

<p><i>LaGrange School District 105</i></p> <p><i>5th Grade</i></p> <p><i>English Language Art Curriculum</i></p>	
<p>Statement of English Language Arts Philosophy</p> <p>Language Arts includes reading, writing, speaking, listening, spelling, and the study of literature. A language rich environment combines these skills while promoting a child’s appreciation and enjoyment of the learning process. In order to provide for the integration of the language arts in a reading program, a holistic and relevant approach is needed to meet a child’s developmental level. An appropriate balance of reading, writing, speaking, listening, and thinking will ultimately foster a successful, productive learning environment.</p>	
Instructional Practices in English Language Arts Education	
<p><u>Grades K - 8</u></p> <p><i>English Language Arts Classroom Practices:</i></p> <ul style="list-style-type: none"> • Address explicit, sequential instruction of foundational skills--specifically in grades K-5-- to ensure a continuum of literacy learning in all grades. • ELA Classroom Structures • Structure blocks of time devoted to guided, collaborative, and independent student literacy experiences. • Develop a common language for literacy instruction across all grade levels. • Apply literacy skills in increasingly authentic, complex, and varied purposes. • Embrace innovative technologies that enhance the learning experience. • Guide and differentiate instruction in response to ongoing assessments, feedback, and goal setting by teachers, peers, and self. • Facilitate student-driven instruction, collaboration and discussions: brainstorming, reflective listening, conferencing. • Encourage high-level thinking through questioning (i.e., Webb’s “Depth of Knowledge”). • Reading • Provide access to authentic, quality texts at differentiated levels. • Increase, gradually and incrementally, the emphasis on informational literacy within the English language arts class and across content areas. • Provide explicit, integrated skill instruction and modeling for balanced literacy components in varied genres: reading, writing, speaking, listening, and viewing. • Teach and reinforce strategies such as predicting, summarizing, visualizing, inferring, connecting, questioning, and close reading. • Provide explicit, integrated instruction of metacognitive strategies such as predicting, summarizing, visualizing, inferring, connecting, questioning, and close reading. • Instruct in all text types and genres (i.e., fiction, drama, poetry, primary/ secondary sources, speeches, political cartoons, media, digital text... etc.) as students progress from grade-to-grade. • Writing • Guide writing instruction using writing traits such as ideas, organization, word choice, sentence fluency, voice, and conventions. • Write OPINION/ARGUMENTATIVE, INFORMATIVE, and NARRATIVE focused pieces with increased sophistication. • Implement a variety of flexible student groupings for literacy experiences: read alouds, guided reading, shared reading, book talks, and written work. • Encourage use of evidence from literary and informational texts to support students’ interpretations and opinions. • Model and promote information literacy to increase student skills in analyzing and evaluate sources for credibility, bias, purpose, and audience. 	<p><u>Specific Student Groups K-8</u></p> <p><i>Practices for continual student improvement in the English Language Arts classroom:</i></p> <ul style="list-style-type: none"> • Adapt New Illinois ELA Learning Standards to needs of English Language Learners, and measure their critical thinking skills without penalty for lack of experience with English. • Support students with special needs as they experience the New Illinois ELA Learning Standards; align their IEP goals to grade level standard; and expose students to rich academic content. • Ensure literacy instruction for highly-able students that honors their instructional entry points, and set and monitor related growth expectations.

Common Core Standards Taught Throughout the Year

Reading Informational Text (RI) and Literature (RL)

Key Ideas and Details

- RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 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.
- 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).

Craft and Structure

- 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.
- RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

- 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).
- RL.5.8** (RL.5.8 not applicable to literature)
- 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.

Range of Reading and Level of Text Complexity

- 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.

Reading Foundations Standards

Phonics and Word Recognition

- 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.

Fluency

- RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- a) Read grade-level text with purpose and understanding.
 - b) Read grade-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, rereading as necessary.

Language Standards

Conventions of Standard English

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b) Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- c) Use verb tense to convey various times, sequences, states, and conditions.
- d) Recognize and correct inappropriate shifts in verb tense.*
- e) Use correlative conjunctions (e.g., *either/or, neither/nor*).

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a) Use punctuation to separate items in a series.*
- b) Use a comma to separate an introductory element from the rest of the sentence.
- c) 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?*).
- d) Use underlining, quotation marks, or italics to indicate titles of works.
- e) Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

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.

Vocabulary Acquisition and Use

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.

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.

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*).

Speaking and Listening Standards
<p><i>Comprehension and Collaboration</i></p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none">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. <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><i>Presentation of Knowledge and Ideas</i></p> <p>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.</p> <p>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.</p> <p>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 here for specific expectations.)</p>

ELA Unit 1: Main Idea and Details Timing: August – October
<p>Essential Questions:</p>
<p>Essential Vocabulary/Concepts:</p> <ul style="list-style-type: none">• What inferences can I draw based on evidence from the text?• What role does background knowledge play in inferencing?• How are observations and known information useful in making an inference?• What words signal the reader to go beyond what is written to what is implied in the text?• How do readers use text clues to make inferences?• How do readers use background knowledge to make and confirm predictions?• How do readers create meaning from informational text?• What is this text really about?• How do you use context clues to understand the meaning of unknown words?• How do different text structures convey different information?

- How can a writer organize their ideas and information into a paragraph or multiple paragraph essay?
- Why does punctuation matter in a text?
- Why is it important to be able to summarize?

Unit 1 ELA
Common Core Standards FOCUS

Reading Informational Text and Literature

Key Ideas and Details

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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.

Craft and Structure

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.

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Language

Conventions of Standard English

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b) Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- c) Use verb tense to convey various times, sequences, states, and conditions.
- d) Recognize and correct inappropriate shifts in verb tense.*
- e) Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a) Use punctuation to separate items in a series.*
- b) Use a comma to separate an introductory element from the rest of the sentence.
- c) 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?*).
- d) Use underlining, quotation marks, or italics to indicate titles of works.
- e) Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

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.

Speaking and Listening
Comprehension and Collaboration

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

ELA Unit 2: Theme and Figurative Language
Timing: October – December

Essential Questions:

- What inferences can I draw based on evidence from the text?
- What role does background knowledge play in inferencing?
- How are observations and known information useful in making an inference?
- What words signal the reader to go beyond what is written to what is implied in the text?
- How do readers use text clues to make inferences?
- How do readers use background knowledge to make and confirm predictions?
- How does understanding theme impact the meaning of a story?
- How does being able to summarize a text aid in comprehension of the text?
- How does the use of figurative language improve one’s writing?
- How is figurative language different than literal language?
- What are the different types of figurative language?
- How does the use of figurative language improve one’s writing?
- How is figurative language different than literal language?
- What are the different types of figurative language?
- Why do writers choose to use specific text structures in their writing?
- How does identifying a text’s structure helps the reader better understand the text ?
- Why do authors include visuals or multimedia elements in their writing?
- How does the writing process refine skills, increase confidence, and shape insight?
- How could placing punctuation incorrectly when quoting a text affect the strength of the argument ?
- How does summarizing a text aid in comprehension?

Essential Vocabulary/Concepts:

Unit 2 ELA
Common Core Standards FOCUS

Reading Informational Text and Literature

Key Ideas and Details

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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.

Craft and Structure

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.

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Integration of Knowledge and Ideas

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).

Language

Conventions of Standard English

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b) Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- c) Use verb tense to convey various times, sequences, states, and conditions.
- d) Recognize and correct inappropriate shifts in verb tense.*
- e) Use correlative conjunctions (e.g., *either/or, neither/nor*).

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a) Use punctuation to separate items in a series.*
- b) Use a comma to separate an introductory element from the rest of the sentence.
- c) 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?*).
- d) Use underlining, quotation marks, or italics to indicate titles of works.
- e) Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

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.

Vocabulary Acquisition and Use

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.

Speaking and Listening
Comprehension and Collaboration

- 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.
- SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELA Unit 3: Author’s Claim
Timing: December -

Essential Questions:

- What inferences can I draw based on evidence from the text?
- What role does background knowledge play in inferencing?
- How are observations and known information useful in making an inference?
- What words signal the reader to go beyond what is written to what is implied in the text?
- How do readers use text clues to make inferences?
- How do readers use background knowledge to make and confirm predictions?
- What makes a piece of evidence strong?
- How do readers create meaning from informational text?
- What is this text really about?
- How do you use context clues to understand the meaning of unknown words?
- What makes a strong piece of opinion writing?
- How does a writer organize his information to construct an opinion piece?
- How could placing punctuation incorrectly when quoting a text affect the strength of the argument ?
- What is this speech really about?
- Aside from speaking, what else should an effective presenter do when presenting?

Essential Vocabulary/Concepts:

Unit 3 ELA
Common Core Standards FOCUS

READING INFORMATIONAL TEXTS

Key Ideas and Details

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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.

Craft and Structure

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.

Integration of Knowledge and Ideas

RL.5.8 (RL.5.8 not applicable to literature)

LANGUAGE

Conventions of Standard English

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b) Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- c) Use verb tense to convey various times, sequences, states, and conditions.
- d) Recognize and correct inappropriate shifts in verb tense.*
- e) Use correlative conjunctions (e.g., *either/or, neither/nor*).

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a) Use punctuation to separate items in a series.*
- b) Use a comma to separate an introductory element from the rest of the sentence.
- c) 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?*).
- d) Use underlining, quotation marks, or italics to indicate titles of works.
- e) Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

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.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

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.

ELA Unit 4: Point of View

Timing:

Essential Questions:

Essential Vocabulary/Concepts:

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**Unit 4 ELA
Common Core Standards FOCUS**

READING INFORMATION TEXTS:

Key Ideas and Details

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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.

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).

Craft and Structure

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.

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

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.

LANGUAGE

Conventions of Standard English

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b) Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- c) Use verb tense to convey various times, sequences, states, and conditions.
- d) Recognize and correct inappropriate shifts in verb tense.*
- e) Use correlative conjunctions (e.g., *either/or, neither/nor*).

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a) Use punctuation to separate items in a series.*
- b) Use a comma to separate an introductory element from the rest of the sentence.
- c) 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?*).
- d) Use underlining, quotation marks, or italics to indicate titles of works.
- e) Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

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.

SPEAKING AND LISTENING

Comprehension and Collaboration

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.

ELA Unit 5: Synthesizing Multiple Sources
Timing:

Essential Questions:

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Essential Vocabulary/Concepts:

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Unit 5 ELA
Common Core Standards FOCUS

READING INFORMATION TEXTS:

Key Ideas and Details

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

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.

Integration of Knowledge and Ideas

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.