

**Standards Based Map
Fifth Grade Language Arts
Informative and Opinion Text**

Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies / Activities	Resources / Materials	Assessments	Notes / Self - Reflection
<p>Suggested: Teach this band as your third unit (third month/six weeks of school)</p> <p>Repeat ALL three units with new text throughout the year.</p>	<p>ELA.5.R.C1.4 - quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text. ELA.5.R.C1.5 - determine two or more main ideas of</p>	<p>I can read and understand the structures of informational text.</p>	<p>What are the elements of informational text?</p>	<p>Quote, explain, integrate, develop, topic sentence, paraphrase, evidence, point of view, compare/contrast, similarities/ differences , adapt, report, citation, sidebars, glossary, index, captions,</p>	<p>Literature Circles Graphic Organizers *story maps *plot diagram *Venn Diagram *Fray Model Four Square Comic strip Peer Editing</p> <p>Cross Curricular Connections:</p>	<p>Student work Visual Representation Journaling Story maps Weekly quizzes Venn diagrams Teacher designed assessment Oral questioning KWL charts Problem Solving activities Compass</p>	<p>*AR Tests *Teacher Created Assessments *Checklists *Oral Q & A</p>	

	<p>an informational text and explain how they are supported by key details; summarize the text.</p> <p>ELA.5.R.C1.6 - using an informational text, 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.</p> <p>ELA.5.R.C2.4 - determine the meaning of general academic and domain-specific words and phrases in an</p>				<p>All Science and/or Social Studies NXGen Can be applied</p>	<p>Learning Mountain Language Accelerated Reader Novels 4 Square Writing</p> <p>*Additional resources listed below.</p>		
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	<p>informational text relevant to a grade 5 topic or subject area.</p> <p>ELA.5.R.C2.5 – compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more informational texts</p> <p>ELA.5.R.C2.6 - analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in an</p>							
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	<p>informational text. ELA.5.R.C3.3 - draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. ELA.5.R.C3.4 - explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s). ELA.5.R.C3.5 - integrate information from several</p>							
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	<p>informational texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELA.5.R.C4.2 - 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>ELA.5.R.C7.1 - know and apply grade-level phonics and word analysis skills in decoding words.</p>							
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	<ul style="list-style-type: none">• use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <p>ELA.5.R.C8.1 - read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">• read on-level text with purpose and understanding• read on-level prose and poetry orally with accuracy,							
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	<p>appropriate rate and expression on successive readings.</p> <ul style="list-style-type: none">• use context to confirm or self-correct word recognition and understanding , rereading as necessary.							
	<p>ELA.5.W.C9.1 -write opinion pieces on topics or texts; supporting a point of view with reasons and information.</p> <ul style="list-style-type: none">• 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	<p>I can follow the writing process to write an opinion.</p>	<p>What are the components needed to create an opinion text?</p>					

	<p>purpose.</p> <ul style="list-style-type: none">• provide logically ordered reasons that are supported by facts and details.• link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically).• provide a concluding statement or section related to the opinion presented. <p>ELA.5.W.C10.3 - with some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate</p>							
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	<p>sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>ELA.5.W.C11.1 - conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELA.5.W.C11.2 -recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work</p>							
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	<p>and provide a list of sources. ELA.5.W.C11.3 -draw evidence from literary or informational texts to support analysis, reflection and research. ELA.5.W.C12.1 -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.</p>							
	<p>ELA.5.L.C15.1 -demonstrate command of the conventions of standard English</p>	<p>I can use proper English when I write.</p>	<p>What are the grammar rules needed for writing a distinguished 5th Grade paper?</p>	<p>conjunction, point of view, supporting facts, preposition, interjection, verb tense, correlative conjunctions, root words, affixes,</p>				

	<p>grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">• explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.• form and use the perfect (e.g., i had walked; i have walked; i will have walked) verb tenses.• use verb tense to convey various times, sequences, states and conditions.• recognize and correct inappropriate shifts in verb tense.• use correlative conjunctions (e.g.,			figurative language				
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	<p>either/or, neither/nor). ELA.5.L.C15.2 -demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <ul style="list-style-type: none">• use punctuation to separate items in a series.• use a comma to separate an introductory element from the rest of the sentence. <p>ELA.5.L.C16.1 -use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none">• expand, combine and reduce							
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	<p>sentences for meaning, reader/listener interest and style.</p> <ul style="list-style-type: none">• compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems. <p>ELA.5.L.C17.1 -determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">• use context (e.g., cause/effect relationships and comparisons in text) as a							
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	<p>clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none">• use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).• 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>ELA.5.L.C17.2 -demonstrate understanding</p>							
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	<p>of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none">• interpret figurative language, including similes and metaphors, in context.• recognize and explain the meaning of common idioms, adages and proverbs.• use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <p>ELA.5.L.C17.3 -acquire and use accurately grade-appropriate</p>							
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	<p>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>ELA.5.SL.C13.1 - 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</p>	<p>I can understand and talk about what I hear.</p>	<p>What makes an effective speaker and listener?</p>					
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	<p>clearly.</p> <ul style="list-style-type: none">• 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.• follow agreed-upon rules for discussions and carry out assigned roles.• pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.							
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	<ul style="list-style-type: none">• review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>ELA.5.SL.C13.2</p> <ul style="list-style-type: none">-summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally <p>ELA.5.SL.C13.3</p> <ul style="list-style-type: none">-summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. <p>ELA.5.SL.C14.1</p> <ul style="list-style-type: none">-report on a topic or text							
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	<p>or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace</p> <p>ELA.5.SL.C14.2 - include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>ELA.5.SL.C14.3 -adapt speech to a variety of contexts and tasks; using formal English when</p>							
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	appropriate to task and situation. (see grade 5 language objectives for specific expectations.)							
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Additional Resources:

Websites:

- www.enchantedlearning.com
- www.kidinfo.com
- www.kidzone.ws
- www.internet4classrooms.com
- www.unitedstreaming.com
- <http://www.smarterbalanced.org> *sample items and performance tasks*
- <http://www.wvinfo depot.org>
electronic databases username-west password-virginia
- http://www.corestandards.org/assets/Appendix_B.pdf *lists of grade level stories, poetry, and informational texts*
- www.tumblebooks.com *Tons of online books; You can read along with many; also audio books; You can create a free 30 day trial, but many public libraries offer access through their websites. (Try: Portland, East Brunswick)*

Grade-appropriate (high-quality) books that support persuasive reading/writing:

- Cherry, Lynne. *The Great Kapok Tree*
- Child, Lauren. *I Want a Pet*
- Cronin, Doreen. *Click, Clack, Moo: Cows That Type*
- *Duck! Rabbit!* (perspective)
- Hoose, Hannah and Phillip. *Hey, Little Ant!*
- James, Simon. *Dear Mr. Blueberry*
- Kellogg, Steven. *Can I Keep Him?*
- Kitchen, Bert. *Somewhere Today* (persuasive lead)

- Lollis, Sylvia. *Should We Have Pets?*
- Mazer, Anne. *The Salamander Room*
- *One Grain of Rice*
- Orloff, Karen Kaufman. *I Wanna Iguana*
- Orloff, Karen Kaufman. *I Wanna New Room*
- Prelutsky, Jack. "Belinda Blue" in *Something Big Has Been Here* (pros/cons)
- Rylant, Cynthia. *In November* (pros/cons)
- *Seymore, Simon. Wildfires*
- Snihura, Ulana. *I Miss Franklin P. Shuckles*
- Spinelli, Eileen. *I Know It's Autumn*
- St. George, Judith. *So You Want to be President*
- Stead, Tony. *Should There Be Zoos?*
- Stead, Tony. *Should There Be Zoos?*
- Teague, Mark. *Dear Mrs. LaRue*
- Van Laan, Nancy. *When Winter Comes*
- Willems, Mo. *Don't Let the Pigeon Drive the Bus*
- Zolotow, Charlotte. *The Seashore Book*