GRADE FIVE ELA
MARKING PERIOD 1

Key Terms for Student		**Genres**	**Key to Essential Components of Reading:**
Skim Headings, Captions, Titles Fact/Opinion Implied vs. Stated Literary Elements Summarize Prediction	Make Inferences Draw Conclusions Use Prior Knowledge Main Ideas/Details Character's Motivation Genre	Opinion – Response to Literature Narrative - Personal	**PA** Phonemic Awareness **P** Phonics **V** Vocabulary Development **F** Fluency **C** Comprehension Strategies

	PERFORMANCE INDICATORS	RESOURCES	ASSESSMENTS
READING			
Strategic Actions **<u>Thinking Within Text</u>** *Searching for and Using Information*	• **(C)** Skim material to gain an overview of content or locate specific information.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes
	• **(C)** Use text features, such as headings, captions, and titles, to understand and interpret informational texts.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(C)** Identify essential details for note-taking.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text

	• **(C)** Read to collect and interpret data, facts, and ideas from multiple sources.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(C)** Recognize organizational formats to assist in comprehension of informational texts.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(C)** Be familiar with titles and authors of a wide range of literature.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
Summarizing	• **(C)** Identify literary elements, such as setting, plot, and character of different genres.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• Summarize main points.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist

			• Guided Reading Notes • Oral Response to Text
	• Summarize the plot and describe the motivation of characters.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
Maintaining Fluency	• **(P)** Recognize at sight, a large body of high-frequency words and irregularly spelled content vocabulary.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(C)** Recognize conversational tone in friendly communication.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(V)** Recognize the types of language (e.g., jargon, informal vocabulary, and email conventions) that are appropriate to social communication.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text

	• **(V)** Demonstrate the understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
Solving Words	• **(P)** Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(V)** Use word structure knowledge, such as roots, prefixes, and suffixes, to determine meaning.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(C)** Identify and use reading and listening strategies, such as context clues and cognates to make text comprehensible and meaningful.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
Monitoring & Correcting	• **(F)** Use self-monitoring strategies to identify specific vocabulary that causes comprehension difficulties.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System

			(BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(F)** Use self-monitoring strategies, such as cross-checking, summarizing, and self-questioning, to construct meaning of text.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(C)** Recognize when comprehension has been disrupted and initiate self-correction strategies, such as rereading, adjusting rate of reading, and attending to specific vocabulary.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(C)** Recognize and share cross-cultural experiences and ideas, and connect with those of others.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
<u>Thinking Beyond Text</u>			
Predicting	• **(C)** Use prior knowledge in concert with text information to support comprehension from forming predictions	• HQ1 • Continuum • Lit & Informational	• KWL Chart • Independent Reading Notes • Reading Response Journal

	to making inferences and drawing conclusions.		• Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
Making Connections	• **(V)** Use prior knowledge and experience in order to understand ideas and vocabulary found in books.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(C)** Recognize and share cross-cultural experiences and ideas, and connect with books.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
Inferring	• **(C)** Identify information that is implied rather than stated.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(C)** Make inferences and draw conclusions on the basis of information from the text, with assistance.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist

			• Guided Reading Notes • Oral Response to Text
	• **(C)** Use prior knowledge in concert with text information to support comprehension from forming predictions to making inferences and drawing conclusions.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(C)** Identify missing information and irrelevant information.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
Synthesizing	• **(C)** Recognize how new information is related to prior knowledge or experience.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
Thinking About Text *Analyzing*	• **(C)** Distinguish between fact and opinion.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text

	• **(C)** Identify the ways in which characters change and develop throughout a story.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(C)** Compare characters in literature to people in own lives.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(C)** Read a variety of grade-level texts, for a variety of purposes, with understanding.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(C)** Use established criteria to analyze the quality of information in text.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(C)** Respect the age, gender, position, and cultural traditions of the writer.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System

			(BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
Critiquing	• **(C)** Note and describe aspects of the writer's craft.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(C)** Recognize, explain, and evaluate how structural features such as organization, syntax, vocabulary and visuals affect readers' and listeners' understanding and appreciation of text.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Reading Response Journal • Benchmark Assessment System (BAS) • Observational Checklist • Guided Reading Notes • Oral Response to Text
WRITING			
Craft *Organization* *Idea Development* *Language Use* *Word Choice* *Voice* *Conventions*	• Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• State a main idea and support it with details and examples.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Write interpretive essays that summarize	• HQ1	• Independent Writing Conferring

	the plot, describe the setting and recognize its importance to the story.	• Continuum • Lit & Informational	Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Write interpretive essays that describe the characters and how they change.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Use at least three sources of information in writing a report, with assistance.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Convey information and ideas through a variety of spoken and written language, using conventions and features of American English appropriate to audience and purpose.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Use supporting evidence from text to evaluate ideas, information, themes, or experiences.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Create, discuss, interpret, and respond to literary words, using appropriate and effective vocabulary, grammar, spelling and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Apply learning strategies such as the	• HQ1	• Independent Writing Conferring

	development of cognates and context clues to comprehend and make inferences about literature and produce literary responses.	• Continuum • Lit & Informational	Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Writing that shows development, organization, and effective language.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Adapt an organizational format, such as compare/contrast, appropriate for critical analysis and evaluation, with assistance.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Use paraphrasing to organize ideas and information, with assistance.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Develop original literary texts that use organizing structures such as stanzas and chapters.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Recognize, explain, and evaluate how structural features such as organization, syntax, vocabulary and visuals affect readers' and listeners' understanding and appreciation of text.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Writing that shows development,	• HQ1	• Independent Writing Conferring

	organization, and effective language.	• Continuum • Lit & Informational	Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Convey information and ideas through a variety of spoken and written language, using conventions and features of American English appropriate to audience and purpose.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Writing that shows development, organization, and effective language.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Demonstrate an understanding of cultural and language patterns and norm in American English, including different regional and social varieties of English.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Speak and write, using the conventions and features of American English such as intonation, pronunciation and vocabulary, to effectively influence an audience (e.g., persuade, negotiate, and argue).	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Recognize, explain, and evaluate how structural features such as organization, syntax, vocabulary and visuals affect readers' and listeners' understanding and appreciation of text.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Understand and write for a variety of	• HQ1	• Independent Writing Conferring

	audiences.	• Continuum • Lit & Informational	Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Incorporate aspects of the writer's craft, such as literary devices and specific voice, into own writing.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Correctly spell words within own writing that have been previously studied and/or frequently used.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Correctly spell words within own writing that follow the spelling patterns of words that have been previously studied.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Spell a large body of words accurately and quickly when writing.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Use legible print and/or cursive writing.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
LISTENING & SPEAKING			

GRADE FIVE ELA
MARKING PERIOD 1

Listening & Understanding *Social Interaction* *Extended Discussion* *Content*	• Follow instructions that provide information about a task or assignment.	• HQ1 • Continuum • Lit & Informational	• Independent Conferring Notes • Oral Response to Text • Guided Reading Notes
	• Identify information that is implicit rather than stated.	• HQ1 • Continuum • Lit & Informational	• Independent Conferring Notes • Oral Response to Text • Guided Reading Notes
	• Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.	• HQ1 • Continuum • Lit & Informational	• Independent Conferring Notes • Oral Response to Text • Guided Reading Notes
	• Convey information and ideas through a variety of spoken and written language, using conventions and features of American English appropriate to audience and purpose.	• HQ1 • Continuum • Lit & Informational	• Independent Conferring Notes • Oral Response to Text • Guided Reading Notes
	• Explain actions, choices, and decisions in social and academic situations.	• HQ1 • Continuum • Lit & Informational	• Independent Conferring Notes • Oral Response to Text • Guided Reading Notes
	• Respect the age, gender, position, culture, and interests of the listener.	• HQ1 • Continuum • Lit & Informational	• Independent Conferring Notes • Oral Response to Text • Guided Reading Notes
	• Use the rules of conversation, such as avoid interrupting and respond respectfully.	• HQ1 • Continuum • Lit & Informational	• Independent Conferring Notes • Oral Response to Text • Guided Reading Notes
	• Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English.	• HQ1 • Continuum • Lit & Informational	• Independent Conferring Notes • Oral Response to Text • Guided Reading Notes
	• Speak and write, using the conventions and features of American English such as	• HQ1 • Continuum	• Independent Conferring Notes • Oral Response to Text

	intonation, pronunciation and vocabulary, to effectively influence an audience (e.g., persuade, negotiate, and argue).	• Lit & Informational	• Guided Reading Notes
	• Apply self-monitoring and self-correcting strategies using established criteria for effective oral and written presentation and language production to effectively express opinions and evaluations.	• HQ1 • Continuum • Lit & Informational	• Independent Conferring Notes • Oral Response to Text • Guided Reading Notes
	• Recognize and share cross-cultural experiences and ideas, and connect with those of others.	• HQ1 • Continuum • Lit & Informational	• Independent Conferring Notes • Oral Response to Text • Guided Reading Notes
	• Explain actions, choices, and decisions in social and academic situations.	• HQ1 • Continuum • Lit & Informational	• Independent Conferring Notes • Oral Response to Text • Guided Reading Notes
	• Distinguish between fact and opinion.	• HQ1 • Continuum • Lit & Informational	• Independent Conferring Notes • Oral Response to Text • Guided Reading Notes
	• Identify a character's motivation.	• HQ1 • Continuum • Lit & Informational	• Independent Conferring Notes • Oral Response to Text • Guided Reading Notes
	• State a main idea and support it with facts, details, and examples.	• HQ1 • Continuum • Lit & Informational	• Independent Conferring Notes • Oral Response to Text • Guided Reading Notes
	• Share information from personal experience and a variety of texts.	• HQ1 • Continuum • Lit & Informational	• Independent Conferring Notes • Oral Response to Text • Guided Reading Notes
	• Recognize the importance of cultural and historical characteristics in texts and performances.	• HQ1 • Continuum • Lit & Informational	• Independent Conferring Notes • Oral Response to Text • Guided Reading Notes
	• Create, discuss, interpret, and respond to	• HQ1	• Independent Conferring Notes

	literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking.	• Continuum • Lit & Informational	• Oral Response to Text • Guided Reading Notes
	• Apply learning strategies such as the development of cognates and context clues to comprehend and make inferences about literature, and produce literary responses.	• HQ1 • Continuum • Lit & Informational	• Independent Conferring Notes • Oral Response to Text • Guided Reading Notes

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MARKING PERIOD 1

HQ1	Literature & Informational	Compass Learning & Science Resources
- Goodbye Country, Hello City - Let's Talk About Parrots, Mine - The Adventures of Ali-Baba Berstein - Sees Behind Trees - Fire From Ice - Louis Arrow and the Bull's Eyes - Having a Great Time – (Really!) at Camp Resolver - The Test - Buffalo Hunt - Yang the Third and Her Impossible Family - Live Writing - Dear Grandma - Making a Difference - A Bus Ride Into History: The Story of Rosa Parks - What You Can Learn, What You Can Do - Down Stream Crossing: A Revolutionary Tale - Voquero, The Cowboy - Homework - I'm New Here - All-Star Fever - The 3,000th Hit - Baseball: From Soa King to Satchel - The Science Fair - The Hit-Away Kid - Mr. Pak Buys a Story - The Crane Wife - Colorful Characters - The Red & Blue Hat - Why Geese Fly In Teams - Together We Can Do It - From Pictures to Words - Mine - The Test - Are We Having Fun Yet?	- Lily's Crossing - Sees Behind Trees - Clambake: A Wamponoag Tradition - Buffalo Hunt - American Indian Children of the Past - Anasazi - Kids Explore the Gifts of Children with Special Needs - The Laziest Boy in the World - Yang the Youngest and His Terrible Year - The Facts and Fictions of Minna Pratt - Kwan's Big Performance - Strings Around the World - Lani's Concert - Are We Having Fun Yet? - I Am Rosa Parks - Dare to Dream: Coretta Scott King and the Civil Rights Movement If a Bus Could Talk: The Story of Rosa Parks - Martin Luther King, Jr.: Free at Last - The Black Stallion - Mexico!: 40 Activities to Experience Mexico's Past & Present - Do People Grow on Family Trees? - The Statue of Liberty - Estrella Shining Brightly - Pressure Play - Baseball in the Barrios - Pride of Puerto Rico: The Life of Roberto Clemente - Roberto Clemente: Baseball Hero - Batboy: An Inside Look at Spring Training - In The Year of the Boar and Jackie Robinson - The Tarantula in My Purse - The Nightingale	CL: Fact and Opinion CL: Inference Practice CL: Main Idea and Supporting Details CL: Prefixes and Suffixes CL: The Birchbark House (story elements, inference) CL: Think-Aloud Fiction , State Simulation Assessment 1 S: Draw Conclusions – Chapter 2 "Cells to Systems" S: Compare and Contrast – Chapter 1 "Classifying Organisms" S: Sequence – Chapter 3 "Human Body Systems" S: Cause and Effect – Chapter 4 "Plants"

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