



Danville District No. 118 Fifth Grade English Language Arts Curriculum and Scope and Sequence

Foundational Skills

Standard 1: Phonics and Word Recognition

Standard 2: Fluency

Standard	Anchor Standards	Objectives	Action Plan	Resources
Foundational Skills	Phonics and Word Recognition RF.5.3	<p>The student will be able to: Know and apply grade-level phonics and word analysis skills in decoding words.</p>	Utilize roots, prefixes, suffixes and syllabication guidelines to analyze new and unknown words.	<p>Reading strategies tool kit (phonics cards)</p> <p>Six minute solutions</p> <p>Rewards</p> <p>Big Words for Big Kids (systematic phonics intermediate grades)</p>
	Fluency RF.5.4	<p>The student will be able to: Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. (RF.5.4a) • Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (RF.5.4b) • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4c) 	<p>Practice fluent reading daily at independent level, accelerating to grade level as needed.</p> <p>Re-read easy text to build fluency and phrasing.</p> <p>Reread phrases to confirm meaning, self-correct errors and decipher unknown words in context (with the support of meaning and language structure).</p>	<p>DIBELS</p> <p>Accelerated reader</p> <p>Harcourt fluency</p> <p>Theater books</p> <p>Fluency building card kit</p>

**Danville District No. 118
Fifth Grade English Language Arts
Curriculum and Scope and Sequence**

Anchor Standard 1: Key Ideas and Details

Anchor Standard 2: Craft and Structure

Anchor Standard 3: Integration of Knowledge and Ideas

Anchor Standard 4: Range of Reading and Level of Text Complexity

Standard	Anchor Standards	Objectives	Action Plan	Resources
Literature	Key Ideas and Details RL.5.1	The student will be able to: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately in discussion and written responses.	Stars and Cars DIBELS retell
	Key Ideas and Details RL.5.2	The student will be able to: 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.	Summarize for character, setting, problem, solution and infer theme from author's purpose	<i>Trophies</i> Variety of literature Graphic organizers (to help with the organization of a summary) Reading strategies tool kit (comprehension card 5)
	Key Ideas and Details RL.5.3	The student will be able to: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	Analyze characters, settings and events using Venn diagrams/graphic organizers, discussion	Graphic organizers Variety of literature

			and comparison/ contrast essays.	
	Craft and Structure RL.5.4	The student will be able to: Determine the meaning of the words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Use context and define words using on-line and print resources. Interpret the meaning of metaphors and similes in context.	Internet-based dictionaries Reading strategies tool kit (vocabulary cards)
	Craft and Structure RL.5.5	The student will be able to: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Read longer works and analyze the part-to-whole relationship in these works (novels, plays, poems).	Novels Poetry Plays Reader's Theater
	Craft and Structure RL.5.6	The student will be able to: Describe how a narrator's or speaker's point of view influences how events are described.	Identify author's point of view and interpret how the story would be different if it was written using an alternate point of view. Compare/contrast point of view in more than one text with the same topic.	Variety of literature
	Integration of Knowledge and Ideas RL.5.7	The student will be able to: 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.	Research using internet search engines and print resources proficiently.	Cornell notes
	Integration of Knowledge and Ideas RL.5.8	The student will be able to: (Not applicable to literature)		
	Integration of Knowledge and Ideas RL.5.9	The student will be able to: Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Compare/contrast ideas in 2 or more texts in discussion and writing.	Graphic organizers T-chart

	Range of Reading and level of Text Complexity RL. 5.10	The student will be able to: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Practice fluent reading with discussion and written responses at independent level, accelerating to grade level as needed.	DIBELS Accelerated reader Harcourt fluency Theater books Fluency building card kit
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Anchor Standard 1: Key Ideas and Details

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Anchor Standard 4: Range of Reading and Level of Text Complexity

Standard	Anchor Standards	Objectives	Action Plan	Resources
Informational Text	Key Ideas and Details RI.5.1	The student will be able to: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately in discussion and written responses.	Novels Science and Social Studies textbooks and leveled readers Current events
	Key Ideas and Details RI.5.2	The student will be able to: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Utilize outlining, templates, and graphic organizers to summarize topic sentences and supporting details.	Science and Social Studies leveled readers
	Key Ideas and Details RI.5.3	The student will be able to: 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.	Examine cause and effect relationships in discussion and written responses.	Science and Social Studies leveled readers

	Craft and Structure RI.5.4	The student will be able to: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 5 topic or subject area.	Use context and define words and phrases using on-line and print resources	Internet-based dictionaries Science and Social Studies text Reading strategies tool kit (vocabulary cards) HMH robust vocabulary
	Craft and Structure RI.5.5	The student will be able to: Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	Utilize Venn diagrams/graphic organizers, outlining, discussion and comparison/contrast essays	Cornell notes Graphic organizers
	Craft and Structure RI.5.6	The student will be able to: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Compare/contrast point of view in more than one text with the same topic.	Graphic organizers: T-chart
	Integration of Knowledge and Ideas RI.5.7	The student will be able to: 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.	Research using internet search engines and other resources and assimilate essential information.	Internet
	Integration of Knowledge and Ideas RI.5.8	The student will be able to: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Outline and use graphic organizers to identify main ideas and related supporting ideas.	Reading strategies tool kit (comprehension cards 9 and 10)
	Integration of Knowledge and Ideas RI.5.9	The student will be able to: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Take notes and synthesize information from multiple internet, primary, and other written sources in preparation for a	Printed resources Internet resources Graphic organizers

			publication / presentation.	
	Range of Reading and level of Text Complexity RI.5.10	The student will be able to: By the end of the year, read and comprehend information texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently.	Practice fluent reading with discussion and written responses at independent level, accelerating to grade level as needed.	Content-area texts DIBELS Accelerated reader Great Leaps Harcourt fluency Theater books Fluency building card kit

Danville District No. 118
Fifth Grade English Language Arts
Curriculum and Scope and Sequence

Writing

Standard 1: Text Type and Purposes

Standard 2: Production and Distribution of Writing

Standard 3: Research to Build and Present Knowledge

Standard 4: Range of Writing

Standard	Anchor Standards	Objectives	Action Plan	Resources
Writing	Text Types and Purposes W.5.1	<p>The student will be able to: 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 purpose. (W.5.1 a) • Provide logically ordered reasons that are supported by facts and details. (W.5.1 b) • Link opinion and reasons using words, phrases, and clauses. (W.5.1 c) • Provide a concluding statement or section related to the opinion presented. (W.5.1 d) 	<p>During mini-lessons, use mentor texts to model various components and texts of opinion writing.</p> <p>Utilize graphic organizers and outlines to develop structure of text.</p> <p>Write an opinion piece that includes an introduction, several paragraphs, and a conclusion that restates thesis in a unique, but related manner.</p> <p>Use transitional words and phrases.</p>	<p>Heggerty writing</p> <p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p> <p>Mentor texts</p>

			Support opinion with facts and details.	
	Text Types and Purposes W.5.2	<p>The student will be able to: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting. (W.5.2a) • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2b) • Link ideas within and across categories of information using words, phrases, and clauses. (W.5.2c) • Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2d) • Provide a concluding statement or section related to the information or explanation presented. (W.5.2e) 	<p>During mini-lessons, use mentor texts to model various components and texts of informative/explanatory writing.</p> <p>Utilize graphic organizers and outlines to develop structure of text. Write an informative/explanatory piece with one or more main paragraphs, and a conclusion that restates thesis in a unique, but related manner.</p> <p>Use transitional words and phrases.</p> <p>Develop topic with specific facts and details.</p>	<p>Heggerty writing</p> <p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p> <p>Mentor texts</p>
	Text Types and Purposes W.5.3	<p>The student will be able to: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.5.3a) • Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to 	<p>During mini-lessons, use mentor texts to model various components and texts of narrative writing.</p> <p>Utilize graphic organizers to sequence events and map story ideas.</p> <p>Write a narrative including: character</p>	<p>Heggerty writing</p> <p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p> <p>Mentor texts</p>

		<p>situations. (W.5.3b)</p> <ul style="list-style-type: none"> • Use a variety of transition words, phrases, and clauses to manage the sequence of events. (W.5.3c) • Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.5.3d) • Provide a conclusion that follows from the narrated experiences or events. (W.5.3e) 	<p>development, settings, figurative language, dialogue, and conventions.</p> <p>Use transitional words and phrases that are specific to the writer's purpose.</p>	
	Production and Distribution of Writing W.5.4	<p>The student will be able to: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	Teacher models/guides students to organize and produce writing specific to the genre and audience.	<p>Six Traits</p> <p>District writing resource binder</p>
	Production and Distribution of Writing W.5.5	<p>The student will be able to: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	After conferring with adults and peers, students use feedback to revise and edit writing.	District writing resource binder
	Production and Distribution of Writing W.5.6	<p>The student will be able to: 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 sufficient command and keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Use word processing and presentation software to type, format, store and retrieve work efficiently.</p> <p>Using computers students will produce and publish a minimum of one page of writing in a single setting.</p> <p>Using technology, students will interact and respond to each other's work.</p>	<p>Flash drives</p> <p>www.kidblog.com</p> <p>www.edmodo.com</p> <p>Publication software</p>
	Research to Build and Present Knowledge W.5.7	<p>The student will be able to: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	Produce a report including several aspects of a topic using multiple resources.	<p>Print resources</p> <p>Internet resources</p> <p>Publication software</p>

	<p>Research to Build and Present Knowledge W.5.8</p>	<p>The student will be able to: 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>	<p>Following teacher modeling, integrate prior knowledge and content information from other sources into notes/outlines while giving credit to sources and without plagiarizing.</p>	<p>Cornell notes Graphic organizers</p>
	<p>Research to Build and Present Knowledge W.5.9</p>	<p>The student will be able to: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply grade 5 Reading standards to literature. (W.5.9a) • Apply grade 5 Reading standards to informational texts. (W.5.9b) 	<p>Students will locate, evaluate and identify evidence in literary and informational text to substantiate claims in their writing.</p> <p>Compose analysis (ex: character, setting, events) using information from texts.</p> <p>Compose analysis of specific topic using information from text.</p>	<p>Cornell notes Graphic organizers Mentor texts</p>
	<p>Range of Writing W.5.10</p>	<p>The student will be able to: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Daily practice of the writing process in journals, response to literature and content-area work, with both “quick-writes” and extended revised and edited, published projects – with and without prompts.</p> <p>Write for a variety of purposes and audiences.</p>	<p>Writing prompts District writing resource binder Six Traits Journals Mentor texts www.edmodo.com www.kidblog.com</p>

**Danville District No. 118
Fifth Grade English Language Arts
Curriculum and Scope and Sequence**

Language

Standard 1: Conventions of Standard English

Standard 2: Vocabulary Acquisition and Use

Standard	Anchor Standards	Objectives	Action Plan	Resources
Language	Conventions of Standard English L.5.1	<p>The student will be able to: Demonstrate command of the conventions of standard English 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. (L.5.1a) • Form and use the perfect verb tenses. (L.5.1b) • Use verb tense to convey various times, sequences, states, and conditions. (L.5.1c) • Recognize and correct inappropriate shifts in verb tense. (L.5.1d) • Use correlative conjunctions (L.5.1e) 	<p>When revising and editing, students will:</p> <p>Use commas in a series and in direct address.</p> <p>Distinguish between independent and dependent clauses in order to use commas correctly in complex sentences, i.e., after a dependent clause (introductory element) in a sentence. Example: "In order to write a complex sentence, we must use commas."</p> <p>Practice denoting titles correctly in handwritten (underlined) and typed (italicized) formats.</p>	<p><i>Trophies</i></p> <p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p> <p>Mentor texts</p>

			<p>Use quotation marks to denote chapters and titles within a longer work.</p> <p>Utilize spell-check and other resources as needed.</p> <p>Demonstrate correct grammar in written and spoken English, with a focus on conjunctions, prepositions, interjections and verb tenses.</p>	
	<p>Conventions of Standard English L.5.2</p>	<p>The student will be able to: 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. (L.5.2a) • Use a comma to separate an introductory element from the rest of the sentence. (L.5.2b) • Use a comma to set off the words yes and no, and to indicate direct address. (L.5.2c) • Use underlining, quotation marks, or italics to indicate titles of works. (L.5.2d) • Spell grade-appropriate words correctly, consulting references as needed. (L.5.2e) 	<p>When revising and editing, students will:</p> <p>Use commas in a series and in direct address.</p> <p>Distinguish between independent and dependent clauses in order to use commas correctly in complex sentences, i.e., after a dependent clause (introductory element) in a sentence. Example: "In order to write a complex sentence, we must use commas."</p> <p>Practice denoting titles correctly in handwritten</p>	<p><i>Trophies</i></p> <p>Six Traits</p> <p>Mentor texts</p> <p>District writing resource binder</p>

			<p>(underlined) and typed (italicized) formats.</p> <p>Use quotation marks to denote chapters and titles within a longer work.</p> <p>Utilize spell-check and other resources as needed.</p>	
	<p>Knowledge of Language L.5.3</p>	<p>The student will be able to: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3a) Compare and contrast the varieties of English used in stories, dramas, or poems. (L.5.3b) 	<p>Prepare and present information to both younger and adult audiences. Listen to a variety of challenging texts read aloud, texts with a variety of English styles (such as vernacular language). Listen to and read poetry in a variety of formats (limerick, haiku, etc.)</p>	<p>HMH robust vocabulary</p> <p>District writing resource binder</p>
	<p>Vocabulary Acquisition and Use L.5.4</p>	<p>The student will be able to: 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 as a clue to the meaning of a word or phrase. (L.5.4a) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. (L.5.4b) Consult reference materials, both print and digital, to find the pronunciation and determine or clarify 	<p>Introduce, practice using and refer to common Greek and Latin roots and affixes in order to support defining new and unknown words. Utilize printed pronunciation keys and computer-based text-to-speech resources to determine correct pronunciation of words.</p>	<p>Mentor texts</p> <p><i>Trophies</i></p> <p>HMH robust vocabulary</p>

		the precise meaning of key words and phrases. (L.5.4c)	Define words and phrases using on-line and print resources	
	Vocabulary Acquisition and Use L.5.5	<p>The student will be able to: Demonstrate understanding 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. (L.5.5a) • Recognize and explain the meaning of common idioms, adages, and proverbs. (L.5.5b) • Use the relationship between particular words to better understand each of the words. (L.5.5c) 	Apply figurative language to writing.	HMH robust vocabulary
	Vocabulary Acquisition and Use L.5.6	<p>The student will be able to: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>	Demonstrate knowledge of literary elements and terms in discussion and written work about literature and non-fiction texts. Demonstrate command of transitional words and phrases specific to purpose and context.	District writing resource binder

Danville District No. 118

Fifth Grade English Language Arts

Curriculum and Scope and Sequence

Speaking and Listening

Standard 1: Comprehension and Collaboration

Standard 2: Presentation of Knowledge and Ideas

Standard	Anchor Standards	Objectives	Action Plan	Resources
Speaking and Listening	Comprehension and Collaboration SL.5.1	<p>The student will be able to: Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own 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. (SL.5.1 a) • Follow agreed-upon rules for discussions and carry out assigned roles. (SL.5.1 b) • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1 c) • Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SL.5.1 d) 	Demonstrate preparation by completing a template/organizer or taking notes during reading. Actively participate in discussions with respect, and fulfill responsibility with relevant information and feedback. Make inferences based on the information discussed.	Cornell notes Think/pair/share
	Comprehension and Collaboration SL.5.2	<p>The student will be able to: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	Synthesize information from a presentation consisting of a variety of input sources (auditory and visual) and summarize.	Cornell notes Reading strategies tool kit (comprehension cards 9, 10, and 19)

	Comprehension and Collaboration SL.5.3	The student will be able to: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Discern important points and take notes focused on key points and supporting details.	Cornell notes Reading strategies tool kit (comprehension cards 9, 10, and 19)
	Presentation of Knowledge and Ideas SL.5.4	The student will be able to: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Utilize presentation notes to convey information.	PowerPoint notes page feature
	Presentation of Knowledge and Ideas SL.5.5	The student will be able to: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Incorporate presentation software (such as PowerPoint) primary sources and display boards in oral presentations.	PowerPoint
	Presentation of Knowledge and Ideas SL.5.6	The student will be able to: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Discern, discuss and practice formal speech, as opposed to informal.	Checklists Rubrics