

The Student Will...

Objective(s)	Alignment	Essential Questions	Understandings	Suggested Assessments
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.1.5	What is the importance of the Library Media Center?	Information from various resources must be acquired, analyzed, evaluated, synthesized and applied appropriately.	Standardized achievement tests
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.	RL.2.5	Why does a library media center have a system of organization?	Members of a learning community exhibit responsible behavior toward people and materials.	Teacher generated tests/quizzes
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).	RL.3.5	How does literature enrich your life?	Using both print and digital media enhances learning.	Authentic assessments
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RL.4.5	Why do people from different cultures sometimes say, write and do things differently than I do them?		Self assessment
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot of a particular story, drama, or poem.	RL.5.5			Peer assessment

Describe how a narrator’s or speaker’s point of view influences how events are described.	RL.6.5			Portfolio
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).	RL.7.5			
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	RL.9.5			
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.	RL.10.5			
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.1.5			
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI.2.5			
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.	RI.3.5			
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	RI.4.5			
Compare and contrast the overall structure (e.g., chronology,	RI.5.5			

comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.				
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI.6.5			
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.	RI.7.5			
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	RI.8.5			
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.9.5			
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.	RI.10.5			
Read with sufficient accuracy and fluency to support comprehension.	RF.4.5			
a) Read on-level text with purpose and understanding.	RF.4.5			
a) Read on-level prose and poetry orally with accuracy,	RF.4.5			

appropriate rate, and expression on successive readings.				
Use context to confirm or self-correct word recognition and understanding, rereading as necessary	RF.4.5			
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.1.5			
a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	W.1.5			
a) Provide logically ordered reasons that are supported by facts and details.	W.1.5			
a) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	W.1.5			
b) Provide a concluding statement or section related to the opinion presented.	W.1.5			
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.2.5			
a) Introduce a topic clearly, provide a general observation and focus, and group related	W.2.5			

information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.				
a) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W.2.5			
a) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	W.2.5			
b) Use precise language and domain-specific vocabulary to inform about or explain the topic. c)	W.2.5			
d) Provide a concluding statement or section related to the information or explanation presented.	W.2.5			
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.3.5			
a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	W.3.5			

a) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	W.3.5			
a) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	W.3.5			
a) Use concrete words and phrases and sensory details to convey experiences and events precisely.	W.3.5			
b) Provide a conclusion that follows from the narrated experiences or events. c)	W.3.5			
d) Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.	W.4.5			
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.5.5			
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	W.6.5			

command of keyboarding skills to type a minimum of two pages in a single sitting.				
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	W.7.5			
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.	W.8.5			
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.9.5			
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.	W.10.5			
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	SL.1.5			
a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	SL.1.5			

a) Follow agreed-upon rules for discussions and carry out assigned roles.	SL.1.5			
a) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	SL.1.5			
b) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	SL.1.5			
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	SL.2.5			
Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.	SL.3.5			
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.	SL.4.5			
a) Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to	SL.4.5			

effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position.				
b) Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.	SL.4.5			
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.5.5			
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation	SL.6.5			