

**Anchor Standard**

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.

**Essential Skills and Concepts:**

- Identify details and examples in text
- Use the author’s name or expressions like, the *author states*, or *in the author’s opinion* when quoting from the texts
- Cite specific examples and details to support inferences
- When inferring from the text, cite what the author said that lead to that conclusion.

**Question Stems and Prompts:**

- ✓ Why did the author write this passage?
- ✓ What inferences can you make?
- ✓ What information would you need to support the inference?
- ✓ What can you conclude from this passage?
- ✓ Why do you think that? Can you give specific examples from the text that support your thinking?
- ✓ Can you show me where in the text the author says that?

**Academic Vocabulary**

- explicit
- inference
- textual evidence
- conclude
- author’s purpose
- quote

**Spanish Cognates**

- explícito
- inferencia
- concluir

**Anchor Standard**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**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.

**Essential Skills and Concepts:**

- Identify universal themes in stories, dramas, or poems
- Identify the topics in the writing
- Locate details that support the theme
- Understand that characters respond to challenges in different ways, such as internally or externally
- Understand that reflection is an inner process
- Summarize the text

**Question Stems and Prompts:**

- ✓ What is the theme of the story?
- ✓ Which statement is the theme of this story?
- ✓ Which of the following statements best reflects the theme of the story?
- ✓ What conflicts did you see and how were they resolved?
- ✓ How did the characters solve the conflict?
- ✓ Summarize the text in your own words?
- ✓ What was the main conflict?
- ✓ What details did the author give to help solve the conflict?
- ✓ In the poem, can you find examples times when the speaker was reflecting about the topic?

**Academic Vocabulary**

- theme
- drama
- poem
- details
- characters
- reflects
- topic
- summarize
- conflict
- resolution
- solution

**Spanish Cognates**

- tema
- drama
- poema
- detalle
- reflexionar
- tópico
- resumir
- conflicto
- resolución
- solución

**Anchor Standard**

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).

**Essential Skills and Concepts:**

- ❑ Identify the characters, setting and major events of a story
- ❑ Compare and contrast characters, setting and events in a story or drama
- ❑ Provide specific details when describing the interactions between characters
- ❑ Provide specific details when comparing or contrasting settings or events

**Question Stems and Prompts:**

- ✓ What can you tell me about these characters?
- ✓ In what ways do the characters think alike/differently?
- ✓ How does this contrast affect the outcome?
- ✓ In what way do different settings in the story affect the outcome?
- ✓ Which details does the author provide to show us how the characters act with each other?
- ✓ What attitude did the characters display?
- ✓ What do \_\_\_\_\_ and \_\_\_\_\_ have in common?
- ✓ How does the dialogue help you understand the characters and their actions?

**Academic Vocabulary**

- |                              |                      |
|------------------------------|----------------------|
| • theme                      | tema                 |
| • trait (characteristic)     | característica       |
| • compare                    | comparar             |
| • contrast                   | contraste/contrastar |
| • describe                   | describir            |
| • character/character traits |                      |
| • dialogue                   | diálogo              |
| • analyze                    | analizar             |

**Spanish Cognates****Anchor Standard**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**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. (See grade 5 Language standards 4-6 for additional expectations.) CA

**Essential Skills and Concepts:**

- ❑ Use context clues to help determine the meaning of unknown words or phrases in text
- ❑ Use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in text
- ❑ Understand that words and phrases have often have literal and figurative meanings
- ❑ Know that similes and metaphors are words used to compare two objects
- ❑ Use glossary, footnotes, or digital sources to determine the meaning of an unknown word or phrase

**Question Stems and Prompts:**

- ✓ What does the word \_\_\_\_ mean in this sentence?
- ✓ Are there any clues around the word that can help you determine its meaning?
- ✓ Locate a simile/metaphor – what does the author compare?
- ✓ What strategies can you use to help you find the meaning of the word?
- ✓ Look at this group of words. What is the meaning of the phrase?
- ✓ What do the characters symbolize?
- ✓ In the story, what is a symbol of \_\_\_\_\_?

**Academic Vocabulary**

- |                      |            |
|----------------------|------------|
| • context clue       |            |
| • symbolize          | symbolizar |
| • imagery            |            |
| • figurative meaning |            |
| • literal            | literal    |
| • example            | ejemplo    |
| • impression         | impresión  |
| • detail             | detalle    |
| • digital            | digital    |
| • footnote           |            |

**Spanish Cognates**

**Anchor Standard**

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.

**RL.5.5**

Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem

**Essential Skills and Concepts:**

- ❑ Understand that stories, poems and dramas have different organizational elements
- ❑ Follow the message of the story, poem, or drama across chapters, stanzas, or scenes
- ❑ Understand that dramas have scenes, cast of characters, setting, and narrator
- ❑ Understand that stories have beginnings, conflicts/problems and conclusions
- ❑ Know that often poems have stanzas or verses that provide additional details for the reader

**Question Stems and Prompts:**

- ✓ How is this text organized?
- ✓ This selection can best be described as a \_\_\_\_.
- ✓ Can you explain the difference between a chapter in a book and a scene in a play?
- ✓ How many stanzas or verses does this poem have?
- ✓ How would this change if we took out the \_\_\_\_ stanza/chapter/scene?
- ✓ What is the key event/idea in this chapter/stanza?
- ✓ Why do you think the author wrote this as a \_\_\_\_, instead of as a \_\_\_\_\_?

**Academic Vocabulary**

- drama
- dialogue
- scenes
- casts
- act
- stage directions
- dramatic literature
- poem
- stanza

**Spanish Cognates**

- drama
- dialogo
- escena
- acto
- literatura dramática
- poema

**Anchor Standard**

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.

**Essential Skills and Concepts:**

- ❑ Identify the person who is telling the story
- ❑ Know that the way a person tells a story is influenced by their role and the outcomes of the story
- ❑ Understand how the narrator’s point of view influences the description of events

**Question Stems and Prompts:**

- ✓ Who is telling these events?
- ✓ Is the narrator part of the story? Is this story being told in first-person?
- ✓ What is the narrator’s perspective? Are they in the story, or is the story being told by an outside observer?
- ✓ How does the narrator’s point of view influence how the events are described?
- ✓ Why do you think the narrator described the events the way he/she did?
- ✓ How would the story be different if another character was telling the story?

**Academic Vocabulary**

- influence
- author
- narrator
- speaker in text
- point of view
- develop

**Spanish Cognates**

- influencia
- autor
- narrador
- punto de vista

**Anchor Standard**

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).

**Essential Skills and Concepts:**

- ❑ Know that when creating a multimedia presentation some of the elements to consider are:
  - text
  - animation
  - photos
  - video
  - sound
- ❑ Identify how visual and multimedia elements help increase the understanding of text
- ❑ Explain how images, sounds and movements contribute to the tone of the text
- ❑ Explain how photos, animation, and sounds are used to create beauty in a multimedia presentation of a print text

**Question Stems and Prompts:**

- ✓ How do the images, sounds, and movements contribute to a video or live presentation of a story that you have already read?
- ✓ How does adding photo images or video help increase your understanding of the text?
- ✓ What audio elements can you add to your presentation of that story, folktale, myth, or poem?
- ✓ When reading this graphic novel, be sure to notice how the creator uses words and images to convey the story.
- ✓ Think about how visual images influence your perspective.

**Academic Vocabulary**

- graphic novel
- multimedia elements
- tone
- folktale
- fiction
- myth
- visual

**Spanish Cognates**

- novela gráfica
- tono
- ficción
- mito
- visual

Standard RL 5.8 not applicable

**Anchor Standard**

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.

**Essential Skills and Concepts:**

- ❑ Be familiar with the characteristics of most genres:
  - fables
  - folk tales
  - mysteries
  - poems
  - adventure stories
- ❑ Identify the approaches authors take by analyzing two or more texts of similar themes

**Question Stems and Prompts:**

- ✓ How are \_\_\_\_ and \_\_\_\_ alike?
- ✓ How are \_\_\_\_ and \_\_\_\_ different?
- ✓ How do the ideas in \_\_\_\_ compare to the ideas in \_\_\_\_?
- ✓ What characteristics does the character, \_\_\_\_\_, have that contrast the character of \_\_\_\_?
- ✓ How does \_\_\_\_ from the \_\_\_\_ culture, compare to \_\_\_\_ from the \_\_\_\_ culture?
- ✓ Why do you think the author of \_\_\_\_ used the same pattern of events that was used in \_\_\_\_?
- ✓ What kind of writing does the author use to tell the story?
- ✓ How did the author organize the story?
- ✓ What are some of the characteristics found in a fable? mystery? poem?

**Academic Vocabulary:**

- compare
- contrast
- similar
- patterns of events
- literature
- mystery
- poem
- fable
- genre

**Spanish Cognates**

- comprar
- contraste/contrastar
- similár
- literature
- misterio
- poema
- fábula
- género

**Anchor Standard**

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, at the high end of the grades 4-5 text complexity band independently and proficiently.

**Essential Skills and Concepts:**

- ❑ Select books at the appropriate grade level
- ❑ Have the opportunity to read and listen to books from a variety of genres
- ❑ Use a recording sheet to track the titles and genres of books and stories read

**Question Stems and Prompts:**

- ✓ What have you read independently lately?
- ✓ What genres have you read?
- ✓ What genre did you enjoy the most?
- ✓ Have you read multiple books by the same author?
- ✓ Who is your favorite author? Have you read any of his/her books lately?
- ✓ While offering a choice of books ask, “Have you tried this reading this type of book?”
- ✓ If you read that book by this author, you might enjoy his/her latest book.
- ✓ Do you think you are ready to move to the next level?

**Academic Vocabulary:**

- literature
- independently
- fluently
- author
- genres

**Spanish Cognates**

- literatura
- independiente
- autor
- género

**Anchor Standard**

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.

**RI.5.1**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Essential Skills and Concepts:**

- ❑ Understand the points the author is trying to make
- ❑ Decide what the author is saying that would help explain your belief
- ❑ Use phrases such as: *according to the author, in the book the author says, on page six the author wrote*, when explaining what the text says
- ❑ When inferring from the text, cite what the author said that lead you to that conclusion
- ❑ Cite specific examples and details to support inferences.

**Question Stems and Prompts:**

- ✓ What quote from the text will you use to support your conclusion?
- ✓ Don't forget when you are quoting an author; you need to use the same words the author used.
- ✓ Why do you think that? Support your inference with a quote from the text.
- ✓ Show me where in the text the author said that.
- ✓ When you are talking with your partner, please use the frame, "On page \_\_\_\_ the author states..."
- ✓ What can you infer from \_\_\_\_? (text, text structure)
- ✓ Describe what the author means when he says, \_\_\_\_.
- ✓ What does the author mean when he says, \_\_\_\_?
- ✓ Why did the author choose this word/phrase to describe \_\_\_\_?

**Academic Vocabulary:**

- quote
- explicitly
- drawing inferences
- accurately
- conclude
- support
- evidence
- inference
- generalization

**Spanish Cognates**

- explícitamente
- concluir
- inferencia
- generalización

**Anchor Standard**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**RI.5.2**

Determine two or more main ideas and how they are supported by key details; summarize the text.

**Essential Skills and Concepts:**

- ❑ Identify the main ideas of the text
- ❑ Determine which details are key to the text
- ❑ Analyze how the author supported the main ideas with those details
- ❑ Know how to summarize text
- ❑ Use key details and the main idea to summarize

**Question Stems and Prompts:**

- ✓ What is this text about?
- ✓ What are the main ideas developed in the text?
- ✓ After reading the text, which details support the main ideas?
- ✓ How did you decide that these details are important?
- ✓ What kind of details does the author use to support the main ideas?
- ✓ Write a short summary of the text. Be sure to include key details in your summary.
- ✓ Summarize the main ideas of the text in a sentence.
- ✓ Create an outline or a graphic organizer that defines the main idea and the supporting details.

**Academic Vocabulary:**

- determine
- main ideas
- support
- summarize
- key details
- explain

**Spanish Cognates**

- determinar
- resumir
- explicar

**Anchor Standard**

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.

**Essential Skills and Concepts:**

- ❑ Recognize the difference between an event, an idea, individual, or concept
- ❑ Understand information read in historical, scientific, or technical text
- ❑ Compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology
- ❑ Cite specific information from the text that supports observations about relationships or interactions

**Question Stems and Prompts:**

- ✓ Explain the relationship between \_\_\_\_\_ and \_\_\_\_\_.
- ✓ What information from the text did you use to determine the relationship between these two scientific concepts?
- ✓ What information from the text did you use to determine the relationship between these two historical events?
- ✓ What was the result of \_\_\_\_\_'s idea?
- ✓ How has the interaction between these two people affected us today?
- ✓ Where, in the text, does the author indicate what the result of these events has been?
- ✓ Summarize the relationship between \_\_\_\_\_ and \_\_\_\_\_. Cite evidence from the text in your summary.
- ✓ How did \_\_\_\_\_ cause \_\_\_\_\_ to happen?
- ✓ What was the effect on \_\_\_\_\_?

**Academic Vocabulary**

- events
- concepts
- ideas
- interactions
- relationship
- historical
- scientific
- technical
- information

**Spanish Cognates**

- conceptos
- ideas
- interacciones
- relación
- histórico
- científico
- técnico

**Anchor Standard**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**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*. (See grade 5 Language standards 4-6 for additional expectations.) CA

**Essential Skills and Concepts:**

- ❑ Know how to use a dictionary or digital reference material to determine the meaning of words
- ❑ Know how to use Greek and Latin affixes and roots as clues to determine the meaning of a word/phrase
- ❑ Use context to help determine the meaning of figurative language
- ❑ Use the relationship of words to help determine the word meaning
- ❑ Recognize when a phrase is being used as an idiomatic expression
- ❑ Understand the words may have multiple meanings

**Question Stems and Prompts:**

- ✓ Read the sentences around the word/phrase to help you determine its meaning.
- ✓ What does the word, \_\_\_\_\_, mean in this sentence?
- ✓ What does the phrase, \_\_\_\_\_, mean in this selection?
- ✓ What tools can you use to help you find the meaning of this word?
- ✓ Are there any parts of the word you know? Can you use that to help you figure out the meaning of the word?
- ✓ What does the prefix/suffix \_\_\_\_\_ mean in the word \_\_\_\_\_?
- ✓ Where else in the book might you look at to help you figure out what the word means?
- ✓ What word would be the best choice in searching for \_\_\_\_\_ on the Internet?

**Academic Vocabulary**

- multiple meaning words
- figurative language
- idiom
- synonym
- antonym
- prefix
- suffix
- Greek and Latin root words
- reference materials

**Spanish Cognates**

- sinónimo
- antónimo
- prefijo
- sufijo

**Anchor Standard**

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.

**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.

**Essential Skills and Concepts:**

- Know that organizational structures are used to convey information
  - chronology
  - comparison
  - cause/effect
  - problem/solution
- Know that some authors organize events, ideas, concepts or information in chronological (time) order
- Compare and contrast how two different authors wrote about the events, ideas, concepts or information in two or more texts

□

**Question Stems and Prompts:**

- ✓ How is this chapter/text organized?
- ✓ If you compared these two books/articles about \_\_\_\_\_, how are the ideas or concepts the same? How are they different?
- ✓ Is this chapter (part of the book) organized chronologically, by cause/effect or problem/solution?
- ✓ Do the authors of both of these texts agree as to the cause and effect of ...?
- ✓ The author organized this chapter by chronological order; what organizational structure did the author of the other book use?
- ✓ How else might have this text been organized?

**Academic Vocabulary**

- chronological order
- cause and effect
- comparison
- problem/solution
- structure
- events
- concepts
- describe

**Spanish Cognates**

- orden cronológico
- causa y efecto
- comparación
- problema/solucion
- estructura
- conceptos
- describir

**Anchor Standard**

Assess how point of view or purpose shapes the content and style of the text.

**RI.5.6**

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**Essential Skills and Concepts:**

- Understand that the word *account* is a synonym for a description of an event or experience
- Understand that multiple accounts might include both firsthand (people who were there at the time) and secondhand (someone who learned of the event from someone else) accounts
- Describe similarities and differences between two accounts of the same event or topic
- Explain point of view

**Question Stems and Prompts:**

- ✓ What are the sources for the different accounts of the event or topic?
- ✓ Are these first- or secondhand accounts of the events?
- ✓ Describe the similarities between the accounts.
- ✓ Using the books, can you find some important differences in their accounts of the events or topics?
- ✓ Describe the differences between \_\_\_\_\_ and \_\_\_\_\_.
- ✓ What details did the author provide to convey the difference between \_\_\_\_\_ and \_\_\_\_\_?
- ✓ Why do you think the authors describe or tell about the events or topics differently?
- ✓ Why would the point of view be different in these versions?

**Academic Vocabulary**

- accounts
- topic
- similarities
- differences
- point of view

**Spanish Cognates**

- similitudes
- diferencias
- punto de vista



**Anchor Standard**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**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.

**Essential Skills and Concepts:**

- Know how to access digital information sources such as: Google, Bing, Wolfram Alpha, Wikipedia, dictionary.com
- Know how to use key terms to focus a search
- Know how to enter a question
- Know how to skim and scan print media to locate answers
- Determine if a source is credible

**Question Stems and Prompts:**

- ✓ Use Internet sources to find the answer to \_\_\_\_\_.
- ✓ Use the information from \_\_\_\_\_ and \_\_\_\_\_ to find the answers to \_\_\_\_\_.
- ✓ How would you solve the problem of \_\_\_\_\_?
- ✓ Where/How would you find this answer?
- ✓ Summarize information from different formats.
- ✓ Use the information from several different sources to come up with a solution to that problem.
- ✓ Which search engine would be the best to use in order to locate the answer to the question?

**Academic Vocabulary**

- print sources
- digital sources
- efficiently
- locate
- synthesize
- summarize
- topic
- solution

**Spanish Cognates**

- sintetizar
- resumir
- solución

**Anchor Standard**

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.

**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).

**Essential Skills and Concepts:**

- Recognize the points the author is trying to make through his writing
- Explain what evidence is used and how it supports what he/she has written
- Define the difference between reasons and evidence
- Identify what reasons the author gives for making these points
- Identify facts and details the author has cited as evidence to support his points

**Question Stems and Prompts:**

- ✓ What is the author's message?
- ✓ What evidence did the author use to support his thinking?
- ✓ Where in the text does the author show evidence to support the claim?
- ✓ Why did the author write that?
- ✓ Does the author give any reasons for writing that?
- ✓ Could you tell me why the author might have included that?
- ✓ What evidence could the author have added to make the points stronger?
- ✓ Create a graphic organizer/visual representation of the author's points and show the reasons/evidence he/she used to support his points.

**Academic Vocabulary**

- evidence
- reason
- support
- author
- points
- identify

**Spanish Cognates**

- razón
- autor
- identificar

**Anchor Standard**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**RI.5.9**

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Essential Skills and Concepts:**

- ❑ Have access to several texts on the same topic
- ❑ Have a system for organizing information from several sources
- ❑ Find the common details about a topic when reading different texts
- ❑ Compare the text to find key details/ideas which are different
- ❑ Combine the most important information
- ❑ Write or speak about a subject knowledgeably

**Question Stems and Prompts:**

- ✓ What did you learn from this piece of text about topic?
- ✓ Were there important details in this text that were not in the other?
- ✓ How are you deciding what details are important enough that you need to include them when you are writing?
- ✓ Did the author of this text write something that you need to include that the other didn't?
- ✓ How are you keeping track of the information so that you can put it together when you are writing or speaking?
- ✓ Support your points/counterpoints with evidence from several sources.
- ✓ Does that sound like you know what you are talking about?

**Academic Vocabulary**

- compare
- contrast
- differ
- knowledgeably
- integrate

**Spanish Cognates**

- comparar
- contraste/contrastar
- integrar

**Anchor Standard**

Read and comprehend complex literary and informational texts independently and proficiently.

**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.

**Essential Skills and Concepts:**

- ❑ Understand how to use text features to comprehend information text
- ❑ Understand that the purpose of reading informational text is to learn about or understand a subject better
- ❑ Know how to access many different types of informational text such as magazine, online website, textbooks, that vary in a range of text complexity

**Question Stems and Prompts:**

- ✓ Have you tried reading a book about \_\_\_\_\_?
- ✓ After reading your science book, you might want to look up more information in a trade book, or on the computer.
- ✓ Another book about this topic is...
- ✓ The school library has a book about ...
- ✓ Before reading, did you look at the headings on the page?
- ✓ Did you read the bold print to help you understand what you are reading?
- ✓ Were you able to read the information fluently?
- ✓ Retell information you read on \_\_\_\_\_.

**Academic Vocabulary**

- independently
- proficiently
- fluently
- bold print
- headings
- level
- range
- complexity

**Spanish Cognates**

- independientemente
- nivel
- complejidad

Standards RF 5.1, RF 5.2 are not applicable to fifth grade

**Anchor Standard**

Anchor standards do not exist for RF Standards.

**RF.5.3**

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Essential Skills and Concepts**

- ❑ Know which letters and sounds are related
- ❑ Be familiar with syllabication patterns
- ❑ Use roots, affixes and base words to read unfamiliar multisyllabic words in context
- ❑ Combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context

**Question Stems and Prompts**

- ✓ Can you make all the sounds in that word in order?
- ✓ Are there any familiar parts in that word that you can use to help you?
- ✓ Do you know any other words like that? Which?
- ✓ Read that (multisyllabic) word in chunks.

**Academic Vocabulary**

- letter-sounds
- syllabication pattern
- context
- skills
- roots
- affixes
- accurately

**Spanish Cognates**

context  
afijos

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF.5.4**

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

**Essential Skills and Concepts**

- ❑ Set a purpose for reading
- ❑ Know when understanding has been lost
- ❑ Use expression when reading
- ❑ Self-monitor for understanding
- ❑ Use strategies for self-correction
- ❑ Read a variety of fiction text
- ❑ Re-read for fluency and comprehension
- ❑ Skim text for information
- ❑ Scan text to confirm

**Question Stems and Prompts**

- ✓ What is your reason for reading this selection?
- ✓ Show me that you understand what you are reading.
- ✓ What can you do when the story/text doesn't make sense?
- ✓ What strategies can you use to help you understand what you are reading?
- ✓ Did you scan the text to get an idea about what you will be reading?
- ✓ Did you scan the page before starting to read?
- ✓ After looking at the question, can you scan the page for an answer?
- ✓ Read as if you were talking?

**Academic Vocabulary**

- self-correction
- self-monitoring
- fluency
- comprehension
- re-reading
- checking for understanding
- genres
- purpose
- skim
- scan
- expression

**Spanish Cognates**

comprensión  
géneros  
propósito  
expresión

**Anchor Standard**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.5.1**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- 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.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinions and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- Provide a concluding statement or section related to the opinion presented.

**Essential Skills and Concepts**

- Recognize facts from opinions
- Use various organizational structures, such as cause and effect, chronological order, etc. to organize text
- Understand the features of expository text
- Know how to group related ideas
- Recognize when ideas are not expressed logically
- Use transitional words and phrases to help the reader follow the information
- Understand how to express an opinion effectively
- Demonstrate the writing of a concluding statement

**Question Stems and Prompts**

- ✓ What is your writing about? How will you support your opinion?
- ✓ What reasons do you state to explain your opinion?
- ✓ Which facts and details have you included that support your opinion?
- ✓ Should your reasons be placed in a specific order? Why, or why not?
- ✓ Is your writing logical?
- ✓ Does your concluding statement relate back to the opinion(s) you presented earlier in your writing?
- ✓ Support your opinion with evidence.
- ✓ Write a conclusion to go with that piece of writing.

**Academic Vocabulary**

- organization
- opinion
- phrases
- clauses
- transitions
- concluding statement
- facts
- details
- logical

**Spanish Cognates**

- organización
- opinión
- frases
- clausulas
- transiciones
- detalles
- lógico

**Anchor Standard**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.5.2**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- 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.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- Use precise language and domain specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

**Essential Skills and Concepts**

- Write an introduction that includes a topic sentence
- Understand how to develop a topic
- Know that illustrations, headings, pictures can make the writing understandable
- Logically group information so that the writing remains focused
- Know the correct way to format and include facts, definitions, quotes and examples to help convey information
- Support the topic with facts
- Use appropriate vocabulary
- Provide an effective conclusion

**Question Stems and Prompts**

- ✓ How will you introduce your topic?
- ✓ How will you organize and group your information?
- ✓ How will you narrow the focus of your writing?
- ✓ Include examples, quotes and details about your topic.
- ✓ What do others say about your topic? Include quotes from the reading you did.
- ✓ Are there illustrations, or other media you can use as a source to make your text easier to understand?
- ✓ What relevant facts support the topic?
- ✓ What other details, facts, definitions can be added to your writing?
- ✓ What words/phrases will you use to link your ideas across paragraphs and the across the text?

**W.5.2 – (Continued)**

<b>Academic Vocabulary</b>	<b>Spanish Cognates</b>
<ul style="list-style-type: none"> <li>• topic</li> <li>• focus</li> <li>• logical</li> <li>• links</li> <li>• categories</li> <li>• conclusion</li> </ul>	<p>lógico</p> <p>categorías</p> <p>conclusión</p>

**Anchor Standard**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.5.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

**Essential Skills and Concepts:**

- Outline the major events and settings of the story
- Let people know who is telling the story and in what situation the characters find themselves
- Use the character's words to help explain what is happening and what the character is thinking
- Know and use a variety of temporal words to move the story from beginning to end
- Use sensory and descriptive words to help the reader visualize the characters, experiences, and settings in the story
- Use precise words to help the reader understand the feelings and thoughts of the characters
- Understand the importance of a satisfying conclusion

**Question Stems and Prompts:**

- ✓ What is the problem in the story?
- ✓ Who is telling the story?
- ✓ Describe how \_\_\_\_\_ felt when \_\_\_\_\_.
- ✓ What happened after \_\_\_\_\_?
- ✓ What if \_\_\_\_\_ would have happened first? How would that affect the plot?
- ✓ How will you use dialogue to develop the plot?
- ✓ What problems will the characters face in the story?
- ✓ What actions will the characters take in response to the events in the story?
- ✓ How does the character change throughout the story?
- ✓ Remember to show the reader with precise words.
- ✓ What events will lead to the conclusion/resolution of your story?
- ✓ Write an ending to the story that is different.
- ✓ Use transitional words and phrases that connect the events in the story.

**W.5.3 – (Continued)****Academic Vocabulary**

- narrative
- narrator
- characters
- sequence
- dialogue
- pacing
- description
- behaviors
- responses
- temporal words
- precise
- conclusion

**Spanish Cognates**

narrativa  
narrador

secuencia  
diálogo

descripción

preciso  
conclusión

**Anchor Standard**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.5.4**

Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. *(Grade-specific expectations for writing types are defined in Standards 1–3 above)* CA

**Essential Skills and Concepts**

- ❑ Write in a logical, sequential manner
- ❑ Have a large body of known words so they can choose words that will help make meaning clear
- ❑ Understand and use organizational structure such as comparing and contrasting, problem/solution, etc.
- ❑ Understand the purpose for the writing task
- ❑ Understand the audience

**Question Stems and Prompts:**

- ✓ Are you writing to tell a story or to help someone learn more about...?
- ✓ What form of writing does the prompt call for?
- ✓ Who is the audience?
- ✓ What is the text structure?
- ✓ Is there a thinking map or graphic organizer you can use to help organize your writing?
- ✓ What facts, events, dialogue, examples are you including that will help make your writing clearer?
- ✓ Does your writing move the reader easily from one part to another?

**Academic Vocabulary**

- organization
- development
- substance
- style
- appropriate
- purpose
- audience
- clear
- coherent

**Spanish Cognates**

organización

substancia

estilo

apropiado

propósito

audiencia

claro

**Anchor Standard**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.5.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (*Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.*)

**Essential Skills and Concepts**

- ❑ Know and use the conventions of standard English including conjunctions and verb tenses
- ❑ Demonstrate correct usage of capital letters and punctuation, such as commas, quotations, underlining, and italics
- ❑ Know different ways to expand, combine and vary sentences
- ❑ Know how to use the stages of the writing process
- ❑ Rearrange or edit unnecessary information
- ❑ Be familiar with editing tools such as checklists and handbooks
- ❑ Seek guidance from peers to help add precise language/ideas to writing

**Question Stems and Prompts**

- ✓ What will you use to help organize your ideas?
- ✓ Which would be the best topic/thesis statement?
- ✓ What is the best title for this selection?
- ✓ Rewrite this so that the ideas/details are clearer?
- ✓ Which sentence/paragraph can best be added?
- ✓ Which sentence would be the best topic sentence?
- ✓ You have tried organizing your writing this way; have you thought of using another approach?
- ✓ Did you share your ideas and thoughts with your group?
- ✓ What feedback did they give you? How did you apply the feedback?
- ✓ Is there a better way to start or end your writing?

**Academic Vocabulary**

- planning
- revising
- editing
- rewriting
- organization
- approach
- guidance
- strengthen

**Spanish Cognate**

- planeando/planificación
- revisando
- organización

**Anchor Standard**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**W.5.6**

With 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 of keyboarding skills to type a minimum of two pages in a single sitting.

**English Skills and Concepts**

- ❑ Use a standard keyboard and know some of the basic functions
- ❑ Access the Internet as part of a group task
- ❑ Demonstrate knowledge of publishing programs and structure
- ❑ Know how to set margins, spacing, tabs, make columns, add page numbers, page orientation and set up
- ❑ Know how to save documents on the computer
- ❑ Understand how to use search engines on the Internet such as *Google, Bing, Yahoo*
- ❑ Be familiar with various computer programs (e.g.: *Word, Publisher, Power Point, Spell-check, email, etc.*) and be able to use them efficiently
- ❑ Work collaboratively to complete a written project/document

**Question Stems and Prompts**

- ✓ What software would you use to create this document?
- ✓ Where/how will you save your document?
- ✓ How do you spell check a document?
- ✓ How do you access \_\_\_\_\_?
- ✓ How would you find \_\_\_\_\_ on the Internet?
- ✓ How did your group divide up the responsibilities for the task?
- ✓ What online resources might you use to help write your paper?
- ✓ How will you use technology to collaborate on your writing?

**Academic Vocabulary**

- document
- format
- insert
- computer
- spell check
- save
- menus
- file older
- word processing
- PowerPoint & keyboarding

**Spanish Cognates**

- documento
- formato
- computadora
- menu

**Anchor Standard**

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.

**Essential Skills and Concepts**

- ❑ Use the steps for writing a research paper
  - Define a topic
  - Make a list of questions/resources
  - Make notes or create a graphic organizer
  - Write the first draft
  - Seek help to edit and revise from peers
  - Publish
- ❑ Know how to use reference materials such as encyclopedias, search engines or databases
- ❑ Use of key words for Internet searches
- ❑ Know how to cite a variety of sources
- ❑ Know the organizational structures used when writing a research project
- ❑ Synthesize information from various perspectives or authors
- ❑ Create bibliography

**Question Stems and Prompts**

- ✓ What sources could you use to investigate \_\_\_\_\_ and write about it?
- ✓ What question does your research report answer?
- ✓ What online sources will you use?
- ✓ Will you be able to finish this research in one or two periods?
- ✓ Did you research both the positive and negative sides of the issue?
- ✓ How will you keep track of the sources you use?
- ✓ Which bibliography entry is cited correctly?
- ✓ How do you cite a bibliography entry for a \_\_\_\_\_?

**Academic Vocabulary**

- aspects
- topics
- research
- data base
- internet search
- bibliography
- investigation
- cite source
- synthesize

**Spanish Cognates**

- aspectos
- bibliografía
- investigación
- sintetizar

**Anchor Standard**

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.

**Essential Skills and Concepts**

- ❑ Research topics using multiple sources both print and digital
- ❑ Decide whether information discovered is relevant or important to the work
- ❑ Cite sources both digital and print sources
- ❑ Know and use several note-taking strategies, such as use of index cards, notebooks, graphic organizers
- ❑ Know how to paraphrases the words of the author without copying
- ❑ Create a bibliography
- ❑ Summarize information from multiple sources
- ❑ Interpret data

**Question Stems and Prompts**

- ✓ Ask yourself, “How does this support my topic?”
- ✓ Is this information important to your research?
- ✓ How do you know the source is credible?
- ✓ How did you determine if this information is relevant to your topic?
- ✓ How do you cite sources in a bibliography?
- ✓ Where can you find information about how to cite Internet sources?
- ✓ What do you need to do if you are using the author’s exact words?
- ✓ Can you say that using your own words?
- ✓ How is a digital source cited differently than a printed source?
- ✓ How will you summarize the information found in this data?
- ✓ What can you conclude?

**Academic Vocabulary**

- digital sources
- summarize
- paraphrase
- bibliography
- research
- relevant (pertinent)
- note-taking
- cite
- quote

**Spanish Cognates**

- resumir
- parafasear
- bibliografía
- pertinente



**Anchor Standard**

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.

- a. 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]”).
- b. 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]”).

**Essential Skills and Concepts**

- ❑ Analyze information based on the details the author provides
- ❑ Synthesize information using the interactions of the characters, events, and setting with their knowledge of the world
- ❑ Cite information and explain how it supports the points the author is trying to make
- ❑ Research information and draw conclusions about what has been said/written

**Question Stems and Prompts**

- ✓ After reading or researching \_\_\_\_\_ (literary or informational text/s), write \_\_\_\_\_ (product) in which you explain your reasons \_\_\_\_\_ (content). Support your opinion with evidence from the text/s. (Argumentation/Explain)
- ✓ After reading or researching \_\_\_\_\_ (literary or informational text/s), write \_\_\_\_\_ (product) in which you describe \_\_\_\_\_ (content). Support your response with evidence from the text/s. (Informational or Explanatory/Describe)
- ✓ After researching \_\_\_\_\_ (informational text/s), write \_\_\_\_\_ (product) in which you describe \_\_\_\_\_ (content). Support your response with evidence from your research. (Narrative/Describe)  
(<http://ldc.org/resources>)

**Academic Vocabulary**

- research
- analysis
- support
- reflection
- evidence
- literary
- informational text

**Spanish Cognates**

- análisis
- reflexión
- literario
- text informativo

**Anchor Standard**

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.

**Essential Skills and Concepts**

- ❑ Select appropriate writing topics
- ❑ Recognize purpose for writing
- ❑ Know the audience
- ❑ Organize thoughts to focus on a topic
- ❑ Know how to research a topic using various sources
- ❑ Generate questions to continue to write on a topic for an extended amount of time
- ❑ Know how to conclude different types of writings
- ❑ Know that a research paper has an introduction, a body, and a conclusion
- ❑ Know that for writing a research project, you must include and cite various sources.

**Question Stems and Prompts**

- ✓ How did you pick your topic?
- ✓ How will you organize your thoughts? (graphic organizers, Thinking Maps)
- ✓ Write about...
- ✓ Today you will have \_\_\_\_ minutes to write about...
- ✓ Where will you find your sources? Do you have a variety of sources from which you can pull information?
- ✓ Re-read your writing and ask a peer to read it to see if there are additions you need to make.
- ✓ Did you think about your audience when you were writing?
- ✓ Did you edit and revise your writing using the proofreading checklist?

**Academic Vocabulary**

- research
- summarize
- revise/edit
- bibliography
- sources
- peer
- graphic organizers

**Spanish Cognates**

- resumir
- revisar
- bibliografía

**Anchor Standard**

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**Essential Skills and Concepts**

- Be prepared when you come to group
- Use what you have learned to help others
- Respect the contributions made by others
- Use rules of conversations
  - Everyone should contribute to the discussion
  - Keep focused on the topic being discussed
  - Don't interrupt
  - Be an attentive listener
- Help your group stay focused by posing questions that contribute to the discussion
- Offer comments or responses that build on the remarks of others
- Listen with the intent to learn and build knowledge

**Question Stems and Prompts**

- ✓ Are you prepared? Have you reviewed the assignment?
- ✓ Did you complete your reading assignment?
- ✓ What information will you contribute to the discussion?
- ✓ In light of what has already been said, what are your thoughts about...?
- ✓ What else could you add to that comment?
- ✓ What clarifying questions could you ask of your partner?
- ✓ Can you show the group where you got your information?

**SL.5.1 – (Continued)**

- ✓ What conclusions did you arrive at after your conversation with your group?

**Academic Vocabulary**

- discussion
- elaboration
- contribute
- clarify
- draw conclusions

**Spanish Cognates**

discusión  
 elaborar  
 contribuir  
 clarificar

**Anchor Standard**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.5.2**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Essential Skills and Concepts**

- ❑ Summarize
- ❑ Interpret information from various formats
- ❑ Offer an explanation
- ❑ Synthesize information
- ❑ Interpret information presented visually, quantitatively or orally

**Question Stems and Prompts**

- ✓ Summarize the information presented.
- ✓ Describe what you have learned from hearing about this topic.
- ✓ What are the key ideas presented in the video clip?
- ✓ Write a summary about what you saw and heard.
- ✓ How did the information expand your understanding of \_\_\_\_\_?
- ✓ How can you use this information?
- ✓ How does the way the information is presented help you understand it?
- ✓ What are some of the facts or data presented here?
- ✓ Is the information presented relevant? Explain.
- ✓ Is the information presented accurate? How do you know?

**Academic Vocabulary**

- summarize
- graph
- visually
- oral
- multimodal
- diverse media
- formats
- quantitatively
- orally

**Spanish Cognates**

- resumir
- gráfico
- visual
- oral
- los medios diversos
- formato
- cuantitativamente
- oralmente

**Anchor Standard**

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**SL.5.3**

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.**

**CA**

**Essential Skills:**

- ❑ Summarize information presented orally or by media sources
- ❑ Understand that evidence can be examples, facts, or personal interview
- ❑ Identify the claims made by the speaker or media source
- ❑ Identify when the claims are not logical or based on a misconception/fallacy
- ❑ Analyze whether the evidence and reasons are valid

**Question Stems and Prompts:**

- ✓ What is it that the speaker is claiming?
- ✓ What evidence/details/reasons does the speaker use to support his/her claim?
- ✓ How does the evidence support the speaker’s claim?
- ✓ Is what the speaker is saying accurate? How do you know?
- ✓ Did the speaker reference any fallacies? Which?

**Academic Vocabulary**

- summarize
- evidence
- claim
- supported
- misconception
- logical
- fallacy
- identify
- media source
- reason

**Spanish Cognates**

- resumir
- lógico
- identificar
- razón

**Anchor Standard**

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**SL.5.4**

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- a. **Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position. CA**
- b. **Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA**

**Essential Skills:**

- Plan an opinion speech
- Sequence ideas in the speech in an order that is logical
- Use evidence to support the position/opinion
- Use transitions words that link the opinions and evidence in a manner that is logical
- Sequence ideas logically using facts and details
- Memorize and recite a poem
- Memorize and recite part of a speech or historical document
- When reciting, use appropriate gestures or expressions

**Question Stems and Prompts:**

- ✓ What are you writing about? Is your opinion about your topic clear? How is it supported?
- ✓ How will you organize your ideas?
- ✓ What evidence will you use to support your position/opinion?
- ✓ Are the evidence and facts you have gathered sufficient to support your opinion?
- ✓ How are you moving from one paragraph/idea to the next? Are you using appropriate transition words?
- ✓ Which poem will you be reciting? Have you thought about some gestures you can use to express the feelings in the poem?

**SL.5.4 – (Continued)**

- ✓ Have you thought about which speech or document you will be reciting? Why did you choose it?
- ✓ Where will you pause? Why?

**Academic Vocabulary**

- deliver
- facts
- details
- logically (logic)
- appropriate
- specific
- organized
- sequencing
- memorize
- recite
- expression
- gesture
- historical document

**Spanish Cognates**

- detalles
- lógicamente (lógico)
- apropiado
- específico
- organizado
- secuencia
- memorizar
- recitar
- expresión
- gesto
- documento histórico

**Anchor Standard**

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

**SL.5.5**

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**Essential Skills:**

- ❑ Understand how to create visual displays
- ❑ Know how to embed multimedia components (photos, audio, text, animation, etc.) in a presentation
- ❑ Know how to use digital media including video cameras, projectors, Power Point presentations, document cameras

**Question Stems and Prompts**

- ✓ What else could you use to enhance understanding in your presentation?
- ✓ How would including that media help the presentation?
- ✓ What kind of information could you convey by using graphics, sound...?
- ✓ What digital media could you use to present your data?
- ✓ What could you do to keep your presentation focused?
- ✓ How might you use pictures, graphics, visuals to help your presentation?

**Academic Vocabulary**

- strategic
- multimedia components
- presentations
- digital media
- visual display
- data
- enhance

**Spanish Cognates**

- estratégico
- presentaciones
- los medios digitales
- datos

**Anchor Standard**

Adapts speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

**Essential Skills**

- ❑ Ability to adapt speech to a variety of contexts
- ❑ Understand the use of formal English
- ❑ Know when it would be appropriate to use formal English
- ❑ Identify your audience

**Question Stems and Prompts**

- ✓ What is the reason you are speaking?
- ✓ Who is in the audience? What do they know about your subject?
- ✓ Are you delivering a formal presentation?
- ✓ Are you trying to persuade your audience?
- ✓ Are you explaining something?
- ✓ Are there places where you can substitute more precise, engaging language to keep the listeners interested?

**Academic Vocabulary**

- adapt
- speech
- context
- formal English
- informal English
- situation

**Spanish Cognates**

- adaptar
- contexto
- inglés formal
- ingles informal
- situación

**Anchor Standard**

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**L.5.1**

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- 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., *either/or*, *neither/nor*).

**Essential Skills and Concepts:**

- Explain the function of conjunctions, prepositions, and interjections
- Use the appropriate verb tenses
- Know that verb tenses convey a sense of time and states of being
- Monitor the use of verb tenses and correct when necessary
- Correctly use either/or, neither/nor, etc.

**Question Stems and Prompts:**

- ✓ Explain why you would use a conjunction instead of a preposition or interjection.
- ✓ What does the use of this form of verb indicate?
- ✓ What is the meaning of the perfect verb tense?
- ✓ How does verb tense relate to how you are writing your piece?
- ✓ Use your editing skills to correct \_\_\_\_\_.
- ✓ Read your writing out loud. Does it sound right?
- ✓ How can you enhance this writing with the use of a conjunction, preposition, or interjection?

**Academic Vocabulary**

- conventions
- conjunctions
- correlative
- perfect verbs
- prepositions
- interjections
- grammar
- verb tense
- aspect

**Spanish Cognates**

- convenciones
- conjunciones
- verbos perfectos
- preposiciones
- interjecciones
- gramática
- aspecto

**Anchor Standard**

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**L.5.2**

Observe conventions of capitalization, punctuation, and spelling.

- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you.*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.

**Essential Skills and Concepts:**

- Know the different uses for the comma including, separating items in a series
- Know which, of several ways, is the correct one for indicating titles of works
- Spell grade level words correctly

**Question Stems and Prompts:**

- ✓ Does that need a comma?
- ✓ Where would you place commas in the following sentence? *"I am taking my sleeping bag, Ipod, pillow and snacks on our camping trip"*.
- ✓ How would you use underlining, italics, or quotation marks to distinguish the title of the book in the following question? *Have you read the Chronicles of Narnia?*
- ✓ What type of writing is that? You need to know if it is the title of a book, poem or article in order to know what type of punctuation you should use.
- ✓ Where might you look if you are confused about how a title is punctuated?

**Academic Vocabulary**

- commas
- items
- tag question
- introductory element
- underlining
- conventions
- quotation marks
- punctuation
- italics

**Spanish Cognates**

- coma
- convenciones
- puntuación

**Anchor Standard**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**Essential Skills and Concepts:**

- Know how to use different types of sentences in order to make a story more interesting to read
- Understand how to expand, combine, or reduce sentences for meaning
- Recognize dialects and registers when reading or listening
- Know that dialects and registers are often used by authors for effect

**Question Stems and Prompts**

- ✓ When writing or speaking to a group, vary sentences to keep the reader/listener interested.
- ✓ Use different styles of speech and writing to fit the audience and purpose.
- ✓ Count the number of words in your sentences. Are they all about the same length, or have you varied them?
- ✓ Why do you think the author used that dialect in his/her writing?
- ✓ How does the dialogue sound when you read it using that dialect?
- ✓ How does that expression sound when said in Standard English? What is the effect?
- ✓ How might you adapt this speech/presentation when you present to an audience that requires the use of the formal register.

**Academic Vocabulary**

- expand
- combine
- reduce
- dialect
- register
- varieties of English
- style

**Spanish Cognates**

- combiner
- reducir
- dialecto
- registro
- variedades de inglés
- estilo

**Anchor Standard**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**L.5.4**

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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- c. 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 **and to identify alternate word choices in all content areas. CA**

**Essential Skills and Concepts**

- Use strategies for solving unknown words including:
  - Using the roots and affixes
  - Using the context
  - Using digital and print reference materials
- Interpret figurative language
- Understand and explain the meaning of common idioms, adages, and proverb
- Be able to use context clues to interpret the meaning of a word
- From several alternatives, choose the appropriate alternate word
- Identify words that are used in multiple ways in different content areas

**Question Stems and Prompts**

- ✓ What strategies have you used to try to figure out that word?
- ✓ Have you looked in an online dictionary or glossary?
- ✓ Can you use the sentences around that word to help you discover what that word might mean?
- ✓ Are there roots or affixes that you can use?
- ✓ Use print/online resources to find the pronunciation.
- ✓ What do you know about the prefix/suffix in this word?
- ✓ How can you use what you know about the prefix/suffix in this word to help you know what it means?

**L.5.4 – (Continued)**

<b>Academic Vocabulary</b>	<b>Spanish Cognates</b>
• figurative	figurado
• root word	
• prefix	prefijo
• suffix	sufijo
• interpret	interpretar
• idioms	
• adages	
• proverbs	proverbios
• context clues	

**Anchor Standard**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.5.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**Essential Skills and Concepts**

- Understand what figurative language is and be able to recognize it in text (similes, metaphors, personification, idioms)
- Be able to recognize words that are synonyms, antonyms, or homographs
- Recognize common idioms, adages and proverbs

**Question Stems and Prompts:**

- ✓ The author wrote \_\_\_\_\_; what does he/she really mean?
- ✓ Can you show me an example of some figurative language the author used in the text?
- ✓ Could you add a simile or metaphor to help make your writing/speech more vivid?
- ✓ Why did the author choose this pair of words to put in the writing?
- ✓ How does knowing how these two words are related help you understand the meaning of the text?
- ✓ Enhance \_\_\_\_\_ with the use of a simile/metaphor
- ✓ What does \_\_\_\_\_(idiom/adage/proverb) mean?

<b>Academic Vocabulary</b>	<b>Spanish Cognates</b>
• figurative language	lenguaje figurado
• similes	símiles
• metaphors	metáforas
• adages	
• proverbs	proverbios
• idioms	
• synonym	sinónimo
• antonym	antónimo
• homographs	homógrafos



**Anchor Standard**

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**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*).

**Essential Skills and Concepts:**

- ❑ Understand that academic words are found in a variety of school subjects: (analyze, determine, summarize, determine, recognize)
- ❑ Understand content specific words: (constitution, immigration, legislature, natural resources)
- ❑ Read a wide variety of text, both print and digital media
- ❑ Participate in collaborative discussions
- ❑ Write for a variety of purposes and in different genres

**Question Stems and Prompts:**

- ✓ What have you been reading lately?
- ✓ Keep a list of words you don't know that might be important.
- ✓ As you read, be sure to look for those words that signal that an addition or contrast is going to be made.
- ✓ The more you read, the more vocabulary you will learn
- ✓ Be on the lookout for words you know that might be used in a different way in a different subject.
- ✓ What is another way to say \_\_\_\_\_?
- ✓ How can you use a different word/phrase to say the same thing?
- ✓ What does \_\_\_\_\_ have to do with \_\_\_\_\_?

**Academic Vocabulary**

- academic
- domain
- specific
- signal
- contrast

**Spanish Cognates**

- académico
- dominio
- específico
- señal
- contraste