

DCSD Grade 5 ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
--	-------------------------	--	--	----------------	---	-----------

Reading Foundational Skills

	RF.5.3a Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	We will use our knowledge of phonics and word structure to read unfamiliar multisyllabic words. We will read unfamiliar multisyllabic words with accuracy.		<ul style="list-style-type: none"> • Multisyllabic • Affixes • Root word • Base word • Chunks • Syllables • Correspondences 		
	RF.5.4a Read on-level text with purpose and understanding.	We can read or explain about what we read.				Textual Analysis-lesson Explain the Impact of a Significant Event Identifying Plot Conflict Textual Analysis Genre Lesson-Fantasy Character v. Character Plot Conflict

DCSD Grade 5 ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
	RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	We can orally read prose and poetry with expression. We can adjust our reading rate to match the purpose. We can determine the appropriate phrasing when reading poetry.		<ul style="list-style-type: none"> • Prose • Poetry • Phrasing • Expression 		Explain Main Idea of a Poem The Tone of a Poem The Tone of a Poem-2 Author's Purpose-Poem Elements of Poetry
	RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	We can make corrections while reading orally. We can make changes to improve our understanding after rereading.		<ul style="list-style-type: none"> • Confirm • Context • Pronunciation • Self-correct • Strategies 		

DCSD Grade 5 ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
--	-------------------------	--	--	----------------	---	-----------

Reading Informational Text

<p>R. CCR.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</p>	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>We will summarize a text, citing evidence and using a relevant quote.</p>		<ul style="list-style-type: none"> • Cite • Evidence • Explicit information • Inference • Quote • Summary 		<p>Response to Literature</p> <p>Using Text Talk to analyze Text-video</p> <p>Analyzing Text: Brainstorming Before Writing-video</p>
<p>R. CCR.2 Determine central idea or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details.</p>	<p>We will identify all the main ideas the author is trying to make.</p> <p>We will use details and the main idea(s) to summarize the text.</p>		<ul style="list-style-type: none"> • Analyze • Details • Main idea • Topic sentence 		<p>Response to Literature</p> <p>Performance Tasks: Sample Units w/ lesson Plans</p> <p>Media for Performance Task Above</p> <p>Lesson Plan: Synthesizing</p> <p>Lesson: Paraphrasing Informational Texts</p>

DCSD Grade 5 ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	We will use specific information from the text to support our explanation of the relationships between individuals, events, ideas of concepts in informational text.				<p>Write From the Beginning</p> <p>Response to Literature</p> <p>Teachinghistory.org</p> <p>NASA for Educators</p> <p>NASA for Students, Gr. 5-8</p> <p>Teaching Science Through Picture Books</p> <p>San Diego Zoo</p> <p>National Geographic Kids</p> <p>Australia Zoo</p>

DCSD Grade 5 ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
<p>R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choice shape meaning or tone.</p>	<p>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.</p>	<p>We will use cause and effect relationships in a text to determine the meaning of unknown words.</p> <p>We will use common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of unknown words.</p> <p>We will use a glossary, dictionary, or thesaurus to determine the meaning of unknown words in text.</p>		<ul style="list-style-type: none"> • Affixes • Cause and effect • Comparison • Context clues • Greek affixes • Greek roots • Latin affixes • Latin roots • Prefix • Root • suffix • 		<p>Response to Literature</p> <p>CCSS ELA: Appendix A “Acquiring Vocabulary”, pgs. 32-35.</p> <p>CCSS ELA: Appendix A “Glossary of Key Terms”, pgs. 42-43.</p> <p>One Look- On-Line Dictionary</p>

DCSD Grade 5 ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
<p>R.CCR.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.</p>	<p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>We will identify and compare the overall structure of two or more texts.</p>		<ul style="list-style-type: none"> • cause • effect • chronological • chronology • compare • contrast • descriptive • text feature • Text structure 		<p>Teaching Text Structure-slide show</p> <p>Teaching and Assessing Understanding of Text Structures</p> <p>Lesson-Teach Text Structure and Reread Selection</p> <p>Explore Compare and Contrast in Expository Text</p> <p>Text Structures in the NY Times-Lesson</p>
<p>R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RI. 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>We will analyze the different points of view used in multiple accounts of the same event or topic.</p> <p>We will explain how an author's point of view affects his or her account of an event or topic.</p>		<ul style="list-style-type: none"> • Point of view • Context 		<p>Response to Literature</p> <p>Library of Congress- many resources for multiple accounts of same event; Primary and Secondary sources</p> <p>Lesson: Poem for Two Voices</p>

DCSD Grade 5 ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
<p>R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>We will determine the most effective and efficient method for solving a problem.</p> <p>We will determine the most effective and efficient method for answering a question.</p>		<ul style="list-style-type: none"> • Analyze • Determine • Digital source • Efficiently • Informational text • Integrate 		<p>Research building Blocks: Lesson</p> <p>"Cite Those Sources!": Lesson</p> <p>Using Text Features to Find Facts and Answer Questions: Lesson</p> <p>Textual Analysis: Lesson</p>
<p>R.CCR.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.</p>	<p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>We will identify which reasons support particular points in a text.</p> <p>We will evaluate and explain the connection between evidence and particular points in the text.</p>		<ul style="list-style-type: none"> • Evidence • Reasons • Support • Validity 		<p>Author's Opinion</p> <p>Retelling a Life/Dissecting a Timeline</p> <p>Significant Events in a Biography</p> <p>Using Text Features to Find Facts and Answer Questions: Lesson</p> <p>Textual Analysis: Lesson</p>

DCSD Grade 5 ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
<p>R.CCR.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.</p>	<p>RL. 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably .</p>	<p>We will categorize key and relevant details/information from several texts (sources) on the same topic.</p> <p>We will combine and organize key and relevant details/information from several texts (sources) in a logical way.</p>		<ul style="list-style-type: none"> • Integrate • Topic • Themes 		<p>Digital Non-Fiction Text Sets</p>
<p>R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>We will read and comprehend grade-level informational texts.</p>				

DCSD Grade 5 ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
--	-------------------------	--	--	----------------	---	-----------

Reading Literature

R. CCR.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	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	We will cite specific text evidence to summarize text and support inferences.		<ul style="list-style-type: none"> • Cite • Evidence • Explicit information • Inference • Quote • Summary 		Response to Literature Discussing Historical Fiction Critically (Book Club)-video Examining a Character's Actions Textual Analysis Lesson
--	---	---	--	---	--	--

DCSD Grade 5 ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
<p>R. CCR.2 Determine central idea or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>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.</p>	<p>We will use details in the text and character's actions to identify the theme of a text.</p> <p>We will use the speaker's tone to identify theme in a poem.</p> <p>We will summarize the key supporting details and ideas of a text.</p>		<ul style="list-style-type: none"> • Drama • Inference/infer • Summarize/ Summary • Theme • Tone 		<p>Response to Literature</p> <p>Helping Teachers Grades 3-12 ...Higher Level Comprehension Skills and Literary Traditions Presenter: Mary Ehrenworth-video</p> <p>Common Core Aligned Read Aloud to Support High Level Comprehension-Presenter: Kathleen Tolan-video</p> <p>What's the Main Idea?-poetry</p> <p>Tone of a Poem</p> <p>A Poem's Theme</p> <p>A Poem's Theme-2</p> <p>The Tone of a Poem-2</p> <p>Author's Purpose-poem</p> <p>Figurative Language-poem</p> <p>Realistic Fiction lesson</p> <p>Theme in Realistic Fiction</p> <p>Fantasy-lesson</p> <p>Genre Lesson-Fantasy</p> <p>Effects of Character's Decisions</p> <p>Deciding Theme</p> <p>Deciding Theme-2</p> <p>Effects of a Character's Past</p> <p>Historical Effects</p>

DCSD Grade 5 ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	We will compare and contrast two or more characters, settings or events, using specific details from the text.		<ul style="list-style-type: none"> • Compare • Contrast • Drama • Physical attribute • Sequence 		<p>Write From the Beginning</p> <p>Response to Literature</p> <p>Read Aloud/Think Aloud-video</p> <p>Compare/Contrast Two Settings</p> <p>Compare/Contrast Two Settings-2</p> <p>Analyzing Character vs. Character Plot Conflict</p> <p>Identifying Plot Conflicts (Char. Vs. Char. And Char. Vs. Self)</p> <p>Identifying Plot Conflicts (Char. Vs. Char. And Char. Vs. Self) 2</p> <p>Analyzing Character Relationships-1</p> <p>Analyzing Character Relationships-2</p> <p>Analyzing Character Relationships-3</p>

DCSD Grade 5 ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
<p>R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choice shape meaning or tone.</p>	<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>We will use context clues to determine the meaning of unknown words.</p> <p>We will determine the meaning of similes, metaphors and other figurative language in text.</p>		<ul style="list-style-type: none"> • Context clues • Figurative language • Figurative meaning • Literal meaning • Metaphor • Simile 		<p>Response to Literature</p> <p>Accountable Talk Around Historical Fiction at Grade-level Complexity-video</p> <p>Read Aloud/Think Aloud-video</p> <p>Figurative Language</p> <p>Genre Lesson: Poetry</p> <p>Figurative Language-Poetry</p>
<p>R.CCR.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.</p>	<p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>We will explain how the structure of a story, play or poem helps us engage and make sense of the text.</p>		<ul style="list-style-type: none"> • Chapter • Drama • Poem • Scene • Stanza • Structure 		<p>Response to Literature</p> <p>Genre Lesson: Poetry</p> <p>Genre Lesson-Fantasy</p>

DCSD Grade 5 ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RL. 5.6 Describe how a narrator's or speaker's point of view influences how events are described.	We will explain how the narrator's point of view influences how events are described.		<ul style="list-style-type: none"> • Perception/ perceive • Perspective • Point of view • Speaker 		Response to Literature Genre Lesson: Biography/ Autobiography
R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	We will analyze visual and multimedia elements to determine how they contribute to the meaning, tone or beauty of a text.		<ul style="list-style-type: none"> • Analyze • Animation • Beauty of a text (The visual presentation of a text, i.e. font, illustrations, text format.) • Folktale • Graphic novel • Graphics • Multimedia elements • Myth • Poem • Text beauty • Text meaning • Text tone • Visual elements 		Response to Literature "Inanimate Alice"- a Digital Novel Graphic Novel Creator

DCSD Grade 5 ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
R.CCR.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.	RL. 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	We will compare and contrast the themes and topics of stories in the same genre.		<ul style="list-style-type: none"> • Compare/contrast • Theme • genre 		Response to Literature Compare & Contrast Lessons
R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry in the grades 4-5 text complexity band independently and proficiently.	We will read and comprehend grade-level literature.				

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
---	-------------------------	--	--	----------------	--------------------------------------	-----------

Writing and Language

<p>W. CCR. 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>We will write an opinion piece supporting a point of view with evidence based reasons and information.</p>	<p>One genre of writing (opinion, expository, or narrative) will be assessed each trimester.</p> <p align="center">_____ Genre Date</p> <p><i>*Although 5th graders are responsible for writing opinions, it is important that they understand the difference between <i>opinion</i> and <i>argument</i> in preparation for 6th grade.</i></p>	<ul style="list-style-type: none"> • Opinion • Perspective • Persuasive techniques • Point of view • Reasons • Evidence • Judgment 	<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Performance Task-2 Units</p> <p>Prompt-Opinion Writing "Chores"</p> <p>Annotated Writing Samples-"Chores"</p> <p>Prompt-Opinion Writing "Fundraiser"</p> <p>Annotated Writing Samples-"Fundraiser"</p> <p>Write From the Beginning-</p> <p>Response to Literature</p>
---	--	---	---	---	--	--

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
<p>W. CCR. 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.5.1a 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.</p>	<p>We will plan and organize an opinion piece using a Thinking Map. The TM will include a clear introduction that states an opinion.</p>		<ul style="list-style-type: none"> • Introduce • Opinion • Organizational structure • Writer's purpose 	<p>L.5.2b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2c Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
<p>W. CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.5.1b Provide logically ordered reasons that are supported by facts and details.</p>	<p>We will support opinions using details and facts from evidence.</p>	<p>One genre of writing (opinion, expository, or narrative) will be assessed each trimester.</p> <p>_____ _____ Genre Date</p>	<ul style="list-style-type: none"> • Details • Facts • Relevant • Sequence (order) 	<p>L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1e Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). L.5.2a Use a comma to separate an introductory element from the rest of the sentence. L.5.2b Use a comma to separate an introductory element from the rest of the sentence L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p>Write From the Beginning</p>

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
<p>W. CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>	<p>We will use appropriate transitional words and phrases to link opinions and reasons throughout the writing.</p>	<p>A section may be more than one paragraph.</p>	<ul style="list-style-type: none"> • Link • Phrases • Transitions 	<p>L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1e Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). L.5.2a Use a comma to separate an introductory element from the rest of the sentence. L.5.2b Use a comma to separate an introductory element from the rest of the sentence L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>Write From the Beginning</p>

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
<p>W. CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.5.1d Provide a concluding statement or section related to the opinion presented.</p>	<p>We will write a concluding paragraph or section that is related to the opinion presented.</p>	<p>A section may be more than one paragraph.</p>	<ul style="list-style-type: none"> • Opinion • Argument • Concluding statement • Section 	<p>L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1e Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). L.5.2a Use a comma to separate an introductory element from the rest of the sentence. L.5.2b Use a comma to separate an introductory element from the rest of the sentence L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>Write From the Beginning</p>

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
<p>W. CCR.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.</p>	<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>We will write a piece that gives information about or explains a specific topic.</p>	<p>One genre of writing (opinion, expository, or narrative) will be assessed each trimester.</p> <p align="center">_____ _____ Genre Date</p> <p>These are possible structures that may be used in an informational/explanatory piece:</p> <ul style="list-style-type: none"> • Summarize • Cause/effect • Description • Problem/solution • Chronological order 	<ul style="list-style-type: none"> • Informative/Explanatory • Summarize • Cause/effect • Causes • Description • Problem/solution • Chronological order 	<p>L.5.2b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>Events & Effects: Lesson Plan (<i>Lost Star: The Story of Amelia Earhart</i>)</p> <p>Identifying Plot Conflicts: Lesson Plan (<i>Lost Star</i>)</p> <p>Events and Effects: Lesson Plan (<i>The Story of Jackie Robinson, Bravest Man in Baseball</i>)</p> <p>Prompt-Explanatory Writing "Weather"</p> <p>Annotated Writing Samples-"Weather"</p> <p>Prompt-Explanatory Writing "Wanted"</p> <p>Annotated Writing Samples-"Wanted"</p>

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
<p>W. CCR.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.</p>	<p>W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>We will determine a purpose, choose a structure and introduce a clear, focused topic.</p> <p>We will plan and organize an informational/explanatory piece using appropriate Thinking Maps.</p> <p>We will group relevant information logically.</p> <p>We will include <i>(insert one or more informational text features)</i> to help the reader understand the writing. <i>(Example: We will include headings and illustrations to help the reader understand the writing.)</i></p>		<ul style="list-style-type: none"> • Summarize • Cause/effect • Causes • Description • Problem/solution • Chronological order • Topic • Text structure • Introduction • Logical • Relevant • Informational text features <ul style="list-style-type: none"> ○ Formatting ○ Headings ○ Illustrations ○ Multimedia 	<p>L.5.2b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
<p>W. CCR.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.</p>	<p>W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>We will support our topic using specific text evidence and examples.</p>		<ul style="list-style-type: none"> • Specific text evidence • Paraphrase • Concrete details • Define/definition • Fact • Quotation • Relevant 	<p>L.5.4c Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Analyzing Text: Putting Thoughts on Paper-Video</p>
<p>W. CCR.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.</p>	<p>W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>	<p>We will use appropriate transitional words and phrases to link information and ideas throughout the writing.</p>		<ul style="list-style-type: none"> • Categories • Connections • Link phrase • Transitions 	<p>L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>	

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
<p>W. CCR.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.</p>	<p>W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>We will use precise language and domain-specific vocabulary in our writing.</p>		<ul style="list-style-type: none"> • Domain-specific vocabulary • Precise language 	<p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	
<p>W. CCR.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.</p>	<p>W.5.2e Provide a concluding statement or section related to the information or explanation presented.</p>	<p>We will write a concluding paragraph or section that is related to the information or explanation presented.</p>		<ul style="list-style-type: none"> • Conclusion 	<p>L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
---	-------------------------	--	--	----------------	--------------------------------------	-----------

<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>We will write a narrative about a real or imagined experience.</p>	<p>One genre of writing (opinion, expository, or narrative) will be assessed each trimester.</p> <p>_____ Date _____</p> <p>Genre Date</p>	<ul style="list-style-type: none"> Narrative <ul style="list-style-type: none"> Personal Imaginative 	<p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.</p>	<p>Narrative Writing Prompt-“Does Color Make a Difference”</p> <p>Annotated Writing Samples: “Does Color Make a Difference”</p> <p>Narrative Writing Prompt w/Annotated Examples- “Taking a Risk”</p> <p>Write From the Beginning</p>
<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>We will plan and organize a narrative piece using appropriate Thinking Maps.</p> <p>We will write a personal narrative that includes who did what, when, where and why and sequence the events.</p> <p>We will write an imaginative narrative that includes setting, characters, problem/situation, goal, and sequence the events.</p>	<p>One genre of writing (opinion, expository, or narrative) will be assessed each trimester.</p> <p>_____ Date _____</p> <p>Genre Date</p>	<ul style="list-style-type: none"> Establish a situation Point of view <ul style="list-style-type: none"> first person third person limited third person omniscient Sequencing 	<p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.</p>	<p>Write From the Beginning</p>

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.5.3b Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p>	<p>We will use dialogue, description and pacing to tell our story.</p> <p>We will use imagery, precise language, and sensory details to tell our story.</p>		<ul style="list-style-type: none"> • Narrative Techniques: <ul style="list-style-type: none"> Description Dialogue Monologue • Pacing • Concrete words/phrases • Imagery • Precise • Sensory details 	<p>L.5.1b Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p> <p>L.5.1c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.2b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2d use underlining, quotation marks or italics to indicate titles of works.</p> <p>L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>Write From the Beginning</p>

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p>We will use a variety of transitional words and phrases to move our story along.</p>			<p>L.5.1b Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p> <p>L.5.1c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.2b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2d use underlining, quotation marks or italics to indicate titles of works.</p> <p>L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>)</p>	<p>Write From the Beginning</p>

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>We will write a conclusion that includes observation, opinion, reaction, reflection or feeling about the events described.</p> <p>We will write a conclusion that includes how you felt, your opinion, what you hope, your reflection, or why you will never forget the events described.</p>		<ul style="list-style-type: none"> • Conclusion • Reaction • Reflection 	<p>L.5.1b Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>L.5.1c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.2b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>)</p>	<p>Write From the Beginning</p>

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.5.3e Provide a conclusion that follows from the narrated experiences or events.</p>	<p>We will write conclusions that summarize or provide reflections on the events in our story.</p>		<ul style="list-style-type: none"> • Conclusion • Events • Reflection • Summarize 	<p>L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1b Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>L.5.1d Recognize and correct inappropriate shifts in verb tense.</p> <p>L.5.1d Recognize and correct inappropriate shifts in verb tense.</p>	<p>Write From the Beginning</p>
<p>W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are W.5.1-3.)</p>	<p>We will write for a purpose and produce clear and coherent writing.</p>	<p>This is an all-inclusive objective that may be posted and referred to throughout the year.</p>	<ul style="list-style-type: none"> • Audience • Prewriting • Drafting • Organization • Publishing • proofreading • purpose • revising • task • topic sentence • thesis statement 	<p>L.5.1d Recognize and correct inappropriate shifts in verb tense.</p>	<p>Write From the Beginning</p> <p>Peer Editing Lesson</p> <p>Teaching Organization-Strategies</p>

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
<p>W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.5.5 <i>With guidance and support from peers and adults</i>, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of L.5.1-3.</p>	<p>We will edit and revise our writing with support from peers and adults.</p>		<ul style="list-style-type: none"> • Conventions • Mechanical errors • Point of view 	<p>L.5.1d Recognize and correct inappropriate shifts in verb tense.</p> <p>L.5.2a Use punctuation to separate items in a series.</p> <p>L.5.2b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2c Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>Proofreading Checklist</p> <p>Write From the Beginning</p> <p>Response to Literature</p>

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
<p>W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>W.5.6 <i>With some guidance and support from adults</i>, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>We will use technology to research, produce, and publish writing.</p> <p>We will use technology to collaborate with others.</p> <p>We will keyboard a minimum of two pages in one class period.</p>		<ul style="list-style-type: none"> • Format • Keyboarding skills • Minimum • Publish • Technology • Blog • Forum 	<p>L.5.2b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>Blogging</p> <p>Publishing Tool</p> <p>Instant Power Point Lessons and Activities - Scholastic</p>

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	We will research and write a paper using multiple sources to investigate different aspects of a topic.		<ul style="list-style-type: none"> • Analyze • Appropriate • aspect • Cite • Credible • In-text citation • Organize • Paraphrase • Plagiarism • Quotes • Relevant • Resources • Sources 	L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Citation Resources (MLA) Identifying Historical Terms in Historical Fiction-Watsons Go to Birmingham, 1963 Student Research Guide
W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<p>We will gather relevant information from print and digital sources.</p> <p>We will summarize or paraphrase our information and provide a list of sources.</p>		<ul style="list-style-type: none"> • Digital sources • Key Words • Notes • Paraphrase • Print sources • Relevant • summarize • plagiarism 	<p>L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	Fact Fragment Frenzy-interactive

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	We will cite specific text evidence to support analysis, reflection, and research.		<ul style="list-style-type: none"> • Analysis • Claim • Evaluate • Evidence • Informational texts • Literary texts • Reflection • Research 	<p>L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>L.5.5a Interpret figurative language, including similes and metaphors, in context.</p> <p>L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Write From the Beginning</p> <p>Response to Literature</p>

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.5.9a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	We will cite specific text evidence to compare and contrast two or more characters, settings, or events in a story		<ul style="list-style-type: none"> • Cite • Specific text evidence • Compare/contrast 	<p>L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>L.5.5a Interpret figurative language, including similes and metaphors, in context.</p> <p>L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Write From the Beginning</p> <p>Response to Literature</p> <p>Explain Main Idea of a Poem</p> <p>Identify Theme in a Poem</p> <p>Identify Author’s Purpose in a Poem</p> <p>Classify Types of Figurative Language in a Poem</p>

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.5.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	We will cite specific text to identify the evidence the author uses to support his/her points.		<ul style="list-style-type: none"> • Cite • Analysis • Claim • Evaluate • Evidence • Informational texts • Research 	<p>L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>)</p>	<p>Write From the Beginning</p> <p>Response to Literature</p>
W.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	We will write for various purposes and various audiences for short or extended time frames.	This is an all-inclusive objective that may be posted and referred to throughout the year.	<ul style="list-style-type: none"> • Audience • Purpose • Task • Time frame 	L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).	<p>Write From the Beginning</p> <p>Response to Literature</p>

DCSD 5th Grade ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standards	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	ELA – Writing and Language Crosswalk	Resources
--	--------------------------------	---	---	-----------------------	---	------------------

Glossary of Writing Terms

academic language—vocabulary and phrasing used in textbooks, in classrooms, and on tests; a way of saying or writing something using different words and structure from everyday spoken English

alternate claim—different view of an issue or topic; ideas or opinions that differ

ambiguous—something that is unclear, confusing, or can be understood in more than one way

analyze—to examine carefully and in detail to identify causes, key factors, possible results, etc.; to study something closely

argumentative writing— a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid; using persuasive strategies to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem

appeals to emotion—manipulating the emotions, rather than the reason or logic, of an audience in order to convince readers of a point of view or a course of action

audience awareness—the degree to which the writer understands the intended readers of the work, and their particular characteristics and needs

audience—the intended readers of a particular piece of writing

balance—the arrangement of words, phrases, or ideas so that two or more concepts or sections are given equal emphasis

citation—reference to a published or unpublished source with name, date, and/or page; to mention something as an example, especially one that supports, proves, or explains an idea or situation; to give the exact words or ideas of something that has been written; direct quotation, summarizing, paraphrasing, mentioning the source briefly, or using the ideas from a source

claim—saying that something is true; the main idea or thesis statement in argumentative writing and is supported by evidence

closure—when an event or problem is brought to an end, or the feeling that something has been completely dealt with; a feeling that something is finished

cohesion—when the ideas or parts of a written piece are connected in a reasonable way and form a united whole

completeness—a sense that all parts, details, facts, etc. are included and nothing is missing; brought to an end

conclusion—the end portion of an essay where the writer supplies a good sense of closure; a creative re-statement of the thesis statement, controlling idea, or theme; a brief review of the main points of the essay

content—the subject or topic covered in a piece of writing (also see ideas)

controlling idea—the main idea or thesis that a writer develops, expressing a definite opinion or attitude about a topic

context— the situation, events, or information that are related to something and help you to understand it; the social or cultural situation in which a written message occurs

conventions—the agreed upon ways to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read

counter claim—the opposite view of an issue or topic; a contradicting idea or opinion

credible sources—relevant journals, books, articles, websites, newspapers, and other places of information that are reliable and trustworthy

detail—a single feature, fact, or piece of information about something

development—the specific details, examples, anecdotes, etc. that are added to a paragraph or essay to develop its main idea(s), reveal the writer's depth of understanding, and offer insight to readers; common patterns of development include narration, description, definition, example, division, classification, comparison and contrast, analogy, cause and effect, and process

dialogue—written conversation between two or more persons; an exchange of ideas and opinions

domain-specific vocabulary—words and phrases specific to a particular field of study, such as the human body

drift in focus—moving away from the purpose or intent; to deviate or vary from the original statement of purpose

edit—to improve the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience

elaborative techniques—using sensory details, facts and statistics, incidents, specific examples, quotations, and charts or graphs to prove the argument and make your writing more interesting

engages reader—attracting and keeping the attention of the audience; the audience is likely to think the writing is interesting; the audience becomes involved in order to better understand

even development—depth and balance in the exploration or examination of the topic (i.e., even development from beginning to middle to end, or even development between main idea and supporting details, or even development between supporting ideas with examples and details)

evidence—facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis that can be evaluated by others; anything that makes you believe something is true

extraneous ideas—something that does not belong or is not proper; not pertinent; irrelevant

fact—a piece of information that can be proven true

figurative language—language enriched by word images and figures of speech

flaw—a mistake or a weakness that makes something imperfect

focus—relationship of supporting details to the main idea(s), theme, or unifying point

formatting—the aspects of the physical appearance of written work (i.e., font size, titles, headings, subheadings, citations)

formal style—objective and precise language used in scholarly books and articles, technical reports, and research papers

ideas—the interesting, important, and informative details the writer includes; the main message, the content of the piece, and the main theme, together with all the supporting details; the unusual, the unique, and the bits and pieces that a writer includes

imagery—the use of language to create sensory impressions

informative/explanatory writing—writing that conveys information accurately; this kind of writing serves to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept

insight—the capacity to discern the true nature of a situation; a grasping of the inward or hidden nature of things or of perceiving in an intuitive manner

integrated—combining, organizing, or structuring many ideas or parts that work well together

introduction—the beginning portion of an essay where the writer captures the readers' attention, provides background information about the topic, motivates readers to continue reading and, for more formal essays, contains the thesis statement

irrelevant—something that is not useful or not connected to the topic

logical progression—when the reader can follow the writer's ideas; ordering paragraphs so that there is a meaningful beginning, bridging one paragraph or idea to the next, and ending with a sense of closure

main idea (controlling idea)—the primary topic of a passage, whether explicitly expressed or implied

mode—types of writing generally centered on the writer's purpose, including opinion/argument, informative/descriptive, and narrative in the Common Core Standards

narrative techniques—procedures or methods an author uses to convey an experience (i.e., pacing, description, reflection, narration, dialogue, point of view, foreshadow, flashback)

narrative writing—conveys experience, either real or imaginary, and uses time as its deep structure; can be used for many purposes (to inform, instruct, persuade, or entertain)

obscure meaning—to make it difficult to know or understand; to prevent something from being understood clearly

opening—the beginning or first part (also see introduction)

opinion writing—a developing form of argument where the writer expresses ideas or states what is believed about a subject; providing examples, offering reasons, and explaining cause and effect to extend a belief, attitude, or judgment

opposing claim—the other side of an issue or topic; ideas or opinions that are completely different

organizational structure—a writing pattern that connects ideas, including comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns

organization—the way the writer moves from one idea to the next; information is given to the reader in the right amount and at the right time so that the reader does not lose interest

orients reader—introduce the subject to the audience

pacing—the rate at which main ideas and development are presented in a piece of writing

paraphrase—expressing what others have said or written in a different way; a restatement or rewording

persuasive strategies/techniques—writing methods that appeal to a reader's emotions, ethics, or logics

plagiarism—to steal the ideas and words of another and pass them off as his/her own; using another person's words, ideas, or work as his/her own; an idea, phrase, or story that has been copied from another person's work without stating the source

plot—events that make up a story

precise language—using the right wording; avoiding too many words or unnecessary figurative language

purpose—the reason or reasons a person writes something (to express, to describe, to explore/learn, to entertain, to inform, to explain, to argue, to persuade, to evaluate, to problem solve, or to mediate)

quotation—a sentence or phrase from a book, speech, etc. that is repeated in a piece of writing; to repeat exactly what someone else has said or written

reasoning—a process of thinking carefully about something in order to make a judgment; the explanation for why a claim is made; the links between evidence and claim

reasons—the cause or explanation for something that happens; why someone decides to do something

relevant—directly relating to the subject

response—writing that is stimulated by a question, task, or prompt

sensory detail—specific details relative to sight, sound, smell, touch, and taste working together in harmony to create concrete images and strengthen writing

sentence formation—one of five basic patterns around which most English sentences are built (Subject-Verb, Subject-Verb-Object, Subject-Verb-Adjective, Subject-Verb-Adverb, Subject-Verb-Noun)

sequencing—the arrangement or ordering of ideas and content in a piece of writing, including chronological, hierarchical, developmental, easy to difficult, part to whole, simple to complex, thematic, and whole to part

stance—the attitude on a particular matter; point of view

source—a person, book, or document used largely for information, as in research

structure—the organization of ideas and content within a piece of writing at the sentence, paragraph, or essay level

support—the quality of details and examples either illustrating, explaining, or defending the central theme, idea, or thesis statement

sustained—keeping the controlling or main idea, theme, or focus going throughout the writing; not interrupting or weakening

syntactic variety—having different types of sentences

syntax—the rules of grammar which control the ways words are arranged to form sentences or phrases

thesis statement—a statement that clearly delineates the argument or central idea that will be explored in a piece of writing (also see controlling idea)

tone—the author's attitude toward a topic as reflected in his or her writing

topic—the subject matter with which a writer is working in a particular piece of writing

transitional strategies—methods of connecting sentences, paragraphs, and ideas; words, phrases, clauses, or full sentences that signal relationships; cues that help the reader see the logic of how ideas fit together

transitions—words, terms, phrases, and sentence variations used to arrange and signal movement of ideas (i.e., next, and then, in the end, another reason, after that we went, on the other hand)

uneven—not regular or constant; not uniform or varying in number or quality

unity—combining or ordering parts of writing so that it has an undivided effect; singleness of effect or symmetry and consistency of style

usage—the way words are used in a language (see also syntax)

word choice—the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader; to use everyday words well