare** – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with **contrast**, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. **drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue **event** – a thing that happens; an occurrence **setting** – the time and place of the action in a book, play, story, etc.
Cluster: Craft and Structure			
RL.5.4	Determine the meaning of words and **phrases** as they are used in a text, recognizing specific word choices that contribute to meaning and **tone**.	Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. They identify words that add to the meaning and tone of the text. *In the Classroom:* The teacher models encountering an unfamiliar word or phrase in a text. He/she chooses one strategy and models using it (for example, re-reading the paragraph to find clues, looking at the pictures and the title, asking	**phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.") **tone** – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view

STANDARD		CLARIFICATION	GLOSSARY
		questions about the rest of the paragraph). When the class determines the meaning of the word or phrase, the teacher uses guiding questions to assist students in determining the meaning of the text. Working in groups of four, students use a list of terms that describe tone (gloomy, angry, tragic, etc.) to generate words and phrases an author might use to create that tone. These words and phrases should describe the setting, characters, relationships among characters, and the conflict. Next, students read a story or drama. They highlight words and phrases that describe the setting, characters, relationships among characters, and the conflict. Using these words, groups determine the tone of the piece.	
RL.5.5	Explain how **chapters**, scenes, or **stanzas** provide the overall structure of a particular story, **drama,** or **poem**.	Students describe how chapters, scenes, or stanzas fit together to create the overall structure of a story, drama, or poem. *In the Classroom:* Using a shared text (novel), teacher and students read several chapters. Using graphic organizers, students determine what each chapter is mostly about. Students communicate how the chapters come together to provide the structure of the story. Students review the stanzas in a poem and explain how they work together to provide a structure. They explain the reason for each stanza and apply them to the poem as a whole.	**chapter** – the main division within a book **drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue **poem** – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) **stanza** – the primary organizing structure in poetry and verse that forms the basic recurring measure, generally separating one main idea, point, or event from another, similar to paragraphs in prose writing
RL.5.6	**Describe** how a narrator's or speaker's **point of view** influences how **events** are described.	Students explain how a narrator/speaker views events in a story and explain how the point of view impacts how events are described. *In the Classroom:*	**describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account **event** – a thing that happens; an occurrence

STANDARD		CLARIFICATION	GLOSSARY
		The teacher reads aloud a text that has interesting perspectives and points of view. The teacher pauses at different points in the story and asks students to discuss with partners some of the following types of questions: Who is telling the story? How does this affect the events of the story? Why do you think the narrator described the events the way he/she did? This part of the story made me think/feel _____, because_____. Students select an event from the story told by a specific character. Students write clear descriptions of the event, describing how a character's point of view influenced how he/she described the event.	**point of view** – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument
Cluster: Integration of Ideas and Analysis			
RL.5.7	**Analyze** how visual and multimedia elements contribute to the meaning, tone, or **aesthetics** of a text.	Students examine visual elements (pictures, drawings, cartoons) and multimedia elements (video, audio, interactive images) to understand how these elements add to the meaning, tone, or beauty of a text, such as a graphic novel or multimedia presentation of fiction, folktale, myth or poem. *In the Classroom:* Before reading aloud, the teacher previews the pages of the text, modeling (thinking aloud) what he/she notices in the visual or multimedia media elements. During the read aloud, the teacher stops and analyzes the visual or multimedia elements in the text. This modeling shows students how to gather information and how that information adds to or changes the meaning of parts of the text. The teacher reads aloud the words of a story without showing the illustrations. Students discuss the overall meaning and tone. The teacher reads the story again, sharing the illustrations. Students describe to partners how the illustrations changed or enhanced the meaning,	**aesthetics** – concerning the nature and appreciation of beauty **analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole

STANDARD		CLARIFICATION	GLOSSARY
		tone, or beauty of the text. As students read independently, they stop and jot down notes to explain how the illustrations or graphics helped clarify their understanding of specific text details.	
RL.5.8	**Not applicable to literature.**		
RL.5.9	**Compare and contrast** stories in the same **genre** on their **approaches** to similar **themes** and **topics**.	Students analyze the similarities and differences in stories of the same genre (e.g., mysteries, adventure stories) focusing on how they deal with similar themes and topics. *In the Classroom:* The teacher selects two books of the same genre. He/she reads aloud the texts to students. Students discuss with partners how the themes in the stories are similar. The teacher records their ideas on a class chart. The teacher then models (think aloud) the approach the author takes toward these themes that are similar. Students work in pairs and read books of the same genre. After each text is read, students record how each text deals with and conveys the topic.	**approaches** – the particular decisions an author makes when deciding how to present a topic **compare** – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with **contrast**, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. **genre** – a category or type of literature or art characterized by similarities in form, style, and subject **theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message **topic** – the subject or matter being discussed or written about in a text, speech, etc.

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Range of Reading and Level of Complexity			
RL.5.10	By the end of grade 5, read and understand literature at the high end of the 4-5 **text complexity band proficiently** and **independently** for sustained periods of time. Connect prior knowledge and experiences to text.	By the end of grade 5, students competently read and understand literary texts on the high end of the 4-5 text complexity band (Lexile: **740-1010**). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text. *In the Classroom:* The teacher provides students with opportunities to select texts from a teacher-created text set. The teacher also provides reading time for students to read the text independently. While the students are reading, the teacher confers with individual students and small groups to learn what they do well, what they need to work on, and what teaching skills or strategies would help them become better readers. The teacher provides in class time for students to talk and write about the text they are reading independently. Students keep interactive journals where they participate in short written conversations with partners about what they are reading. The teacher confers with students and conducts small reading groups while addressing a skill or strategy they need help with. Students engage in whole class close readings of literary grade level text. The teacher models close reading strategies for students. The teacher works through the text gradually, having students take on more responsibility for the reading and discussing.	**independently** – on one's own, without aid from another (such as a teacher) **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success **text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or dema0nds of the task itself)

Reading Standards for Informational Text

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Key Ideas and Evidence			
RI.5.1	Quote accurately from a text when explaining what the text says **explicitly** and when drawing **inferences** from the text.	Students quote correctly from the text to support their explanations of what the text clearly states, as well as the conclusions they have made. *In the Classroom:* The teacher provides examples of passages. Students read each passage. Using graphic organizers, students write what they know from the text, as well as what they know from their own knowledge, and then students combine these to make an inference, quoting accurately from the text. The teacher provides copies of a text for students to read closely. Students read the text in chunks, and at each chunk, the teacher asks a text-dependent question. Students use highlighters to show where the question is answered in the text.	**explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation **inference** – a conclusion derived from logical reasoning following an investigation of available evidence
RI.5.2	Determine two or more **main ideas** of a text and explain how they are supported by **key details**; **summarize** the text.	Students establish two or more main ideas of a text and point out how they are strengthened through key details. Students provide a summary of the text using key details. *In the Classroom:* Students work in groups of four to determine two main ideas of a text. Then each group of four divides into pairs. They highlight the key details of their assigned portions of the text and determine the main idea. Students share their findings as a group to establish two main ideas for the text. Using two-column notes, students write key details from each section of a text in the left column and a summary of that section in the right column. Working with partners, they compare their two-column notes, making	**event** – a thing that happens; an occurrence **key details** – specific and important parts of the text that provide information, support, and elaboration **main idea(s)/topic** – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning **summary/summarize** – a brief statement of the main points of a larger work or text; the act of providing such a statement or account

STANDARD		CLARIFICATION	GLOSSARY
		revisions as necessary. Students combine the summaries of the individual sections to summarize the entire 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.	Students use the details in a historical, scientific, or technical text to explain how two or more people, events, ideas, or concepts are related or interact with one another. *In the Classroom:* The teacher models using a double bubble map to compare and contrast two concepts in a scientific text. After the map is completed, the teacher uses guiding questions to help students explain the relationship between the two concepts. Students read an account of a historical event. Using a sequence chart, they draw diagrams or use specific information from the text to show the sequence of events. Between the events, students write how the events are connected and what happened to cause the next event. For example, students may explain how the end of World War I led to the beginning of World War II, or they may explain how the discovery of DNA impacted the scientific community.	
Cluster: Craft and Structure			
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.	Students examine the text to figure out the meaning of words and phrases appropriate to fifth grade topics and subject areas, using the context to inform their thinking. *In the Classroom:* The teacher identifies Tier 2 and Tier 3 words and phrases in a text that students will be reading. He/she pre-teaches the identified words or phrases that students will not be able to figure out using context clues or word parts. As students read, they apply the meanings of the pre-taught words and phrases, and they use context to determine the meanings of the other identified words and phrases.	**domain-specific vocabulary/words/phrases** – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation **general academic** – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.) **topic** – the subject or matter being discussed or written about in a text, speech, etc.

STANDARD		CLARIFICATION	GLOSSARY
		Students read a science or social studies text, highlighting the words and phrases that are unfamiliar to them. Students use yellow to highlight words they can define using context clues, green for those they can define using root words, and orange for those they can't define using these skills. Students complete *Frayer* models for the words and phrases they have identified.	
RI.5.5	**Compare and contrast** the overall structure of **events**, ideas, concepts, or information in two or more texts.	Students find the similarities and differences in the general structure of events, ideas, concepts, or information in two or more texts including chronology, comparison, cause/effect, and problem/solution. *In the Classroom:* The teacher uses an anchor chart that contains common signal words for informational text structures (description, sequence/chronology, cause/effect, problem/solution, compare/contrast) to model identifying the structure of a text by highlighting signal words. Students work in pairs and read different articles on a shared topic. The two articles utilize different text structures. Students discuss the structures of their two articles and how they identified each structure. They use a Venn diagram to compare and contrast the structures of the two articles, and then briefly explain why they think the authors chose the structures that they used.	**compare** – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with **contrast**, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. **event** – a thing that happens; an occurrence
RI.5.6	**Analyze** multiple accounts of the same event or **topic**, noting important similarities and differences in the **point of view** they represent.	Students examine two or more accounts of the same event or topic. Students compare and contrast the points of view represented. *In the Classroom:* The teacher selects texts that demonstrate how details from texts on the same topic/event can provide similar or different perspectives. The teacher reads the texts aloud and models (think aloud) how to use the details to analyze the authors' perspectives. The teacher models	**analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole **point of view** – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or

STANDARD		CLARIFICATION	GLOSSARY
		recording his/her thinking using a box (point of view) and bullets (reasons and evidence to support the point of view) graphic organizer. After reading more than one text on the issue, the teacher models how to make point of view comparisons across texts. The teacher creates leveled text sets that address the same issue or topic but provide similar and different authors' perspectives on the issues or topics. Students select a few texts to read independently. For each text that students read, they complete a three-column graphic organizer identifying the point of view, reasons (how I know this), and evidence (words and phrases that provide information on the author's point of view). Students share with partners how two or more points of view they identified were similar or different.	makes an argument **topic** – the subject or matter being discussed or written about in a text, speech, etc.
Cluster: Integration of Ideas and Analysis			
RI.5.7	Draw on information from multiple print or **digital sources**, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.	Students use information from several print or digital sources to answer a question or solve a problem completely. *In the Classroom:* The teacher poses a question or problem for students to research. The teacher provides students with several print and digital sources to research the answer to the question/ problem. The teacher provides students with a two-column graphic organizer. One column is labeled "resources." The second column is labeled "information." Students read each resource and record information on the graphic organizer that addresses the question or problem. Students are presented with a question. They are given a list of print and digital sources and locate the answer to the question. In pairs, students determine which source was the most efficient in finding the answer.	**digital sources** – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats
RI.5.8	Explain how an author uses	Students explain how the author supports specific points	**evidence** – facts and/or information (quotes,

STANDARD		CLARIFICATION	GLOSSARY
	reasons and **evidence** to support particular points in a text, identifying which reasons and evidence support which point(s).	in a text by using reasons and evidence. They recognize which reasons and evidence support which points. *In the Classroom:* Using a short informational text, the teacher models for the students how to read and identify the point that the author is trying to make in the text. Using a "boxes and bullets" graphic organizer, the teacher records the point in the box. The teacher models for students how to go back and reread the text to locate reasons or evidence in the text to support the point (the bullets). Students then determine if the reasons and evidence are sufficient. The teacher uses a shared text. Students work with partners to determine the point the author is making. Partners examine the text features and find evidence that supports the point.	statistics, graphs, etc.) presented together as a body of support for a claim or value statement. **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic
RI.5.9	Integrate information from several texts on the same **topic** in order to write or speak about the subject knowledgeably.	Students combine information from multiple texts on the same topic when writing or speaking to demonstrate knowledge of the topic. *In the Classroom:* After the class closely reads several content-area specific texts on the same topic, the teacher models (think aloud) how to combine information from each text in order to create a written text about the topic. The teacher creates student research clubs. The teacher provides each club with texts about a specific topic from science or social studies. Students independently read and group together facts and pieces of evidence from the different texts to support their thinking about the topic. Students meet as research groups and combine their information.	**topic** – the subject or matter being discussed or written about in a text, speech, etc.
Cluster: Range of Reading and Level of Complexity			
RI.5.10	By the end of grade 5, read and	By the end of grade 5, students competently read and	**independently** – on one's own, without aid from

STANDARD		CLARIFICATION	GLOSSARY
	understand **informational texts** at the high end of the 4-5 **text complexity band proficiently** and **independently** for sustained periods of time. Connect prior knowledge and experiences to text.	understand informational texts on the high end of the 4-5 text complexity band (Lexile: **740-1010**). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text. *In the Classroom:* Students engage in whole class close readings of informational grade level texts. The teacher models for students close reading strategies. He/she works through the text, gradually having students take on more responsibility for the reading and discussion. The teacher provides students with different reasons for reading specific texts and the appropriate instruction, so students know what to expect when they encounter these texts. Students keep track of which genres they are reading so they can self-monitor as they read future texts.	another (such as a teacher) **informational text** – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.) **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success **text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

GRADE 5

READING FOUNDATIONAL SKILLS: The foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, including handwriting. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

Reading Standards for Foundational Skills

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Handwriting			
RF.5.2	Create readable documents through legible handwriting (cursive).	Students create documents in cursive that are easy for others to read. *In the Classroom:* At the beginning of the year, the teacher pre-assesses students by giving them copies of quotations or poems and asking them to write them in cursive. This will guide the teacher on how to target instruction in cursive. In lessons, the teacher demonstrates and describes letter and word formation to meet the needs of students. He/she chooses an online resource that describes handwriting strokes to form letters/words.	
Cluster: Phonics and Word Recognition0			
RF.5.4	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** to read accurately unfamiliar **multisyllabic** words in context and out of context.	Students read words using grade-level appropriate strategies. • Students use what they know about letter-sound correspondences to read words. They are able to decode multisyllabic words by breaking the words into known syllables and by using their knowledge of morphology (e.g. roots and affixes) to break the word into known parts. Students use these skills in context and in isolation. *In the Classroom:* The teacher reads a list of derivatives with a common trait (e.g. adaptable, compressible, attachable, comfortable) and guide students to notice the similar sounds and sound-syllable correspondence. The teacher then identifies and defines the affix and asks students to articulate what they have learned. Students highlight the root word in several multisyllabic words. They use the root words, as well as any affixes, to determine the unknown word.	**analysis –** a detailed examination of the components of a subject to understand its meaning and/or nature as a whole **morphology** – the study of the form of words and how words are formed, concerning the study of roots (i.e., bases) and affixes (i.e., prefixes and suffixes) **multisyllabic** – having more than one syllable, often requiring the application of phonics and word analysis knowledge and skills **syllabication** – the division of words into syllables (e.g., syllable – syl – la – ble)

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Fluency			
RF.5.5	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, rereading as necessary.	Students read grade-level text smoothly and with enough accuracy so that they understand the text. • Students read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.). • Students read stories, poems, and other texts correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings. • Students reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word. *In the Classroom:* The teacher reads aloud often from a variety of genres to model appropriate rate, phrasing, and expression. Students engage in Reader's Theatre, recite favorite poems, or practice oral reading in small groups.	**expression** – the process of making one's thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one's thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc. **fluency, fluid reading** – oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression **prose** – language presented (either as written or spoken) in its ordinary form, that is without rhythm, rhyme, or meter **self-correct** – one recognizes when he/she has made an error (e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher

GRADE 5

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade.*

CCR Anchor Standards for Writing Standards

Text Types, Purposes, and Publishing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Guide for W.1, W.2 and W.3

W.5.1 Opinion writing is the first developing form of argument writing. Opinion writing has many purposes – to convince the reader that the writer's position is correct, to change the reader's point of view, or to encourage the reader to take action. Writers use reasons and information to support their points of view. At fifth grade, students are able to take a position on a topic or text and provide logically ordered reasons with facts and details that support the position that has been taken.

The teacher supports the development of being able to write opinion pieces by exposing students to rich texts that clearly take a position and provide logically ordered facts and details in support of this position. The teacher in fifth grade needs to model the writing process for opinion pieces in order to help students understand how to take a position and support it with reasons presented in a logical order that include facts and details. This starts by helping students clearly identify a topic where an opinion can be stated. Students begin by gathering and organizing information to support their positions. The teacher involves students in both group and individual research in order to find ideas to support the positions students wish to take on the topic. The teacher helps students create graphic organizers to support their drafts with clear positions and supportive facts/details. He/she guides the students to use linking words and phrases to connect opinions and reasons. Students write concluding statements or sections connected to their opinions.

Students then revise and edit their writing to ensure their position has adequate support, follows writing conventions, and uses correct grammar and spelling. Peer review and editing are important parts of this process. Additionally, the teacher conducts writing conferences with students through the drafting and revising processes to help fifth grade students write clear and well-supported opinion pieces. During the editing process, the teacher and peers guide students through rewriting or trying a new approach while considering the task, purpose and audience of the piece. Guiding questions for this purpose might include "Do the facts and details support my reasons and point of view?" and "Can my reader clearly understand my position and the reasons I took this position?"

W.5.2 Informative/explanatory writing communicates information. It has many purposes – to increase the reader's understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer "what," "how," and "why" questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader's knowledge of a given topic. It is imperative for the teacher to make the distinction between informative/explanatory writing and opinion writing. It is important for the teacher to emphasize that Informative/explanatory writing is not meant to convince people of a belief or influence people's behaviors. Fifth graders write informative/explanatory pieces to investigate a topic and clearly communicate ideas and information about the topic.

The teacher supports the development of being able to write informative/explanatory texts by exposing students to relevant, interesting, detailed texts that provide information that can be clearly and easily understood. The teacher in fifth grade needs to model the writing process for informative/explanatory texts in order to help students understand the structure of informative/explanatory writing. This begins by helping students identify a topic they can write an informative/explanatory piece about. The teacher involves students in both group and individual research in order to assist students with gathering information and ideas related to their topics.

The teacher helps students create graphic organizers during the research process in order to organize the information that will be presented. The teacher ensures that students gather facts, definitions, concrete details, quotations, or any other additional information and examples related to the topic to include in their writing.

The teacher guides students' writing so it is organized to introduce and explain the identified topic clearly, as well as to provide a general overview and focus for their pieces. Student writing provides sufficient information in support of this explanation. This information is organized in a logical manner that groups related information together. Students are also encouraged to use precise language to describe the topic under study. In addition, students need to be familiar with the domain-specific vocabulary related to their topic and use it appropriately in their writing. Throughout the text, students also use linking words, phrases, and clauses to connect ideas within a category of information as well as across categories of information. To provide closure to their informative/explanatory pieces, students write conclusions in the form of statements or paragraphs that connect to the information or explanation presented. Throughout their writing, students may include formatting (e.g. headings, sections, etc.), use illustrations, and/or use multimedia to help the reader's understanding of the topic.

Students then revise and edit their writing to ensure their position has adequate support, follows writing conventions, and uses correct grammar and spelling. Peer review and editing are important parts of this process. Additionally, the teacher conducts writing conferences with students through the drafting, revising, and editing processes to support students at fifth grade with writing a piece that includes a clearly identified topic with multiple facts, definitions, concrete details, quotations, precise language, domain-specific vocabulary, and any additional information necessary in order to explain the identified topic. During the editing process, the teacher and peers guide students and consider the task, purpose, and audience the writing addresses. Guiding questions for this might include “Do I clearly identify and introduce my topic?” and “Do I achieve my purpose and clearly explain my topic so the reader can understand what I am explaining?” Students are encouraged to revise and edit more than once, so they learn that writing is a recursive process that sometimes requires rewriting or trying a new approach.

W.5.3 Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. Fifth graders write narratives to unfold and share real or imagined experiences or events using effective narrative techniques, illustrative details, and a clear sequence of events.

The teacher supports the development of narrative writing by exposing students to narrative stories that use rich sensory details to describe an event. The fifth-grade teacher needs to model the writing process for narrative pieces in order to help students understand how to write a story that moves in sensible order and uses concrete details. This begins by helping students generate lists of events they have experienced or can imagine experiencing in order to identify topics for their narrative pieces. The teacher provides the students with graphic organizers to help them sequence story events and identify relevant details to include.

Students begin composing their drafts by acquainting the reader with the circumstances surrounding their chosen topics, including the narrator and/or characters. Students then unfold the sequence of events in a manner that is unforced. Students use dialogue, description, and pacing so the reader pictures the story unfolding as it is read. To signal the order of events, students use temporal transition words, phrases, and clauses to maintain the progression of events. To develop their characters, students use dialogue and describe character thoughts, feelings, and actions to show their responses to other characters and circumstances in the narratives. Students also use words, phrases, and imagery to tell the story in a way that is more tangible or realistic. Students end their narratives in a way that connects to the experiences or events shared in the narrative.

Students then revise their writing to ensure that their narrative uses effective narrative techniques, concrete details, and a natural order of events. Students edit their writing to ensure their narrative follows writing conventions, uses correct grammar, and contains proper spelling. Peer review and editing are important parts of this process. Additionally, the teacher conducts writing conferences with students through the drafting, revising, and editing processes to support fifth grade students with narrative writing. During the editing process, the teacher and peers guide students through rewriting and trying a new approach as well as considering the task, purpose, and audience of the piece. Guiding questions for this purpose might include “Does the order of this story make sense?” and “Do the details in my narrative specifically describe the events?”

Writing Standards

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Text Types, Purposes, and Publishing			
W.5.1	Write opinion pieces on topics or texts, supporting a **point of view** with **reasons** and information. a. Organize information and ideas around a **topic** to plan and prepare to write. b. 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.** c. Provide logically ordered reasons that are supported by facts and details. d. Link opinion and reasons using words, **phrases**, and clauses. e. Provide a concluding statement or section related to the opinion presented. f. With guidance and support from peers and adults, develop and **strengthen** writing as needed by **revising**, **editing**, rewriting, or trying a new approach, with consideration to **task**, purpose, and audience.	See Writing Guide	**editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more. **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.") **point of view** – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **reasons/reasoning** – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning,

STANDARD		CLARIFICATION	GLOSSARY
			improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. **task** – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter) **topic** – the subject or matter being discussed or written about in a text, speech, etc.
W.5.2	Write informative /explanatory texts to examine a **topic** and convey ideas and information clearly. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include **formatting**, **illustrations,** and multimedia when useful to aiding comprehension.	See Writing Guide	**concrete details** – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay **domain-specific vocabulary/words/phrases** – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical,

STANDARD		CLARIFICATION	GLOSSARY
	c. Develop the topic with facts, definitions, **concrete details**, quotations, or other information and examples related to the topic. d. Link ideas within and across categories of information using words, **phrases**, and clauses. e. Use precise language and **domain-specific vocabulary** to inform about or explain the topic. f. Provide a concluding statement or section related to the information or explanation presented. g. With guidance and support from peers and adults, develop and **strengthen** writing as needed by **revising**, **editing**, rewriting, or trying a new approach, with consideration to **task**, **purpose**, and audience.		structural, etc.), verifying precision of language, eliminating redundancy, and more. **formatting** – the physical presentation of written work used to highlight organization, categories, and topics and to provide consistency to the look of the work (e.g., font size, headers, etc.) **illustration** – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.") **purpose** – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and

STANDARD		CLARIFICATION	GLOSSARY
			confusion; etc. **task** – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter) **topic** – the subject or matter being discussed or written about in a text, speech, etc.
W.5.3	Write narratives to develop real or imagined experiences or **events** using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a **topic** to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator, and/or characters; organize an event sequence that unfolds naturally. c. Use narrative techniques, such as dialogue, **description**, and **pacing** to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words, **phrases**, and clauses to manage the **sequence of events**.	See Writing Guide	**describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account **editing** – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more. **event** – a thing that happens; an occurrence **pacing** – the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work (e.g., a rapid, clipped pace inspires a sense of urgency) **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., "**Running through the forest**, she breathed in the fresh, crisp air.") **purpose** – the reason for a particular action or

STANDARD		CLARIFICATION	GLOSSARY
	e. Use concrete words and phrases and **sensory details** to convey experiences and events precisely. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance and support from peers and adults, develop and **strengthen** writing as needed by **revising**, **editing**, rewriting, or trying a new approach, with consideration to **task**, **purpose**, and audience.		creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) **revision/revising** – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors **sensory language/details** – words or details (e.g., descriptions) in a literary work that relate to the way things are perceived by the senses **sequence/sequence of events** – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other **strengthen** – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. **task** – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter) **topic** – the subject or matter being discussed or

STANDARD		CLARIFICATION	GLOSSARY
			written about in a text, speech, etc.
W.5.4	With some guidance and support from adults, use **digital tools** and resources to produce and **publish** writing as well as to **interact** and collaborate with others; demonstrate sufficient command of word processing skills.	Students use digital tools and resources to compose and publish original writing. They use these tools and resources to collaborate with peers. Students exhibit effective word processing skills. The teacher provides limited support and guidance. *In the Classroom:* The teacher models how to use digital tools, such as an online message board, to interact and collaborate on a piece of writing. Students use these tools to comment on each other's work. Students put a previously completed writing assignment into a word processing document. They practice changing fonts, adding titles, embedding images, adding charts, etc.	**digital tools** – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc. **interact** – to act in such a manner as to influence another **publish** – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available
W.5.5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a **topic**.	Students investigate different angles of a topic using a variety of sources. They use the information to complete short research projects that build knowledge about the topic. *In the Classroom:* Students use student-friendly search engines, printed texts, images, etc. to investigate a research question. They use graphic organizers to collect their thinking. Using the notes from the graphic organizers, the students create infographics explaining their research. Students choose a topic (from teacher created list) that they would like to research. They brainstorm different aspects of that topic and place them on a graphic organizer. Beside the noted aspect, students write what source they are going to begin with to learn more about that aspect of the topic.	**topic** – the subject or matter being discussed or written about in a text, speech, etc.
Cluster: Research			
W.5.6	Recall relevant information from	Students think about and use pertinent personal	**digital sources** – refers to sources that present

STANDARD		CLARIFICATION	GLOSSARY
	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.	experiences and/or pertinent information collected from print and digital resources. Students summarize or paraphrase information as they take notes, as well as in their final drafts. They also provide lists of sources they used. *In the Classroom:* The teacher models how to summarize or paraphrase while note taking. He/she highlights important sentences from a section of text, and on the side of the paper or on a notecard, summarizes or paraphrases the information. In partners, students practice summarizing or paraphrasing information from different sections of the same text. The teacher writes a short piece on a studied topic. He/she includes relevant and irrelevant information about the topic. As a class, the students read the teacher's writing and discuss and highlight the relevant information.	information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats. **paraphrase** – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding

GRADE 5

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

CCR Anchor Standards for Speaking and Listening

Collaboration and Communication

1. 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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. 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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Speaking and Listening Standards

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Collaboration and Communication			
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.	Students participate in discussions (one-on-one, in groups, and teacher-led) with different peers on a variety of fifth grade topics and texts. They communicate their own ideas and add to what others are saying. • Students prepare for discussions ahead of time by reading texts and researching assigned material. During the discussions, they use what they know about the topic and what they learned (citing textual evidence). • Students know the rules for class discussions and take on meaningful roles by following those guidelines. • Students ask and answer specific questions that add to the discussion and expand on what others are saying about the topic. • Following a discussion, students review key ideas made during the discussion and draw conclusions about the knowledge they gained. *In the Classroom:* To teach students how to elaborate and make connections, the teacher provides sentence stems, such as: "I agree with ____ because ____" and "I was thinking about what ____ said, and now I am wondering ____." The teacher might also ask students to use nonverbal cues to indicate the type of comment they want to make (e.g. a thumb up for building on an idea, holding up a pointer finger to ask a question, or the hang loose sign for introducing a new idea). Using a shared text, the teacher models for students how to make marks in the margins or in the text to prepare for a discussion. Notes may include asking a question for clarity, highlighting important information, and making note of something new. The teacher shows students how to use the notes in a discussion.	**key ideas –** most important thoughts addressed in a text or discussion. **topic** – the subject or matter being discussed or written about in a text, speech, etc.

STANDARD		CLARIFICATION	GLOSSARY
		During a group or class discussion, students track key ideas expressed. At the close of the discussion, students review these ideas and draw conclusions based on what they learned from the information shared during the discussion. They share conclusions in a whole-class review and reflection.	
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, **quantitatively**, and orally.	Students give accounts of the main points from a written text that has been read aloud or information that is presented to them in various ways and forms, such as visuals (images, videos, art, graphics), text with numbers or measures (charts, tables, graphs), and oral presentations (speeches, audios, videos). *In the Classroom:* The teacher reads aloud a text and students collect main ideas and supporting details on graphic organizers. They share what they have collected with the whole class. The teacher records what they found. As a class, students take turns stating a summary out loud using their notes. Students use graphic organizers to record main ideas and details as they listen to or view different kinds of texts, such as: a live or recorded speech, presentation, chart, pie or bar graph, map, photograph, video clip, or political cartoon. They present a summary of the information to a partner using their graphic organizers as a guide.	**quantitatively** – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively – in such a manner that allows something to be measured in terms of descriptive experience and reflection)
SL.5.3	Summarize the points a speaker makes and explain how each **claim** is supported by **reasons** and **evidence**.	Students summarize the speaker's ideas and explain how each claim is backed up by reasons and evidence. *In the Classroom:* The teacher selects an engaging speech for students to hear. Throughout the speech, the teacher models on a chart how he/she recognizes the main points the speaker is making, as well as noting the supporting reasons and evidence. The teacher asks questions such as: *What do you think the speaker wants us to know? How does the speaker support that idea?* The teacher and students	**claim(s)** – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth. **evidence** – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement. **reasons/reasoning** – an explanation or

STANDARD		CLARIFICATION	GLOSSARY
		summarize the information orally using the information from the chart. In pairs, students listen to a speech and track the main points the speaker makes. They listen to the speech a second time and list reasons and evidence for each main point. As a team, they recite a summary of the information using their charts.	justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic
Cluster: Presentation of Knowledge and Ideas			
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**; adapt speech to a variety of contexts and **tasks.**	Students use a logical order when presenting information or opinions. They use relevant facts, and vivid, related details that support main ideas or themes. They modify their speech to suit different situations and assignments. *In the Classroom:* To teach students to logically order their ideas, the teacher gives a speech that is not in order. Students work in partners to reorder the text. The teacher shares the correct order and together they discuss why this is the best order. Students review a speech of their own to evaluate the order of the ideas they used. To practice adapting speech to different situations, the teacher asks students to give impromptu speeches to the class on a variety of familiar topics. The teacher leads a class discussion on how the speeches were suitable for that audience. He/she then asks students to think about how their speeches would be different if they were giving the speech in a different setting/situation (antagonistic audience, very young audience, uninterested audience, very knowledgeable audience).	**main idea(s)/topic** – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning **relevant evidence, observations, ideas, descriptive details** – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim **task** – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter) **theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message **topic** – the subject or matter being discussed or

STANDARD		CLARIFICATION	GLOSSARY
			written about in a text, speech, etc.
SL.5.5	Include **multimedia components** and visual displays in presentations when appropriate to enhance the development of **main ideas** or **themes.**	Students include visual and multimedia elements in their presentations to strengthen the development of main ideas and themes. *In the Classroom:* The teacher emphasizes the importance of choosing multimedia carefully to support main ideas. To do this, the teacher creates a presentation that includes distracting fonts or animation, extended video clips, poor image quality, and/or distracting sound effects. The class discusses why these effects were ineffective and the importance of deliberate design. Students review their presentations and identify which parts can better be supported more clearly and effectively by the use of multimedia components or visual displays. Students and teacher co-construct a list of guidelines to use when choosing multimedia and visual components to enhance the development of main ideas/themes. They consider do's and don'ts. Students apply these guidelines to their presentations.	**main idea(s)/topic** – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning **multimedia component** – the part or piece of a larger whole (e.g., a speech or presentation) that is constructed using more than one medium of expression (e.g., a piece that combines audio and video) **theme** – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message

GRADE 5

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

CCR Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language

3. 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.

Vocabulary Acquisition and Use

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. 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 developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

K-5 Language Continuums Guide

What are the Language Continuums?

Language Standards 1 and 2 include two continuums, one for grammar and one for conventions. The skills within each continuum are arranged by grade band rather than by grade to allow for multiple years of practice, differentiation, and scaffolding as needed. In the lower grade of the band, the teacher is introducing and modeling the skill. In the higher grade(s) of the band, students are applying the skill to more complex text as they work toward mastery. Some skills, such as subject-verb agreement, may require continued attention each year.

How do I read them?

The Language Continuums, when read horizontally, show the progression of the grade level bands in grammar and conventions. When read vertically, they show the skills taught in the specific grade band. The supporting clarifications include suggestions for how to introduce, model, build, and recognize mastery for each skill.

What does instruction look like in the classroom?

The skills are arranged by grade band to allow for two years of practice and eventual mastery.

- The use of formative assessment allows teachers to determine how well students have acquired learning and where they fall in the continuum.
- Teachers provide scaffolding based on formative assessments to meet students' needs within the continuum. In the lower grade of the band, the teacher introduces and models new skills allowing students to practice with teacher guidance. In the higher grade(s) of the band, the teacher provides students with opportunities to independently practice these skills, use the skills with increasingly complex text, and apply the skills to their writing and speaking.

How do I know where my students fall within the grade band?

Pre-assessments and formative assessments throughout the year can be helpful in determining where students fall within the band. One type of assessment might be a writing sample completed without assistance.

Formative assessments should provide teachers with an understanding of students' prior knowledge on a given skill. Teachers may build on this prior knowledge rather than reintroducing the skill each year. Teachers may find they do not need to begin with the suggestions in the "How to Introduce and Model" column of the continuum clarification document.

How do I talk about the Language Continuums with colleagues?

Teacher communication and discussion within each grade level and among the grade levels is a vital component for ensuring student success. Through PLC work, teachers should develop a shared understanding of the skills and how the continuums and support documents can be used to support instruction.

Grade level PLCs

- Discuss and develop pre-assessments for each skill, or group of skills, to determine student readiness. Consider using flexible grouping after reviewing pre-assessment results.
- Revisit the continuum clarification document for suggested teaching strategies. Consider possible mentor texts.
- Discuss providing feedback to students about specific skill use within their writing. Consider developing a standards-based rubric.
- Reflect on student work to plan for next steps. Consider students who need scaffolding as well as those who need enrichment.

Vertical PLCs

- Discuss how each grade level can build on the previous grade level's instruction.
- Discuss the mentor texts and the strategies used to introduce and build skills.
- Look at the previous grade band in the Language Continuums to determine which skills have been introduced.
- Look at the previous grade band in the Language Continuums to determine which skills are being introduced for the first time.

L1 – Grammar Continuum

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	• Use singular and plural nouns with matching verbs in basic sentences	• Ensure subject/verb agreement	• Continue to ensure subject/verb agreement	• Continue to ensure subject/verb agreement	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Nouns	• Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) • Use common, proper, and possessive nouns	• Explain the function of nouns • Use collective nouns (such as *group*) • Form and use frequently occurring regular and irregular plural nouns	• Use abstract nouns (such as *courage*) • Continue to use regular and irregular plural nouns		
Verbs	• Form frequently occurring verbs • Convey sense of time	• Explain the function of verbs • Form and use past tense of frequently occurring irregular verbs • Form and use regular and irregular verbs • Form and use simple verb tenses • Form and use the perfect verb tenses • Convey sense of various times, sequences • Recognize inappropriate shifts in verb tense	• Form and use progressive verb tenses • Use modal auxiliaries (such as *may* or *must*) • Continue to form and use the perfect verb tenses • Convey sense of various times, sequences, states, and conditions • Recognize and correct inappropriate shifts in verb tense	• Explain the function of verbals (such as *gerunds* or *participles*) • Form and use verbs in active and passive voice • Form and use indicative, imperative, interrogative, conditional moods • Recognize and correct inappropriate shifts in voice and mood • Form and use transitive/intransitive verbs	
Adjectives	• Use frequently occurring adjectives	• Explain the function of adjectives • Accurately choose which to use – adjective or adverb	• Form and use comparative and superlative adjectives and accurately choose which to use —adjective or adverb • Order adjectives within sentences according to conventional patterns	• Form and use compound adjectives	

SKILL	K-1	2-3	4-5	6-8	9-12
Conjunctions	• Use frequently occurring conjunctions	• Explain the function of conjunctions • Use coordinating and subordinating conjunctions	• Continue to use coordinating and subordinating conjunctions • Use correlative conjunctions (such as *either/or*)		Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Adverbs		• Accurately choose which to use – adjective or adverb • Explain the function of adverbs • Form and use comparative adverbs	• Form and use comparative and superlative adverbs • Use relative adverbs	• Use adverbs that modify adjectives • Use adverbs that modify adverbs	
Sentences	• Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences • Understand and use question words	• Produce, expand, and rearrange simple and compound sentences	• Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences • Produce, expand, and rearrange simple, compound, and complex sentences	• Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	
Prepositions	• Use frequently occurring prepositions	• Explain the function of prepositions	• Form and use prepositional phrases		
Pronouns	• Use personal, possessive, and indefinite pronouns	• Explain the function of pronouns • Continue to use personal, possessive, and indefinite pronouns • Use reflexive pronouns	• Ensure pronoun-antecedent agreement • Use relative pronouns	• Ensure that pronouns are in the proper case (*subjective, objective, possessive*) • Use intensive pronouns • Recognize and correct inappropriate shifts in pronoun number and person	

SKILL	K-1	2-3	4-5	6-8	9-12
				• Recognize and correct vague pronouns • Continue to ensure pronoun-antecedent agreement • Recognize and apply the nominative case and objective case	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Determiners	• Use determiners	• Correctly use *a, an,* and *the*			
Commonly Confused Words		• Correctly use common homophones	• Correctly use frequently confused words (such as *to, two, too*)	• Continue to correctly use frequently confused words	
Interjections		• Explain the function of and use interjections	• Continue to use interjections		
Phrases and Clauses			• Explain the function of phrases and clauses • Recognize independent and dependent phrases and clauses	• Explain the function of phrases and clauses in general and their function in specific sentences • Place phrases and clauses within a sentence and recognize/ correct misplaced and dangling modifiers • Form and use indirect/direct objects	
Usage				• Recognize variations from standard English in their own and others' writing and speaking • Identify and use strategies to improve expression in conventional language	

CLARIFICATIONS

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **4-5 grammar continuum**.

Mastery: *Teachers recognize and assess student mastery of the skills in the L.1 Continuum through student writing and speaking. Students' writing and speaking are assessed by the student, peers, and the teacher.*

4-5 Skill	How to Introduce and Model	How to Build
Subject/Verb Agreement		
Continue to ensure subject/verb agreement	The teacher reviews subject/verb agreement by providing sentences. Students identify the sentences that model correct subject/verb agreement. Students correct the sentences that do not have subject/verb agreement. The teacher writes several sentences with missing verbs and several with missing subjects. Students complete each sentence using correct subject/verb agreement.	To build understanding of subject/verb agreement, the teacher introduces more complex examples such as ensuring agreement with compound subjects (*Sugar and Flour*), indefinite pronouns *(each, both*) and collective nouns (*around*). The students create examples of each. Students identify and form sentences with compound subjects using correct subject/verb agreement (i.e. *John and Amy played basketball last night*.). Students identify and form sentences that use *or/nor* within the subject and have correct subject/verb agreement (i.e. *Either John or Amy is playing basketball today*.). Students create a visual representation of subject/verb agreement. They find pictures of nouns/verbs and create sentences or stories.
Nouns		
Use abstract nouns (such as courage)	The teacher introduces abstract nouns by providing a list of nouns. Students evaluate whether each noun can be experienced with one or more of the senses. Students identify those that cannot be experienced with the senses as abstract nouns. The teacher lists several nouns. Students create charts that list the five senses and determine which of the provided nouns fits in	The teacher helps build knowledge of abstract nouns by providing a list of nouns, and students identify which ones are abstract, providing reasons for their identification. The teacher helps build knowledge of abstract nouns by providing a list of suffixes that are common in abstract nouns (i.e. –tion, -hood, -ness, -ance, -ence, -ship, -ment). Students use these suffixes to help determine

4-5 Skill	How to Introduce and Model	How to Build
	each column. The remaining nouns are placed in an abstract noun chart, and students write sentences using each abstract noun.	whether a noun is abstract. Students use abstract nouns with suffixes in dialogues with partners. Students select an abstract noun, such as hope or courage, and create a visual that represents that abstract noun.
Continue to use regular and irregular plural nouns	The teacher reviews regular and irregular plural nouns by providing a list of singular nouns and then working with students to list the plural forms. Students recall standard plural rules (i.e. adding –s; adding –es) and apply them in their writing. The teacher writes singular and plural nouns on cards, and students are each given one. Students play "I have…Who has?", receiving new cards each round.	The teacher helps build knowledge of regular and irregular nouns by providing a list of nouns that take on irregular spellings when made plural. Students work with the teacher to determine irregular plural rules and apply them (i.e. consonant + y = change the y to i and add –es; vowel + y = add s; o = add –es; change f to v and add –es). The teacher creates a list of regular and irregular plural nouns and gives students only the singular forms. Students create foldables by writing the singular form on short sentence strips. They fold the strip over to cover the singular form at the point the change is made to turn it into a plural noun. Students create the plural form on the folder portion of the strip. Students use the words in sentences.
Verbs		
Form and use progressive verb tenses	The teacher explains that the progressive verb tense is used to show action in progress at some point in time. There is: present progressive (*I am walking*), past progressive (*I was walking*), future progressive *(I will be walking*). The teacher explains that progressive verbs use a form of "to be" along with an "ing" verb. Students write sentences using progressive verbs. I *am walking to the ball game.*	Students identify and form sentences correctly using past, present, and future progressive verb tenses in a paragraph about an event. Students work in pairs. Each student writes a sentence about his/her week. One student uses past progressive tense, and the other uses future progressive. They trade sentences and revise the sentence from past to future or future to past. Students work in pairs. They interview each other about their favorite sports event, vacation, or weekend trip. They write up the interviews, using examples of all three progressive verb tenses.

4-5 Skill	How to Introduce and Model	How to Build
Use modal auxiliaries (such as *may* or *must*)	The teacher introduces modal auxiliaries (i.e. *may*/*might*, *must*, *can*/*could*, *shall*/*should*, *will*/*would*) and discusses the function of modalities (i.e. *to show necessity, ability, willingness, possibility*). Students begin to identify correct modal choice based upon function (i.e. *May*/*Can I go to the movie*?). The teacher provides students with several sentences. Students identify modal auxiliary phrases and discuss the function for each modal.	Students begin to identify and differentiate between past, present, and future modals as well as which ones show necessity, ability, willingness, or possibility. The teacher writes the functions *necessity*, *ability*, *willingness*, and *possibility* multiple times on small cards. Students take turns selecting function cards and creating sentences with modal verbs that correctly reflect that function. The teacher provides students with several sentences that are missing the modal verb. Students complete the sentences and give justification for their choice.
Continue to form and use the perfect verb tenses	The teacher introduces past, present, and future perfect verb tenses and models how to use each tense. Students recognize verbs used in the perfect tense (i.e. *have, has, had*) and understand the function of perfect verb tense. The teacher provides sentences with missing verbs, and students correctly complete each sentence with a perfect verb phrase. Students create sentences using the perfect verb tense.	The teacher builds knowledge of the prefect verb tense by introducing past, present, and future perfect progressive verb tenses. Students recognize verbs used in the perfect progressive tense (i.e. *have/had/has been*) and understand the function of the perfect progressive tense. Students recognize the difference between perfect and perfect progressive verbs and their functions. The teacher writes numerous activities on index cards. Students draw one activity and create sentences for each perfect verb tense that includes their chosen activities.
Convey sense of various times, sequences, states, and conditions	The teacher introduces time and sequence verbs and models how to correctly use them. Students recognize that different tenses of verbs indicate times and sequences. The teacher provides sentences using verbs that show sequence. Students underline the verb phrases and then create a timeline based upon these sentences. The teacher introduces verbs that convey a state or condition. He/she explains that these verbs express a state rather than an action.	The teacher builds knowledge by reviewing verbs that show states and conditions. Students create sentences with stative verbs (i.e. *those that show feeling, thought, sense, possession*) and conditional verbs (*would have succeeded*) that express something that might happen. The teacher writes numerous verbs that show states on index cards. Students use cards to play charades. Once a student guesses the correct verb, he/she must identify whether it shows feeling, thought, sense, or possession.

4-5 Skill	How to Introduce and Model	How to Build
	Candice feels sick today. Conditional verbs help express something that might happen if a particular condition is met. "If" is often used. *She could have won if she had practiced more.* Students work with partners to create sentences using verbs that convey states and sentences with verbs that convey conditions.	The teacher provides students with a list of unlikely future events. Students use this list to create sentences with conditional verbs. The teacher builds the use of verb tense to convey various times and sequences by having student partners write about events in history and use verbs that convey time and sequence. The teacher helps students find time, sequence, state, and condition verbs in standard classroom texts.
Recognize and correct inappropriate shifts in verb tense	The teacher introduces incorrect shifts in verb tense by explaining that verbs in a sentence or paragraph should be in the same tense. Shifting between verb tenses can confuse readers. The teacher writes many correct and incorrect examples of verb tense shifts. Each student is given one example. The teacher places a line down the center of the room. One side is labeled *correct*, while the other side is labeled *incorrect*. Students go to the appropriate side of the room based upon their sentences. Students take turns sharing their sentences and explaining their reasoning for choosing which side of the room to stand on. The teacher provides students with a list of sentences containing verb shifts. Students identify which ones are incorrect and alter the sentences in order to show correct shifts.	The teacher helps build knowledge of inappropriate verb shifts by providing sentences that show verb shifts. Students recognize incorrect shifts and correct these sentences, articulating the reasons behind the corrections. Each student writes a sentence containing a verb tense shift and then places it in a basket. Taking turns, each student pulls one sentence out of the basket and reads it. He/she then states whether it shows an appropriate verb shift. If the sentence is incorrect, the student states the reason for this and provides a correct example. Students review their writing for inappropriate shifts in verb tense and correct them as needed.

4-5 Skill	How to Introduce and Model	How to Build
Adjectives		
Form and use comparative and superlative adjectives and accurately choose which to use – adjective or adverb	The teacher introduces regular comparative and superlative adjectives, as well as the rules for forming them, and models how to use them in sentences. The teacher explains that comparative adjectives compare differences between two objects, people, places or ideas, and superlative adjectives are used when a subject is compared to more than two or a group. Adjectives modify nouns. Example: tall, comparative – taller; (The redwood tree is taller than the spruce tree). superlative – tallest. (The redwood tree is the tallest in the yard). The teacher provides students with a list of nouns. Students write sentences about the nouns, using comparative and superlative adjectives. Then, students illustrate the sentences to show the comparison. Example: sister – Students might write: My sister is tall. My sister is taller than me. My sister is the tallest of all the siblings in my family. The teacher introduces adverbs, as well as the rules for forming them, and models how to use them in sentences. The teacher explains that adverbs may end in -ly, but not all. Adverbs answer the questions how, when, where and why about a verb. The teacher provides students with a simple sentence. Students add an adverb to the sentence, then form the comparative and superlative of the adverb to complete the sentence. Example: Simple sentence: John works quietly. Comparative: John works more quietly than his friend. Superlative: John works the most quietly of all his friends. To choose which to use – adjective or adverb: The teacher	The teacher helps build knowledge of comparative and superlative adjectives and adverbs by introducing irregular comparative and superlative adjectives and adverbs. The teacher and students co-construct a chart that provides examples for each. The teacher presents a survey to the class (i.e. age, number of siblings, bed time, pets) and students answer survey questions. The teacher and students tally the survey, and students use the results to write sentences that contain comparative and superlative adjectives and adverbs. Students highlight the modifying word. The teacher projects and reads aloud tall tales that contain comparative and superlative adjectives. Students choose characters from the tall tales to make comparative and superlative sentences about them. Examples of tall tales: "*Pecos Bill", and "I Love You the Purplest".*

4-5 Skill	How to Introduce and Model	How to Build
	projects examples of sentences with either the verb underlined or the noun underlined. The teacher instructs students to modify the word that has been underlined by choosing either an adjective or an adverb to complete the sentences.	
Order adjectives within sentences according to conventional patterns	The teacher introduces the correct order for denoting attributes [quantity/number; quality/opinion; size; age; shape; color; proper adjective (nationality, origin, or material); qualifier/purpose] and models how to write phrases and sentences that contain one-two adjectives. Students identify which sentences are correct and help fix ones that are incorrect. The teacher explains that sometimes you might use more than one or two adjectives to describe a noun. It is important to put the adjectives in the correct determined order: 1. Opinion (*ugly*) 2. Size (*big*) 3. Age (*old*) 4. Shape (*round*) 5. Color (*blue*) 6. Origin (*American*) 7. Material (*cotton*) 8. Purpose (*sewing - like in sewing machine*) The teacher models ordering adjectives as she describes objects in the room. Students practice ordering adjectives as they describe outside objects. The teacher provides students with a variety of sentences containing one or two adjectives. Students determine which sentences correctly describe the nouns and are in the proper order. Students fix sentences that are incorrect.	The teacher helps build knowledge of adjective order by introducing a list of adjective phrases. Students identify correct phrases and fix those that are incorrect. Students select two or more adjectives that correctly describe a noun and place those in a sentence in a way that follows standard grammatical ordering. The teacher shows several images to students. Students use those images to create sentences that include two or more adjectives ordered correctly.

4-5 Skill	How to Introduce and Model	How to Build
Conjunctions		
Continue to use coordinating and subordinating conjunctions	The teacher reviews coordinating conjunctions (**f**or, **a**nd, **n**or, **b**ut, **o**r, **y**et, **s**o - "FANBOYS"), as well as the rules for using them, and models how to make compound sentences. Students form compound sentences using independent clauses and coordinating conjunctions. The teacher helps build knowledge of conjunctions by introducing subordinating conjunctions, as well as the rules for using them, and models how to make complex sentences. Students form complex sentences using independent clauses and subordinating conjunctions.	The teacher helps build knowledge of coordinating and subordinating conjunctions by modeling how to build compound and complex sentences using conjunctions. Students review their writing and expand simple sentences into compound or complex sentences using coordinating and subordinating conjunctions. Working in pairs and using a list of independent clauses, students build compound and complex sentences using coordinating and subordinating conjunctions. The teacher writes numerous independent clauses on sentence strips and different subordinating conjunctions on index cards. Students work together to join the clauses by using appropriate subordinating conjunctions. Students write the completed compound sentences on paper.
Use correlative conjunctions (such as *either/or*)	The teacher introduces simple correlative conjunctions and explains that they work as pairs: (i.e. *either/or, neither/nor, both/and, not/but*). The teacher explains that the two elements the correlative conjunctions connect are similar in length and grammatical structure (i.e., *nouns are correlative to nouns, adjectives to adjectives*). Examples: *Both soccer and baseball are popular in my town. There are not three, but four students who want to attend the performance.* Students form compound sentences using correlative conjunctions. The teacher writes numerous sentences using correlative conjunctions on sentence strips. The teacher cuts apart sentences so that the clauses and correlative conjunctions are separate. Students work in groups to correctly put sentences back together. Students write completed sentences on paper.	The teacher helps build knowledge of conjunctions by introducing more complex correlative conjunctions (i.e. *not only/but also, no sooner/than*), as well as the rules for using them, and models how to use them in sentences. Students form sentences using correlative conjunctions. The teacher lists topics for discussion on the board (i.e. *food, pets, sports*). Students discuss the topics with partners. Once the discussions are complete, partners work together to write sentences containing correlative conjunctions, using the information from the discussions.

4-5 Skill	How to Introduce and Model	How to Build
Adverbs		
Form and use comparative and superlative adverbs	The teacher defines comparative and superlative adverbs by using examples. Comparative adverbs compare two or more things (i.e. harder, better, more easily). Superlative adverbs compare three or more things (i.e. hardest, worst, most easily). The teacher models and provides examples of rules and forms of comparative and superlative adverbs (i.e. some two syllable adverbs that end in "y" will require you to change the "y" to "i" and add "er" when using the comparative form or add "est" when using the superlative form). Students work with partners to create a chart of adverbs, followed by the comparative and superlative forms of the adverb. Together, they compose sentences using the words.	The teacher helps students build knowledge of forming and using comparative and superlative adverbs by providing independent or small group practice that differentiates between the use of regular and irregular comparative and superlative adverbs. The student may be given an adverb such as "quietly." The student will need to form a comparative adverb such as "more quietly" and a superlative adverb such as "most quietly." The student will need to use each of these correctly in sentences. The teacher helps students build knowledge of forming and using comparative and superlative adverbs by encouraging students to take turns identifying adverbs in sentences that the teacher provides. The teacher helps students build knowledge of forming and using comparative and superlative adverbs by having the students write sentences about a sporting event and describe the action using comparative and superlative adverbs.
Use relative adverbs	The teacher introduces the relative adverbs when, where, and why and models how these adverbs introduce relative clauses. The teacher differentiates between the three adverbs of where, when, and why by using examples. *The desk where I sat last year, is gone.* *I can remember a time when I was shorter than you.* *Tell us why you missed the party* Students create sentences with partners using relative adverbs. One student begins the sentence, and the other completes it.	The teacher helps students build knowledge of using relative adverbs by providing two or more sentences or clauses and having the students combine them using relative adverbs. *I remember the day.* *It was the day I first met Sam.* *I remember the day when I first met Sam.*

4-5 Skill	How to Introduce and Model	How to Build
Sentences		
Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences	The teacher introduces the parts of a sentence (subject and predicate). Students identify the parts of a sentence as being the subject or predicate. The teacher identifies sentence fragments and run-on sentences in a text. The teacher models by sharing strategies to correct sentences (reading the sentence, questioning if the sentence has a subject and a predicate).	The teacher helps students build knowledge of producing complete sentences while recognizing and correcting inappropriate fragments and run-on sentences by providing examples of sentences. The students use their fingers (one finger for subject and two fingers for predicate) to identify the part of the sentence that the teacher points to. The teacher provides one part of a sentence (subject or predicate) and students complete the sentence by writing the missing piece. The teacher writes sentences on the board, modeling how experienced writers write and correct sentence fragments and run-on sentences. Students review and correct their writing.
Produce, expand, and rearrange simple, compound, and complex sentences	The teacher reviews how to add words to a simple sentence to expand it. He/she demonstrates how to create a compound sentence and a complex sentence from the simple sentence. The teacher differentiates between simple sentences (a sentence with a single independent clause), compound sentences (two independent clauses combined by a conjunction), and complex sentences (an independent clause joined by one or more dependent clauses) by giving the students definitions and examples. The teacher also models identifying the different kinds of sentences. The teacher models how to rearrange and expand sentences. Students practice expanding and rearranging sentences with partners.	The teacher helps students build knowledge of producing, expanding, and rearranging simple, compound, and complex sentences by sharing examples of different sentences that may be simple, compound, or complex, and displaying examples for students. Students work with partners. One student writes an independent clause. The second student draws a coordinating conjunction from a container and uses it, along with another independent clause, to complete the compound sentence. Students work with partners. Each pair has a deck of index cards with an independent clause on each one. A student draws a card and creates a complex sentence by adding one or more dependent clauses.

4-5 Skill	How to Introduce and Model	How to Build
Prepositions		
Form and use prepositional phrases	The teacher introduces students to prepositional phrases, the questions prepositional phrases can answer, what they do in a sentence, and what information they give. Students complete graphic organizers about prepositional phrase uses. Students take turns choosing a preposition from a list generated by the class and create or act out a prepositional phrase.	The teacher helps students build knowledge of forming and using prepositional phrases by identifying prepositional phrases in a mentor text. The teacher helps students build knowledge of forming and using prepositional phrases asking questions. For example, "*Where is the pencil sharpener in the classroom?*" Students reply using a prepositional phrase. Students recall a routine that they complete (coming to school, going shopping, eating dinner, etc.). The students orally say their routines and then write the steps. Students include prepositional phrases in their writing.
Pronouns		
Ensure pronoun-antecedent agreement	The teacher introduces/reviews pronouns and their purpose to replace nouns and make sentences less repetitive and bulky. The teacher defines antecedent and explains that the pronoun must agree with its antecedent in gender and number. The teacher models identifying and connecting antecedents to the relating pronouns by reading aloud sentences identifying the pronouns and corresponding antecedents. Students provide thumbs up or down about the agreement.	The teacher helps students build knowledge of pronoun-antecedent agreement by modeling and providing examples for the students to review for pronoun and antecedent agreement. The teacher helps students build knowledge of ensuring pronoun-antecedent agreement by having the students use rough drafts they are currently working on to identify and check agreement between pronouns and their antecedents.
Use relative pronouns	The teacher introduces the five relative pronouns (that, which, who, whom, and whose). He/she explains: who, whom, whose – refers only to people or pets mentioned by name; that – refers to objects and sometimes people; which – refers to objects.	The teacher reviews the five relative pronouns. The teacher provides sentences with the relative pronoun missing, and students decide which relative pronoun correctly completes the sentence. *Marcus, _____ is a very fast runner, plays first base.*

4-5 Skill	How to Introduce and Model	How to Build
	The teacher provides sentences that are missing the relative pronouns, and the students use the list to complete them. For example: *The bike ____ belongs to Fred is fast.*	The teacher explains that relative pronouns show a relationship between a noun and a clause. The clause provides descriptive information about the noun. Share an example: *Broccoli, which is my favorite vegetable, tastes best with cheese.* Which is the relative pronoun? The clause, which is my favorite vegetable, provides more information. Students practice writing sentences using relative pronouns correctly.
Commonly Confused Words		
Correctly use frequently confused words (such as *to, two, too*)	The teacher introduces words that are commonly confused such as to, two, and too and models the correct use of each word. The teacher uses a poster or visual to support students in distinguishing between the different words Students practice writing sentences using the words correctly. Students collect words in a "word journal" and use pictures to help them remember the differences.	The teacher helps students build knowledge of correctly using confused words by modeling forming or using sentences that use more than one. The students create sentences that use pairs of often-confused words correctly. Examples: *The bee wanted to be on the flower.* *No, I don't know everything.* The teacher provides a list containing pairs of often-confused words. Students work with partners to write sentences correctly using these words. One student will write a sentence using one of the words correctly. The partner will write a sentence using the second word correctly.
Interjections		
Continue to use interjections	The teacher reviews interjections (a word used to express strong feelings such as a sudden emotion: "*Wow*"). Working with partners, students create a list of interjections.	The teacher helps students build knowledge in using interjections by providing sentences and asking students to add interjections. Students review their writing for places they could appropriately insert interjections.

4-5 Skill	How to Introduce and Model	How to Build
Phrases and Clauses		
Explain the function of phrases and clauses	The teacher introduces phrases and clauses. A clause contains both a subject and a verb. A phrase is a group of words that does not have a subject/verb combination. The teacher models by brainstorming phrases and clauses. Students contribute to the list. The teacher uses a mentor text to show examples in context.	The teacher provides definitions and examples of independent and dependent clauses, as well as adjective and noun clauses. As a class, students create a poster that explains the function of all four. The teacher explains the function of phrases and clauses – they are the building blocks of sentences. The teacher demonstrates using sentence strip "blocks." Students "build" sentences using phrases and clauses the teacher has provided.
Recognize independent and dependent phrases and clauses	The teacher introduces dependent clauses and independent clauses by explaining that all sentences are made up of one or more clauses. Clauses can be dependent or independent. Independent clauses express a complete thought. They have a subject and a verb. They can stand alone as a sentence. *John fixed my bike*. Students brainstorm other examples. Phrases do not have a subject and a verb. Phrases are not complete sentences but groups of words that add additional information and bring meaning to a sentence. The teacher provides an example, such as "*broken into a thousand pieces."* Students brainstorm other examples. Dependent clauses do not express a complete thought. They cannot stand alone as a sentence. They begin with words like: after, before, if, since, when, because. *When I get home,* I am going to have a snack. Marty won't be going *because she got sick.* Students brainstorm other examples.	The teacher helps students build knowledge of recognizing independent and dependent clauses by guiding the students to produce examples of sentences with independent and dependent clauses. Students review their writing and highlight independent clauses in one color and dependent clauses in another. Students recognize and underline phrases in their writing that need additional information to make the sentences complete. The teacher projects and reads aloud a mentor text. Students raise their hands when they see/hear a dependent clause. The teacher asks a student to come to the smartboard/board and underline the dependent clause.

L2 – Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
Capitalization	• Capitalize the first word in a sentence • Capitalize the pronoun "I" • Capitalize dates and names of people	• Capitalize holidays • Capitalize product names • Capitalize geographic names • Capitalize appropriate words in titles • Use correct capitalization	• Capitalize appropriate words in titles • Continue to use correct capitalization		Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Punctuation	• Recognize end punctuation • Name end punctuation • Use end punctuation for sentences • Use commas in dates	• Use commas to separate single words in a series • Use commas in greetings and closings of letters • Use an apostrophe to form contractions • Use an apostrophe to form frequently occurring possessives • Use commas in addresses • Use commas in dialogue • Form and use possessives • Use quotation marks in dialogue	• Use punctuation to separate items in a series • Continue to use commas in addresses • Continue to use commas in dialogue • Continue to use quotation marks in dialogue • Use a comma before a coordinating conjunction in a compound sentence • Use commas and quotations to mark direct speech and quotations from a text • Use a comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words yes and no • Use a comma to set off a tag question from the rest of the sentence • Use a comma to indicate a direct address • Use underlining, quotation marks, or italics to indicate titles of works	• Use punctuation to set off nonrestrictive/parenthetical elements • Use a comma to separate coordinate adjectives • Use punctuation to indicate a pause or break • Use an ellipsis to indicate an omission • Use a semicolon to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • Apply hyphen conventions	

Skill	K-1	2-3	4-5	6-8	9-12
Spelling	• Write a letter or letters for most consonant and short-vowel sounds • Spell simple words phonetically, drawing on knowledge of sound-letter relationships • Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words	• Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as *word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts*) when writing words	• Continue to use conventional spelling for high frequency words and other studied words • Continue to use conventional spelling for adding suffixes to base words • Continue to use spelling patterns and generalizations when writing words • Spell grade-appropriate words correctly	• Consistently apply conventional rules to spell words correctly	Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
References		• Consult reference materials as needed to check and correct spellings	• Continue to consult reference materials as needed to check and correct spellings	• Continue to consult reference materials as needed to check and correct spellings	

CLARIFICATIONS

L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **4-5 conventions continuum**.

Mastery: *Teachers recognize and assess student mastery of the skills in the L.2 Continuum through student writing and speaking. Students' writing and speaking are assessed by the student, peers, and the teacher.*

4-5 Skill	How to Introduce and Model	How to Build
Capitalization		
Capitalize appropriate words in titles	The teacher introduces titles and explains that "titles" include the names of books, articles, musical compositions, paintings, etc. Using a text, such as a newspaper, have students identify all the titles they can find. Examine and discuss what the titles have in common and which words are always capitalized. Point out that the first and last words of the titles are always capitalized. Examine which words are not capitalized. Words such as a, the, for, an, and, with, from, by, of, etc. are not capitalized because they are not needed to understand the meaning. The remaining words contribute to the meaning of the text and are capitalized.	Students create "rule" posters/charts for capitalizing titles. Students write about their favorite books, TV shows, or movies and correctly capitalize titles. They exchange with peers.
Continue to use correct capitalization	The teacher reviews capitalization by reminding students to use a capital letter at the beginning of sentences and to capitalize proper nouns using examples from grade appropriate text.	Students review their writing for capitalization. Is the first word of each sentence capitalized? Are the proper nouns capitalized? Students make corrections as needed.
Punctuation		
Use punctuation to separate items in a series	The teacher introduces use of commas to separate items in a series. The teacher models using commas to separate items in a list of three or more items.	The teacher helps students build this skill by using sentence strips. The teacher creates a sentence with a list of three items and commas. Cut the strip so there is a word or punctuation mark on each strip. Students will put the words and punctuation marks together correctly.

4-5 Skill	How to Introduce and Model	How to Build
	Brainstorm with students when we create lists (shopping, to do) and explain that when we are writing a sentence with a list, commas must be used correctly to separate the items. Create a list with students. An example might be, "Our favorite school lunches are…" Model taking the list and turning it into a sentence with correct punctuation.	Provide students with item lists and have them write sentences using the lists. Have students respond to questions creating their own lists. An example might be, "What three items would you pack for an overnight trip?"
Continue to use commas in addresses	The teacher reviews the use of commas in addresses by sharing examples with students that show the correct use. The teacher explains how to separate each item in an address with a comma when including it in a sentence. House numbers and street names are not separated by commas, nor are states and zip codes. When addressing an envelope, a comma is only used between the city and state. For example: John Smith 328 Post Avenue Raleigh, North Carolina 10010	The teacher builds using commas in addresses by asking students to write their address in complete sentences on notecards, omitting the commas. (Example: I live on 123 Park Street Aspen Colorado 00011.) Students trade notecards with peers and add the commas in the correct places. Notecards are returned to original owners, and addresses are reviewed for accuracy.
Continue to use commas in dialogue	The teacher reviews comma uses in dialog using a mentor text. Together they write a how-to for comma usage in dialogue. Students apply to their own writing.	The teacher helps students build their understanding of punctuation of dialogue by creating a comic strip. Students include dialogue using appropriate punctuation.
Continue to use quotation marks in dialogue	The teacher reviews that quotation marks should be used before and after a character's words in a dialogue. Using a mentor text, a teacher shows how quotation marks are used.	Students work in pairs and have a written "chat" with their partners. They ask each other written questions and reply in writing using quotation marks correctly.

4-5 Skill	How to Introduce and Model	How to Build
Use a comma before a coordinating conjunction in a compound sentence	The teacher introduces using a comma before a coordinating conjunction in a compound sentence by explaining that a coordinating conjunction is a part of speech that connects two independent clauses into a compound sentence. Coordinating conjunctions include for, and, nor, but, or, yet, and so. Students can use the acronym "fanboys" to remember the conjunctions. A comma is placed after the first independent clause and before the coordinating conjunction. Students practice putting together two independent clauses using a conjunction and correct punctuation.	The teacher helps students build this skill by using sentence strips and providing small groups with each of the following: an independent clause, a conjunction, a comma, and a period. Students put the compound sentences together using the strips and then write the final sentences. The teacher can use multiple sentences so that groups can switch strips and complete multiple examples. Students revise their writing to include compound sentences with a coordinating conjunction.
Use commas and quotations to mark direct speech and quotations from a text	The teacher introduces the use of commas and quotations to mark direct quotations by explaining that students may choose to include information quoted directly from another source in their writing. Quotation marks should be used to identify quotations from another text. Students are given a question from a text they are currently reading. The teacher models how to use a direct quote from the text in their answer by placing a comma and quotation marks to set off the quotation.	The teacher helps students build this skill by selecting a famous individual and choosing one or two quotes from the individual. (You can provide a list of appropriate quotes.) Students write a paragraph about the individual, including the quotes and using correct comma placement. Students answer text dependent questions using direct quotations from the material.
Use a comma to separate an introductory element from the rest of a sentence	The teacher introduces using commas to separate an introductory element from the main clause of a sentence by explaining that introductory elements can include words, a phrase, or a clause that appear before the main clause. These elements are included to assist the reader in making sense of or understanding what the sentence is about. Create an anchor chart of possible introductory elements using a comma after each.	The teacher helps students build their understanding of comma usage by providing students with an introductory element, and then they complete the sentence, placing a comma correctly after the introductory element. Students create their own introductory elements and write them on paper. Each student passes his/her paper to the next student who adds a comma and completes the sentence. Next, students begin a new sentence with an introductory element to pass on etc.

4-5 Skill	How to Introduce and Model	How to Build
Use a comma to set off the words yes and no	The teacher introduces how a comma is used to set off the words yes and no from the rest of a sentence. Model by providing a list of yes or no questions and answering them in complete sentences that begin with yes or no. Example: Question: Did you finish your homework? Answer: **Yes,** I did finish my homework.	The teacher helps students build this skill by using text dependent questions that require yes/no responses followed by an explanation. Students give their questions to other students to answer using yes or no and using commas to punctuate the sentence correctly.
Use a comma to set off a tag question from the rest of the sentence	The teacher introduces tag questions by explaining that a tag question is a short question added to the end of a sentence following a statement. It usually asks for clarification. A comma is placed between the statement and the question, which is followed by a question mark. Model by providing examples of an affirmative statement and negative tag. “He is going, isn't he?” Model by providing examples of a negative statement and affirmative tag. “She’s not staying, is she?”	The teacher helps students build their understanding of when to use a comma with a tag question by giving students sentence starters and allowing them to complete the sentence with a tag question. Students will provide a sentence starter. “Sam is attending the party…” The next student will complete the sentence with a comma and a tag question. “Sam is attending the party, isn’t he?”
Use a comma to indicate a direct address	The teacher reviews how to use a comma to set off a name or pronoun, whether it comes at the beginning, middle, or end of the sentence, when a sentence directly addresses the readers. The teacher presents a piece of text that includes dialogue. Together, the teacher and students underline any instance where a direct address is used, and then they circle the comma placement. Model writing a sentence with a direct address. First, have the students write a question for a famous individual. Take their questions and rewrite them using a direct address. Example:	Build this skill by instructing students to write a set of questions or directions for their classmates in order to accomplish a task. For example, the task might be writing the date on the board. Instead of telling their classmates what steps to take, they will need to write them and include a direct address. Example: Billy, pick up the pen off the teacher’s desk. Sadie, take the pencil from Billy and hand it to Sam. Sam, write the date on the whiteboard.

4-5 Skill	How to Introduce and Model	How to Build
	Student Question: What was it like being president during the Civil War? Rewritten with a direct address: President Lincoln, what was it like being president during the Civil War?	
Use underlining, quotation marks, or italics to indicate titles of works	The teacher introduces how titles of works are identified in writing by explaining that when referencing titles in writing, students use quotation marks to identify titles that represent only a portion of a completed work (newspaper article, magazine article). Italics and underlining are used to identify the title of a complete work (book, magazine, newspaper, movie). It is generally accepted that if the writing is in a digital format, the title will be italicized, and if it is handwritten, the title will be underlined. Students list examples of titles. Use examples to create an anchor chart in a tree map. Title the tree map *"Titles"* and together create a list of the types of titles that need to be put in quotations and the ones that are italicized or underlined.	The teacher helps students build this skill by giving students a list of titles. Students sort titles into "Needs Quotation Marks" and "Needs Italics/Underlining."
Spelling		
Continue to use conventional spelling for high frequency words and other studied words	The teacher reviews high frequency words and how to use words with similar patterns, word families, spelling patterns, and syllable patterns to identify and spell the high frequency words. Use a word wall or anchor charts to provide a reference for students. Allow students to identify high frequency words in their texts (informational and literature). Allow students to revise and correct spelling in their writing. Review spelling rules that apply to specific words.	The teacher helps students build the ability to spell high frequency words by continuous review of spelling patterns, word families, and syllable patterns. Use a spelling journal throughout the year to categorize words in different ways: alphabetical, spelling rules, etc. Include vocabulary, spelling words, "Words Like This One." Have students create spelling rule anchor charts.

4-5 Skill	How to Introduce and Model	How to Build
Continue to use conventional spelling for adding suffixes to base words	The teacher reviews suffixes including: -ing, -y, -ed, -s, and -es. Identify words using suffixes in reading and point out how the words end and how that affects the ending. • If the word ends in silent -e and the suffix begins with a vowel, drop the -e. • If the word ends with a consonant + y, change the -y to -i, except for suffixes that begin with -i. • If a word ends with -s, -x, -z, -ch, or -sh, add -es to make them plural. Provide examples and deconstruct them into base word and suffix. Students use these examples to write their own rules for adding suffixes.	The teacher helps students build their ability to use suffixes correctly by having students write their own rules for adding suffixes. The teacher provides examples using "word equations" for each rule. base word + suffix = new word Examples: teach + ing = teaching study + ing = studying
Continue to use spelling patterns and generalizations when writing words	The teacher reviews word families, spelling patterns, and syllable patterns. Model how to spell unknown words.	The teacher helps students build the ability to spell high frequency words by giving students the opportunity to categorize words in different ways: alphabetical, spelling rules, etc. Include vocabulary, spelling words, "Words Like This One." Students create spelling rules anchor charts.
Spell grade-appropriate words correctly	The teacher introduces grade-appropriate words in their texts and explains word families, spelling patterns, and syllable patterns to spell unfamiliar words.	The teacher helps students build their ability to spell high frequency words by providing them with opportunities to learn new words and use them in writing assignments.
Reference		
Continue to consult reference materials as needed to check and correct spellings	The teacher reviews use of the dictionary and digital resources to discover and correct spelling of grade-appropriate words and high frequency words. The teacher models how to use a dictionary or other online resources, as well as spell check, to correct a paragraph with intentionally misspelled words.	The teacher builds this skill by providing students with a paragraph with intentionally misspelled terms. Students locate the misspelled terms and correct them using reference materials. Students list the reference materials used.

Language Standards

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Conventions of Standard English			
L.5.1	Demonstrate command of the **conventions of standard English grammar** and **usage** when writing or speaking; demonstrate **proficiency** within the 4-5 grammar continuum.	See Language Grammar Continuum	**conventions of spoken and written standard English** – the generally accepted rules and practices for speaking and writing in the English language **grammar** – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc. **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success **usage** – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions
L.5.2	Demonstrate command of the **conventions of standard English** capitalization, **punctuation**, and spelling when writing; demonstrate **proficiency** within the 4-5 conventions continuum.	See Conventions Continuum	**conventions of spoken and written standard English** – the generally accepted rules and practices for speaking and writing in the English language **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success **punctuation** – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Knowledge of Language			
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 used in stories, **dramas**, or **poems.**	Students use what they know about language and its grammar and usage to make effective choices in their writing or speaking or to aid their comprehension when reading or listening • Students use a variety of sentences to affect meaning and style and maintain the interest of the reader. • Students differentiate between the various forms of English, such as dialects and registers, used in stories, dramas, or poems. *In the Classroom:* The teacher explains that sentence length is a writer's choice. Using a mentor text, the teacher and students find simple, compound, and complex sentences and determine the reasoning for the author's use of each. Students examine their own writing for sentence variety. They expand, combine, and reduce sentences to create a style or particular effect. The teacher provides examples of long or run-on sentences and shows students how to reduce them. Students choose a draft of their writing, find one or two run-on sentences, and practice reducing them. Students work in pairs and read excerpts from several stories the teacher has chosen that contain different dialects. Using graphic organizers, students record the similarities and differences in the dialects that are used and what this says about the characters.	**compare** – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with **contrast**, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. **drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue **poem** – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Vocabulary Acquisition and Use			
L.5.4	Determine and/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: **context clues**, word parts, **word relationships**, and **reference materials**.	Students figure out and/or confirm the meaning of grade 5 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies: • Context clues: Students use definitions, examples, or restatements in the text to determine the meaning of the word or phrase. • Word parts: Students use common affixes and roots as clues to the meaning of words. For example, the root "photo" means "light" in the words photograph, photosynthesis. • Word relationships: Students use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words. • Reference materials: Students consult reference materials such as dictionaries, glossaries, thesauruses, in print and digital formats to verify how to pronounce a word and to determine the exact meaning of the words and phrases in context. *In the Classroom:* The teacher demonstrates the process of breaking apart words into prefixes, roots, and suffixes to determine their meanings using a three-column graphic organizer. He/she provides students with examples of sentences from grade 5 content that contain words with prefixes, roots and suffixes, leaving out one part of the word (for example: ____portation—the prefix trans is missing). Using a provided word bank with the prefixes, suffixes, or roots that fit into the blanks, students identify the missing part, based on the context of the sentence, and provide the meaning of the word, along with the meaning of each part of the word (prefix, root, and suffix).	**context clues** – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it **multiple-meaning words and phrases** – words and phrases that have more than one meaning (e.g., elephant's **trunk** / car **trunk**) **reference materials** – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary **word relationship** – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)

STANDARD		CLARIFICATION	GLOSSARY
		The teacher models for students how to figure out an unknown word when they are reading grade 5 content using reference materials. Students may refer to dictionaries, thesauruses, or glossaries to decide which definition best fits the meaning of the word within the context of what is being read. The teacher uses a read aloud/think aloud process to determine which meaning best fits the unfamiliar word.	
L.5.5	Demonstrate understanding of **figurative language** 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.**	Students show they understand figurative language and subtle differences in word meanings. • Students decipher the meaning of figurative language, such as metaphors and similes from context. • Students identify and explain the meaning of familiar idioms, adages, and proverbs. *In the Classroom:* Using the lyrics to a popular song, the teacher points out similes and metaphors and underlines the words and phrases that provide clues to the meaning of the figurative language example. Students are given additional song lyrics and highlight the similes and metaphors they find. They underline any words in the lyrics that helped them determine the meaning. In pairs, students share their examples. The teacher provides direct instruction to help students identify idioms, adages, and proverbs by reading phrases from the shared text to discuss how the meaning is different from the literal meanings. (e.g. Dan decided to hit the books (meaning- study). Students find examples of idioms, adages, or proverbs from the text to determine the meanings to share with the class. Students determine what the relationship is, and how it relates to and affects the meaning of the text.	**adage** – a traditional saying which expresses a generally observable truth about life (e.g., The early bird gets the worm.) **figurative language** – language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., metaphor, allusion, etc.) **idiom** – a phrase or clause whose meaning is typically cultural and/or regional and cannot be determined by the literal meaning of the individual words used (e.g., on pins and needles – to feel anxious or nervous about something) **nuance** – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., **happy** compared to **giddy**) **proverb** – a short, pithy saying or expression that states a general life truth or piece of advice (e.g., Laughter is the best medicine.)

STANDARD		CLARIFICATION	GLOSSARY
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.	Students learn and correctly use Tier 2 and Tier 3 words and phrases. They use words that indicate contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). *In the Classroom:* The teacher provides texts and exemplar pieces of writing containing words and phrases that signal contrast, addition and other logical relationships. He/she highlights words and phrases and asks students to identify the type and why they are used. Students then work in pairs and use sticky notes to mark in the text where they find these types of words and phrases and how they are used. Students record their findings on three-column organizers, labeled "Word or Phrase", "Addition, Contrast, or Other Logical Relationship", and "Meaning" (how they are used). The teacher compiles students' words and phrases on a chart for the classroom. Students use a piece of their writing and revise to include these types of words and phrases.	**domain-specific vocabulary/words/phrases** – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation **general academic** – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.)