

5th Grade English Language Arts

Pacing Guide and Unpacked Standards



**GROVEPORT
MADISON**
SCHOOLS

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Groveport Madison ELA Pacing Guide

➤ Indicates Blueprint Focus Standards

5th	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Speaking & Listening	Language
1st 9 wks	<p>RF.5.3 (a) Apply phonics & word analysis</p> <p>RF.5.4 (a,b,c) Read with accuracy & fluency</p>	<p>➤ RL.5.1 Quote text evidence</p> <p>➤ RL.5.2 (a,b) Analyze text to determine theme, & summarize</p> <p>➤ RL.5.3 Compare/ contrast story elements</p> <p>➤ RL.5.6 Compare/contrast point of view & perspective</p> <p>➤ RL.5.7 Analyze multimedia elements</p>	<p>➤ RI.5.1 Quote text evidence</p> <p>➤ RI.5.2 (a,b) Analyze text to determine main idea, and to summarize</p> <p>➤ RI.5.3 Explain text relationships</p> <p>➤ RI.5.6 Analyze same event or topics/ comparing perspectives</p> <p>➤ RI.5.7 Draw information from multiple sources</p>	<p>➤ W.5.1 (a,b,c,d) Write opinion pieces</p> <p>➤ W.5.7 Research topics using several sources</p> <p>➤ W.5.3 Write narrative pieces</p> <p>➤ W.5.4 Develop & organize writing</p>	<p>➤ SL.5.1 (a,b,c,d) Converse collaboratively</p> <p>➤ SL.5.2 Summarize information presented orally/other media</p> <p>➤ SL.5.4 Report on a topic or text</p> <p>➤ SL.5.5 Include multimedia components & visuals in presentations</p> <p>➤ SL.5.6 Adapt speech to a variety of contexts</p>	<p>➤ L.5.1 (a,b,c,d,e) Demonstrate grammar conventions</p> <p>➤ L.5.2 (a,b,c,d,e) Demonstrate capitalization, punctuation, spelling</p>
2nd 9 wks	<p>RF.5.3(a) Apply phonics & word analysis</p> <p>RF.5.4(a,b,c) Read with fluency & accuracy</p>	<p>➤ RL.5.1 Quote text evidence</p> <p>➤ RL.5.2 (a,b) Analyze text to determine theme, & summarize</p> <p>➤ RL.5.4 Determine word & phrase meaning (fig. lang.)</p> <p>➤ RL.5.5 Explain, analyze story structure</p> <p>➤ RL.5.9 Compare & contrast similar themes in same genre</p>	<p>➤ RI.5.1 Quote text evidence</p> <p>➤ RI.5.2 (a,b) Analyze text to determine main idea & to summarize</p> <p>➤ RI.5.4 Determine meaning of academic vocabulary</p> <p>➤ RI.5.5 Compare/contrast 2 or more texts/structure & inform</p> <p>➤ RI.5.9 Integrate information from several texts</p>	<p>➤ W.5.1 (a,b,c,d) Write opinion</p> <p>➤ W.5.2 (a,b,c,d,e) Write informative explanatory texts</p> <p>➤ W.5.7 Research topics using several sources</p> <p>➤ W.5.8 Gather information, summarize/paraphrase</p> <p>➤ W.5.9 (a,b) Draw evidence from text to support analysis</p>	<p>➤ SL.5.1 (a,b,c,d) Converse collaboratively</p> <p>➤ SL.5.2 Summarize information presented orally/other media</p> <p>➤ SL.5.3 Summarize speaker's points & evidence</p>	<p>➤ L.5.1 (a,b,c,d,e) Demonstrate grammar conventions</p> <p>➤ L.5.3 (a,b) Use conventions when writing, speaking, reading</p> <p>➤ L.5.4 Clarify unknown/multiple meaning words/Latin roots</p> <p>➤ L.5.5 Demonstrate figurative language, word relationships</p>
3rd 9 wks	<p>RF.5.3(a) Apply phonics & word analysis</p> <p>RF.5.4(a,b,c) Read with fluency & accuracy</p>	<p>➤ RL.5.1 Quote text evidence</p> <p>➤ RL.5.4 Determine word & phrase meaning (fig. lang)</p> <p>➤ RL.5.5 Explain, analyze story structure</p> <p>➤ RL.5.6 Compare/contrast point of view & perspective</p> <p>➤ RL.5.7 Analyze multimedia events</p>	<p>➤ RI.5.1 Quote text evidence</p> <p>➤ RI.5.4 Determine meaning of academic vocabulary</p> <p>➤ RI.5.5 Compare/contrast 2 or more text structures</p> <p>➤ RI.5.6 Analyze same event or topics/ comparing perspectives</p> <p>➤ RI.5.8 Explain author's evidence</p>	<p>➤ W.5.1 (a,b,c,d) Write opinion p</p> <p>➤ W.5.2 (a,b,c,d,e) Write informative/explanatory texts</p> <p>➤ W.5.7 Research topics using several sources</p> <p>➤ W.5.8 Gather information, summarize/paraphrase</p> <p>➤ W.5.6 Use technology to produce & publish writing</p>	<p>➤ SL.5.1 (a,b,c,d) Converse collaboratively</p> <p>➤ SL.5.3 Summarize speaker's points & evidence</p> <p>➤ SL.5.4 Report on a topic or text</p> <p>➤ SL.5.6 Adapt speech to a variety of contexts</p>	<p>➤ L.5.1 (a,b,c,d,e) Demonstrate grammar conventions</p> <p>➤ L.5.2 (a,b,c,d,e) Demonstrate capitalization, punctuation, spelling</p> <p>➤ L.5.3 (a,b) Use conventions when writing, speaking, reading</p> <p>➤ L.5.5 Demonstrate figurative language, word relationships</p> <p>➤ L.5.6 Use words/phrases</p>
4th 9 wks	<p>RF.5.3(a) Apply phonics & word analysis</p> <p>RF.5.4(a,b,c) Read with fluency & accuracy</p>	<p>➤ RL.5.3 Compare/contrast story elements</p> <p>➤ RL.5.9 Compare/contrast themes in same genre</p> <p>➤ RL.5.10 Read, comprehend and connect to literature</p>	<p>➤ RI.5.3 Explain text relationships</p> <p>➤ RI.5.4 Determine meaning of academic vocabulary</p> <p>➤ RI.5.9 Integrate information from several texts</p> <p>➤ RI.5.10 Read, comprehend & connect to literature</p>	<p>➤ W.5.3 Write narrative pieces</p> <p>➤ W.5.4 Develop & organize writing</p> <p>➤ W.5.6 Use technology to produce & publish writing</p> <p>➤ W.5.9 (a,b) Draw evidence from text to support analysis</p> <p>➤ W.5.10 Write over short/extended time, for task, purpose & audience</p>	<p>➤ SL.5.1 (a,b,c,d) Converse collaboratively</p> <p>➤ SL.5.2 Summarize information presented orally & other media</p> <p>➤ SL.5.5 Include multimedia & visual presentations</p> <p>➤ SL.5.6 Speak for task & situation</p>	<p>➤ L.5.1 (a,b,c,d,e) Demonstrate grammar conventions</p> <p>➤ L.5.4 Clarify unknown/ multiple meaning words/roots</p> <p>➤ L.5.6 Use grade specific words/phrases</p>

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

RL 5.1	Standard: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Anchor: 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.
Essential Question(s) <input type="checkbox"/> Why do readers quote from what they read?	Vocabulary <input type="checkbox"/> explicit <input type="checkbox"/> inference <input type="checkbox"/> textual evidence <input type="checkbox"/> conclude <input type="checkbox"/> author's purpose <input type="checkbox"/> quote	Criteria for Success (Performance Level Descriptors) Limited: Explain what the text says explicitly and draw simple inferences. Basic: Explain what the text says explicitly and draws inferences to support ideas stated explicitly. Proficient: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Accelerated: Quote accurately from a text when explaining what the text says explicitly and when drawing complex inferences. Advanced: Quote accurately and strategically from a complex text when explaining what the text says explicitly and when drawing complex inferences.
Essential Skills <input type="checkbox"/> Explain explicitness of text by quoting accurately. <input type="checkbox"/> Draw inferences using textual information.	Question Stems <input type="checkbox"/> Why did the author write this passage? <input type="checkbox"/> What inferences can you make? <input type="checkbox"/> What information would you need to support the inference? <input type="checkbox"/> What can you conclude from this passage? <input type="checkbox"/> Why do you think that? Can you give specific examples from the text that support your thinking? <input type="checkbox"/> Can you show me where in the text the author says that?	Key Strategies <ul style="list-style-type: none"> ● Model how to quote from a text. ● Model how to draw inferences. ● Provide guided practice with T- charts to write author's quotes or evidence on one column and inferences or conclusions on the second column. ● Provide guided practice to fill out graphic organizers that include evidence as one of the important elements. ● Provide opportunities for students to read independently using reading strategies.
RL 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	

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RL 5.2	<p>Standard: Analyze literary text development.</p> <p>a. 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.</p> <p>b. Summarize the text, incorporating a theme determined from details in the text.</p>	<p>Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? <input type="checkbox"/> How can I briefly and accurately express the key elements/ideas of the story? <input type="checkbox"/> How does the narrator or characters' behaviors contribute to the theme? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the theme of a story, drama, or poem using details in the text. <input type="checkbox"/> Explain how characters respond to challenges. <input type="checkbox"/> Explain how the speaker reflects upon a topic. <input type="checkbox"/> Summarize key ideas and details of a story, drama, or poem. <input type="checkbox"/> Summarize how characters respond to challenges. <input type="checkbox"/> Summarize how the speaker reflects upon a topic. 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> theme <input type="checkbox"/> drama <input type="checkbox"/> poem <input type="checkbox"/> detail <input type="checkbox"/> characters <input type="checkbox"/> reflects <input type="checkbox"/> topic <input type="checkbox"/> summarize <input type="checkbox"/> conflict <input type="checkbox"/> resolution <input type="checkbox"/> solution 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Identify an explicitly stated theme of a story, drama, or poem; determine the details in the text.</p> <p>Basic: Determine an explicitly stated theme of a story, drama, or poem; determine the key details in the text.</p> <p>Proficient: 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.</p> <p>Accelerated: Determine an implicit theme of a story, drama, or poem, 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.</p> <p>Advanced: Analyze multiple implicit themes of a story, drama, or poem, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; objectively summarize the text.</p>
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the theme of the story? <input type="checkbox"/> Which of the following statements best reflects the theme of the story? <input type="checkbox"/> What conflicts did you see and how were they resolved? <input type="checkbox"/> How did the characters solve the conflict? <input type="checkbox"/> Summarize the text in your own words? <input type="checkbox"/> What was the main conflict? <input type="checkbox"/> What details did the author give to help solve the conflict? <input type="checkbox"/> In the poem, can you find examples times when the speaker was reflecting about the topic? 		<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Provide guided practice using character sociograms, grids, or charts. ● Provide guided practice in summarizing text, use reciprocal teaching, GIST (Generating Interaction between Schemata and Text), or QAR (Question, Answer, Relationship). ● Provide opportunities for students to read independently using reading strategies.
<p>RL 4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>RL 6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

RL 5.3	Standard: Compare and contrast two more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Essential Question(s) <input type="checkbox"/> How does the interactions of any of the story elements affect the text?	Vocabulary <input type="checkbox"/> theme <input type="checkbox"/> trait (characteristic) <input type="checkbox"/> compare <input type="checkbox"/> contrast <input type="checkbox"/> describe <input type="checkbox"/> character/character traits <input type="checkbox"/> dialogue <input type="checkbox"/> analyze	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on simplistic and explicitly stated details in the text.</p> <p>Basic: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on explicitly stated details in the text.</p> <p>Proficient: 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).</p> <p>Accelerated: Compare and contrast, in depth, two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p>Advanced: Compare and contrast, in depth, two or more complex characters, settings, or events in a story or drama, drawing on implicit details in the text.</p>
Essential Skills <input type="checkbox"/> Define terms: compare and contrast. <input type="checkbox"/> Identify the character, setting, and or event. <input type="checkbox"/> Identify similarities of characters, settings, or events. <input type="checkbox"/> Identify differences between characters. <input type="checkbox"/> Compare characters, setting, and events. <input type="checkbox"/> Contrast characters, setting, and events.		<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Provide guided practice in using Venn Diagrams with three overlapping circles that allow for the comparison of more than two characters. ● Provide guided practice using character sociograms. ● Provide opportunities for students to read independently using reading strategies.
Question Stems <input type="checkbox"/> What can you tell me about these characters? <input type="checkbox"/> In what ways do the characters think alike/differently? <input type="checkbox"/> How does this contrast affect the outcome? <input type="checkbox"/> In what way do different settings in the story affect the outcome? <input type="checkbox"/> Which details does the author provide to show us how the characters act with each other? <input type="checkbox"/> What attitude did the characters display? <input type="checkbox"/> What do _____ and _____ have in common? <input type="checkbox"/> How does the dialogue help you understand the characters and their actions?		
RL 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL 6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.	

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RL 5.4	Standard: Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.	Anchor: 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.
Essential Question(s) <ul style="list-style-type: none"> <input type="checkbox"/> How does the author's choice and use of words affect the meaning of the text? <input type="checkbox"/> How does the author's use of specific types of figurative language affect the meaning of the text? Essential Skills <ul style="list-style-type: none"> <input type="checkbox"/> Recognize examples of figurative language. <input type="checkbox"/> Recognize similes and metaphors. <input type="checkbox"/> Determine the meaning of words in texts. <input type="checkbox"/> Determine the figurative meaning of words and phrases. 	Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> context clue <input type="checkbox"/> symbolize <input type="checkbox"/> imagery <input type="checkbox"/> figurative meaning <input type="checkbox"/> literal <input type="checkbox"/> example <input type="checkbox"/> impression <input type="checkbox"/> detail <input type="checkbox"/> digital <input type="checkbox"/> footnote 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Determine the meaning of basic words and phrases and figurative language through explicitly stated details.</p> <p>Basic: Determine the meaning of words and phrases and figurative language through explicitly stated details.</p> <p>Proficient: Determine the meaning of words and phrases and figurative language.</p> <p>Accelerated: Determine the meaning of unfamiliar words and phrases and figurative language using implicit textual support.</p> <p>Advanced: Determine the meaning of unfamiliar words and phrases and figurative language by making connections to sparse textual support.</p> <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Model think aloud as a strategy to figure out the meaning of words. ● Use cloze procedures in guided practice. ● Provide opportunities for students to read independently using reading strategies.
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> What does the word_____ mean in this sentence? <input type="checkbox"/> Are there any clues around the word that can help you determine its meaning? <input type="checkbox"/> Locate a simile/metaphor – what does the author compare? <input type="checkbox"/> What strategies can you use to help you find the meaning of the word? <input type="checkbox"/> Look at this group of words. What is the meaning of the phrase? <input type="checkbox"/> What do the characters symbolize? <input type="checkbox"/> What in the story is a symbol of_____? 		
RL 4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4-6 on pages 28 for additional expectations.)		RL 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.

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RL 5.5	Standard: Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem	Anchor: 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.
Essential Question(s) <input type="checkbox"/> How do the components of the text contribute to the overall structure? Essential Skills <input type="checkbox"/> Explain how a series of chapters, scenes, and stanzas fit together. <input type="checkbox"/> Explain how chapters, scenes, and stanzas provide overall structure of a story, drama, or poem.	Vocabulary <input type="checkbox"/> drama <input type="checkbox"/> dialogue <input type="checkbox"/> scenes <input type="checkbox"/> casts <input type="checkbox"/> act <input type="checkbox"/> stage directions <input type="checkbox"/> dramatic literature <input type="checkbox"/> poem <input type="checkbox"/> stanza	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Identify how a series of chapters, scenes, or stanzas affect the basic structure of a particular story, drama, or poem.</p> <p>Basic: Explains how a series of chapters, scenes, or stanzas affect the basic structure of a particular story, drama, or poem.</p> <p>Proficient: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>Accelerated: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem; make inferences about the interaction.</p> <p>Advanced: Explain and analyze how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem; make inferences about the interaction, drawing on particular structural elements.</p> <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Model interactive read -aloud to guide discussions. ● Model identifying the themes in texts in different genres. ● Guided practice can include imagery. ● Independent practice can include Reader's Theatre.
Question Stems <input type="checkbox"/> How is this text organized? <input type="checkbox"/> This selection can best be described as a _____. <input type="checkbox"/> Can you the difference between a chapter in a book and a scene in a play? <input type="checkbox"/> How many stanzas or verses does this poem have? <input type="checkbox"/> How would this change if we took out the _____ stanza/chapter/scene? <input type="checkbox"/> What is the key event/idea in this chapter/stanza? <input type="checkbox"/> Why do you think the author wrote this as a _____ instead of as a _____?		
RL 4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	RL 6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	

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RL 5.6	Standard: Describe how a narrator's or speaker's point of view and perspective influence how events are described.	Anchor: Assess how point of view or purpose shapes the content and style of a text.
Essential Question(s) <input type="checkbox"/> How does the point of view influence how the story is told?	Vocabulary <input type="checkbox"/> influence <input type="checkbox"/> author <input type="checkbox"/> narrator <input type="checkbox"/> speaker in text <input type="checkbox"/> point of view	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Identify how a narrator's or speaker's point of view influences events.</p> <p>Basic: Describe how a narrator's or speaker's point of view influences events.</p> <p>Proficient: Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>Accelerated: Describe how a narrator's or speaker's point of view influences how complex events are described.</p> <p>Advanced: Describe how a narrator's or speaker's point of view influences how complex events are described, including possible unconscious biases.</p> <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Model identifying who the narrator is (first, second, third person). ● Model identifying the point of view of the narrator. ● Provide guided practice in identifying the narrator's point of view and the impact it has on the description of the events.
Essential Skills <ul style="list-style-type: none"> <input type="checkbox"/> Define influences. <input type="checkbox"/> Identify narrator's or speaker's point of view. <input type="checkbox"/> Describe narrator's or speaker's point of view. <input type="checkbox"/> Identify relevant events. <input type="checkbox"/> Infer the characteristics of the narrator or speaker. <input type="checkbox"/> Describe how the narrator's point of view influences descriptions. <input type="checkbox"/> Describe how the speaker's point of view influences descriptions. 		
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> Who is telling these events? <input type="checkbox"/> Is the narrator part of the story? Is this story being told in first-person? <input type="checkbox"/> What is the narrator's perspective? Are they in the story or is the story being told by an outside observer? <input type="checkbox"/> How does the narrator's point of view influence how the events are described? <input type="checkbox"/> Why do you think the narrator described the events the way he/she did? <input type="checkbox"/> How would the story be different if another character was telling the story? 		
RL 4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RL 6.6: Explain how an author develops the point of view of the narrator or speaker in a text.	

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RL 5.7	Standard: Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Essential Question(s) <input type="checkbox"/> How does the meaning of a text change based on visual and multimedia elements? Essential Skills <ul style="list-style-type: none"> <input type="checkbox"/> Define analyze. <input type="checkbox"/> Identify multimedia and visual elements. <input type="checkbox"/> Recognize meaning, tone, and beauty. <input type="checkbox"/> Analyze how visual elements contribute to meaning, tone, and beauty. <input type="checkbox"/> Analyze how multimedia contributes to meaning, tone, and beauty. 	Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> graphic novel <input type="checkbox"/> multimedia elements <input type="checkbox"/> tone <input type="checkbox"/> folktale <input type="checkbox"/> fiction <input type="checkbox"/> myth <input type="checkbox"/> visual 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Describe how simple visual and multimedia elements contribute to explicit ideas in a text.</p> <p>Basic: Describe how visual and multimedia elements contribute to the meaning of a text.</p> <p>Proficient: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a variety of texts.</p> <p>Accelerated: Evaluate in depth how visual and multimedia elements contribute to the meaning, tone, or beauty of a variety of texts.</p> <p>Advanced: Evaluate how visual and multimedia elements contribute to the overall interpretation of a variety of texts by analyzing their effect on the meaning, tone, or beauty of the piece.</p> <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Model noticing visual and multi-media elements the author uses. ● Model how the visual elements contribute to the meaning of a text. ● Provide guided practice in analyzing the effects visual elements have on a text. ● Provide independent practice for students to discover the variety of elements that authors use.
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> How do the images, sounds, and movements contribute to a video or live presentation of a story that you have already read? <input type="checkbox"/> How does adding photo images or video help increase your understanding of the text? <input type="checkbox"/> What audio elements can you add to your presentation of that story, folktale, myth, or poem? <input type="checkbox"/> When reading this graphic novel, be sure to notice how the creator uses words and images to convey the story. <input type="checkbox"/> Think about how visual images influence your perspective. 		<p>RL 4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>RL 6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

RL 5.9	Standard: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Essential Question(s) <input type="checkbox"/> How do different stories of the same genre approach similar themes and topics?		Criteria for Success (Performance Level Descriptors) Limited: Compare and contrast stories in the same genre. Basic: Compare and contrast stories in the same genre on their approaches to similar explicitly stated topics. Proficient: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. Accelerated: Compare and contrast stories in the same genre on their approaches to similar implicit themes and topics, providing evidence to support his or her claim. Advanced: Compare and contrast complex stories in the same genre on their approaches to similar implicit themes and topics, providing explicit and inferred evidence to support his or her claim.
Essential Skills <input type="checkbox"/> Identify characteristics of a theme, topic, or genre. <input type="checkbox"/> Compare/contrast how stories of the same genre approach a similar theme or topic.		
Question Stems <input type="checkbox"/> How are ____ and ____ alike? <input type="checkbox"/> How are ____ and ____ different? <input type="checkbox"/> How do the ideas in ____ compare to the ideas in ____? <input type="checkbox"/> What characteristics does the character, ____ have that contrast the character of ____? <input type="checkbox"/> How does ____ from the ____ culture, compare to ____ from the ____ culture? <input type="checkbox"/> Why do you think the author of ____ used the same pattern of events that was used in ____? <input type="checkbox"/> What kind of writing does the author use to tell the story? <input type="checkbox"/> How did the author organize the story? <input type="checkbox"/> What are some of the characteristics found in a fable? mystery? poem?		Key Strategies <ul style="list-style-type: none"> ● Using mentor texts, model synthesizing. ● Provide guided practice in comparing and contrasting stories with similar themes. ● Provide guided practice in comparing and contrasting techniques of authors. ● Provide opportunities for independent projects or assignment tasks in which students compare two stories in the same genre or two stories of different genres.
RL 4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.		RL 6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

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RL 5.10	Standard: 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	Anchor: Read and comprehend complex literary and informational texts independently and proficiently.
Essential Question(s) <input type="checkbox"/> What strategies am I using to become an independent and Proficient: reader of literary texts?		Key Strategies <ul style="list-style-type: none"> ● Model using strategies to navigate through complex text (close reading). ● Provide guided reading practice in grade- level text (literature, drama and poetry). ● Provide opportunities for students to read independently in complex text using reading strategies.
Essential Skills <ul style="list-style-type: none"> <input type="checkbox"/> Identify/understand key ideas and details. <input type="checkbox"/> Identify/understand craft and structure. <input type="checkbox"/> Identify integration of knowledge and ideas. <input type="checkbox"/> Comprehend key ideas and details. <input type="checkbox"/> Comprehend craft and structure. <input type="checkbox"/> Comprehend integration of knowledge and ideas. 		
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> What have you read independently lately? <input type="checkbox"/> What genres have you read? <input type="checkbox"/> What genre did you enjoy the most? <input type="checkbox"/> Have you read multiple books by the same author? <input type="checkbox"/> Who is your favorite author? Have you read any of his/her books lately? <input type="checkbox"/> While offering a choice of books ask: “Have you tried this reading this type of book?” <input type="checkbox"/> If you read that book by this author you might enjoy his/her latest book. <input type="checkbox"/> Do you think you are ready to move to the next level? 		
RL 4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.	RL 6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

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RI 5.1	Standard: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Anchor: 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.
Essential Question(s) <input type="checkbox"/> Why do readers quote from what they read? Essential Skills <input type="checkbox"/> Explain explicitness of text by quoting accurately. <input type="checkbox"/> Draw inferences using textual information.	Vocabulary <input type="checkbox"/> quote <input type="checkbox"/> explicitly <input type="checkbox"/> drawing inferences <input type="checkbox"/> accurately <input type="checkbox"/> conclude <input type="checkbox"/> support <input type="checkbox"/> evidence <input type="checkbox"/> inference <input type="checkbox"/> generalization	Criteria for Success (Performance Level Descriptors) Limited: Explain what the text says explicitly and draw simple inferences. Basic: Explain what the text says explicitly and draws inferences to support ideas stated explicitly from the text. Proficient: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Accelerated: Quote accurately from a text when explaining what the text says explicitly and when drawing complex inferences. Advanced: Quote accurately and strategically from a text when explaining what the text says explicitly and when drawing complex inferences.
Question Stems <input type="checkbox"/> Have you decided what quote from the text you will use to support your conclusion? <input type="checkbox"/> Don't forget when you are quoting an author you need to use the same words the author used. <input type="checkbox"/> Why do you think that? Support your inference with a quote from the text. <input type="checkbox"/> Show me where in the text the author said that? <input type="checkbox"/> When you are talking with you partner please use the frame, "On page_____ the author says..."		Key Strategies <ul style="list-style-type: none"> ● Provide guided practice in finding evidence that supports the author's purpose and theme. ● Provide guided practice in finding evidence that supports student's inferences. ● Provide independent practice with the use of graphic organizers such as T--charts, evidence, and main idea, supporting details charts.
RI 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	

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RI 5.2	<p>Standard: Analyze informational text development.</p> <ol style="list-style-type: none"> a. Determine the main ideas of a text and explain how they are supported by key details. b. Provide a summary of the text that includes the main ideas and key details, as well as other important information. 	<p>Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I briefly and accurately express the main ideas and supporting details of the text? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarize text. <input type="checkbox"/> Explain how supporting details determine the main idea. <input type="checkbox"/> Determine two or more ideas. <input type="checkbox"/> Explain how multiple ideas are supported by key ideas. <input type="checkbox"/> Summarize the multiple ideas using key details. 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> determine <input type="checkbox"/> main ideas <input type="checkbox"/> support <input type="checkbox"/> summarize <input type="checkbox"/> key details <input type="checkbox"/> explain 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Identify an explicitly stated main idea of a text; determine key details.</p> <p>Basic: Determine an explicitly stated main idea of a text and explain how it is supported by key details; provide a simple summary of the text.</p> <p>Proficient: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Accelerated: Determine the relationship between two or more main ideas of a text and explain how they are supported by key details; provide a comprehensive summary of the text.</p> <p>Advanced: Determine the implicit relationships between two or more main ideas of a text and explain how they are supported by key details; provide a comprehensive and objective summary of the text.</p> <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Model think -aloud strategies. ● Provide guided practice in finding main ideas and supporting details. ● Provide guided practice using cooperative learning strategies. ● Provide independent practice by giving them excerpts from books of different genres.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is this text about? <input type="checkbox"/> What are the main ideas developed in the text? <input type="checkbox"/> After reading the text, which details support the main ideas? <input type="checkbox"/> How did you decide that these details are important? <input type="checkbox"/> What kind of details does the author use to support the main ideas? <input type="checkbox"/> Write a short summary about what you have learned? <input type="checkbox"/> Can you summarize the main ideas of the text in a sentence? 		
<p>RI 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>		<p>RI 6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>

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RI 5.3	Standard: 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.	Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text
Essential Question(s) <input type="checkbox"/> How do interactions and relationships in informational texts help me understand how, what, and/or why something happened?		<div style="text-align: center;">Criteria for Success (Performance Level Descriptors)</div> <p>Limited: Identify the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text.</p> <p>Basic: Describe the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.</p> <p>Proficient: 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.</p> <p>Accelerated: Analyze the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in the text.</p> <p>Advanced: Analyze the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information and implicit details in the text.</p>
Essential Skills <ul style="list-style-type: none"> <input type="checkbox"/> Define relationships and interactions. <input type="checkbox"/> Explain the relationships or interactions between individuals, events, ideas, and concepts. <input type="checkbox"/> Use specific information to support the relationship between individuals, ideas, and concepts. 	<div style="text-align: center;">Vocabulary</div> <ul style="list-style-type: none"> <input type="checkbox"/> events <input type="checkbox"/> concepts <input type="checkbox"/> ideas <input type="checkbox"/> interactions <input type="checkbox"/> relationship <input type="checkbox"/> historical <input type="checkbox"/> scientific <input type="checkbox"/> technical <input type="checkbox"/> information 	
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> Explain the relationship between ___ and _____. <input type="checkbox"/> What information from the text did you use to determine the relationship between these two scientific concepts? <input type="checkbox"/> What information from the text did you use to determine the relationship between these two historical events? <input type="checkbox"/> What was the result of _____'s idea? <input type="checkbox"/> How has the interaction between these two people affected us today? <input type="checkbox"/> Where in the text does the author indicate what the result of these events has been? 		
RI 5.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		<div style="text-align: center;">Key Strategies</div> <ul style="list-style-type: none"> ● Model using character sociograms to demonstrate how the characters change in a story. ● Model the use of concept maps to show relationships between events and ideas and practice using a Venn Diagram. ● Provide independent practice in citing specific information that supports how characters change in a story.
RI 5.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		

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RI 5.4	Standard: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . (See grade 5 Language Standards 4-6 for additional expectations.)	Anchor: 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.
Essential Question(s) <ul style="list-style-type: none"> <input type="checkbox"/> How can I learn and use academic vocabulary appropriately? <input type="checkbox"/> How can I learn and use domain-specific vocabulary appropriately? Essential Skills <ul style="list-style-type: none"> <input type="checkbox"/> Identify general academic words and phrases. <input type="checkbox"/> Identify domain-specific words and phrases. <input type="checkbox"/> Determine the meaning of general academic phrases. <input type="checkbox"/> Determine the meaning of domain-specific phrases. 	Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> multiple meaning words <input type="checkbox"/> figurative language <input type="checkbox"/> idiom <input type="checkbox"/> synonym <input type="checkbox"/> antonym <input type="checkbox"/> prefix <input type="checkbox"/> suffix <input type="checkbox"/> Greek and Latin root words <input type="checkbox"/> reference materials <input type="checkbox"/> digital 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Determine the meaning of basic academic and domain-specific words and phrases through explicitly stated details.</p> <p>Basic: Determine the meaning of general academic and domain-specific words and phrases through explicitly stated details.</p> <p>Proficient: Determine the meaning of general academic and domain-specific words and phrases.</p> <p>Accelerated: Determines the meaning of unfamiliar general academic and domain-specific words and phrases based on implicit textual support.</p> <p>Advanced: Determine the meaning of unfamiliar general academic and domain-specific words and phrases making connections to subtle, sparse textual support.</p>
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> Can you read the sentences around the word/phrase to help you determine its meaning? <input type="checkbox"/> What does the word___mean in this sentence? <input type="checkbox"/> What does the phrase___mean in this selection? <input type="checkbox"/> What tools can you use to help you find the meaning of this word? <input type="checkbox"/> Are there any parts of the word you know? Can you use that to help you figure out the meaning of the word? <input type="checkbox"/> What does the prefix___mean in the word___? <input type="checkbox"/> Where else in the book might you look to help you figure out what the word means? <input type="checkbox"/> What word would be the best choice in searching for___on the Internet? 		<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Model how to use written and oral language skillfully. ● Model how to use references to find the meaning of words. ● Provide guided practice by using the STAR Model (Search for words, Teach the words, Activate the words by analyzing and applying them, and Revisit the words in multiple authentic contexts). ● Provide independent practice by having them find the meaning of academic and technical words by frequent exposure through reading, speaking and writing.
RI 4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area (See grade 4 Language standards 4-6 on pages 28 for additional expectations).	RI 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	

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RI 5.5	<p>Standard: 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.</p>	<p>Anchor: 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.</p>
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does the text structure help me understand the text? <input type="checkbox"/> Why does the structure of the text matter? <input type="checkbox"/> What are the differences between text structures in different types of text? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the overall text structure. <input type="checkbox"/> Describe the overall text structure. <input type="checkbox"/> Compare/contrast the overall structure of events, ideas, concepts, or information. 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> chronological order <input type="checkbox"/> cause and effect <input type="checkbox"/> comparison <input type="checkbox"/> problem/solutions <input type="checkbox"/> structure <input type="checkbox"/> events <input type="checkbox"/> concepts <input type="checkbox"/> describe 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Identify overall structure of events, ideas, concepts, or information in a text. Basic: Explain the overall structure of events, ideas, concepts, or information in two or more texts. Proficient: 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. Accelerated: Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts and describe how that structure contributes to overall meaning. Advanced: Compare and contrast the overall structure of events, ideas, concepts, or information in two or more complex texts and analyze how that structure contributes to overall meaning.</p> <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Model different structures of non-fiction texts. ● Provide guided practice in comparing the style of two authors. ● Provide independent practice in comparing and contrasting the structure of different texts.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> How is this chapter/text organized? <input type="checkbox"/> If you compared these two books about _____, how are the ideas or concepts the same? How are they different? <input type="checkbox"/> Is this chapter (part of the book) organized chronologically, by cause/effect or problem/solution? <input type="checkbox"/> Do the authors of both of these texts agree as to the cause and effect of ...? <input type="checkbox"/> The author organized this chapter by chronological order, what organizational structure did the author of the other book use? 		
<p>RI 4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>		<p>RI 6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. <u>Analyze the use of text features (e.g., graphics, headers, captions) in popular media.</u></p>

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RI 5.6	Standard: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.	Anchor: Assess how point of view or purpose shapes the content and style of the text.
Essential Question(s) <input type="checkbox"/> How does the point of view influence how the event is told? Essential Skills <input type="checkbox"/> Define influences. <input type="checkbox"/> Identify narrator's or speaker's point of view. <input type="checkbox"/> Describe narrator's or speaker's point of view. <input type="checkbox"/> Identify relevant events. <input type="checkbox"/> Describe how a narrator's point of view influences the descriptions. <input type="checkbox"/> Describe how the speaker's point of view influences how the events are described. <input type="checkbox"/> Compare and contrast multiple accounts of the same event or topic.	Vocabulary <input type="checkbox"/> accounts <input type="checkbox"/> topic <input type="checkbox"/> similarities <input type="checkbox"/> differences <input type="checkbox"/> point of view	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Identify the point of view in multiple accounts of an event or topic.</p> <p>Basic: Determine the point of view in multiple accounts of the same event or topic.</p> <p>Proficient: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Accelerated: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and identifying examples where the author reveals the point of view.</p> <p>Advanced: Analyze multiple accounts of the same complex event or topic, noting important similarities and differences in the point of view they represent and identifying examples where the author reveals their inferred point of view.</p> <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Provide guided practice in analyzing multiple accounts of the same event. ● Provide guided practice in analyzing multiple accounts of the same topic. ● Provide independent practice in identifying firsthand and secondhand characters in the text. ● Provide independent practice in explaining the point of view of the text.
Question Stems <input type="checkbox"/> What are the sources for the different accounts of the event or topic? <input type="checkbox"/> Are these first- or secondhand accounts of the events? <input type="checkbox"/> Describe the similarities between the accounts. <input type="checkbox"/> Using the books, can you find some important differences in their accounts of the events or topics? <input type="checkbox"/> Describe the differences between __ and _____. <input type="checkbox"/> What details did the author provide to convey the difference between __ and __? <input type="checkbox"/> Why do you think the authors describe or tell about the events or topics differently? <input type="checkbox"/> Why would the point of view be different in these versions?		
RI 4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RI 6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	

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RI 5.7	Standard: 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.	Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Essential Question(s) <input type="checkbox"/> How can I use multiple resources to quickly and efficiently solve a problem?	Vocabulary <input type="checkbox"/> print sources <input type="checkbox"/> digital sources <input type="checkbox"/> efficiently <input type="checkbox"/> locate <input type="checkbox"/> synthesize <input type="checkbox"/> summarize <input type="checkbox"/> topic <input type="checkbox"/> solution	Criteria for Success (Performance Level Descriptors) Limited: Use explicit information from a print or digital source, demonstrating the ability to locate an answer to a question. Basic: Uses information from a print or digital source, demonstrating the ability to locate an answer to a question or to solve a problem. Proficient: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer or to solve a problem. Accelerated: Analyze information from multiple sources, in order to connect implicit information for problem solving. Advanced: Synthesize information from multiple sources in order to make complex inferences.
Essential Skills <input type="checkbox"/> Obtain information from sources. <input type="checkbox"/> Recognize digital sources. <input type="checkbox"/> Identify problem solving steps. <input type="checkbox"/> Collect information/data. <input type="checkbox"/> Locate an answer or solve problem efficiently from various print and digital sources. <input type="checkbox"/> Organize information to answer efficiently.	Question Stems <input type="checkbox"/> Use Internet sources to find the answer to _____. <input type="checkbox"/> Use the information from ____ and ____ to find the answers to _____. <input type="checkbox"/> How would you solve the problem of _____? <input type="checkbox"/> Where would you find this answer? <input type="checkbox"/> Summarize information from different formats. <input type="checkbox"/> Can you use the information from several different sources to come up with a solution to that problem? <input type="checkbox"/> Which search engine would be the best to use in order to locate the answer to the question?	Key Strategies <ul style="list-style-type: none"> ● Model how to find information from different digital sources. ● Guided practice includes finding an answer to a question or solution to a problem. ● Guided practice includes using key terms to access information. ● Independent practice includes integrating and evaluating information and determining if a source is credible.
RI 4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	RI 6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	

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RI 5.8	Standard: Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.	Anchor: 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.
Essential Question(s) <input type="checkbox"/> How does the author use reason and evidence to support the text?	Vocabulary <input type="checkbox"/> evidence <input type="checkbox"/> reason <input type="checkbox"/> support <input type="checkbox"/> author <input type="checkbox"/> points <input type="checkbox"/> identify	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Identify which reasons or evidence support a point in a text.</p> <p>Basic: Describe how an author uses reasons and evidence to support particular points in a text.</p> <p>Proficient: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>Accelerated: Evaluate the strength of the reasons and evidence an author uses to support particular points in a text.</p> <p>Advanced: Evaluate the strength of the reasons and evidence an author uses to support particular points in a text, including identifying points with little or no support.</p> <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Model the use of a T-chart to identify reasons and evidence. ● Provide guided practice in how an author uses reasons to support particular points in a text. ● Provide independent practice in reading different texts in which the author makes claims to a point of view.
Essential Skills <input type="checkbox"/> Identify an author's particular points. <input type="checkbox"/> Identify which evidence and reasons support each point. <input type="checkbox"/> Explain how to use reasons to support points. <input type="checkbox"/> Explain how to use evidence to support points.		
Question Stems <input type="checkbox"/> What is the author's message? <input type="checkbox"/> Did the author use any evidence to support his thinking? <input type="checkbox"/> Where in the text does the author show evidence to support the claim? <input type="checkbox"/> Why did the author write that? <input type="checkbox"/> Does the author give any reasons for writing that? <input type="checkbox"/> Could you tell me why the author might have included that? <input type="checkbox"/> What evidence could the author have added to make the points stronger?		
RI 4.8: Explain how an author uses reasons and evidence to support particular points in a text.	RI 6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	

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RI 5.9	Standard: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Essential Question(s) Not available	Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> compare <input type="checkbox"/> contrast <input type="checkbox"/> differ <input type="checkbox"/> knowledgeably <input type="checkbox"/> integrate 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Identify information from two texts in order to write or speak about the subject knowledgeably.</p> <p>Basic: Integrate explicitly stated similarities from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Proficient: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Accelerated: Analyze information from a range of texts on the same topic in order to write or speak knowledgeably, using textual evidence about the subject.</p> <p>Advanced: Synthesize inferred information from a range of texts on the same topic in order to write or speak knowledgeably, using textual evidence about the subject.</p>
Essential Skills <ul style="list-style-type: none"> <input type="checkbox"/> Identify information within texts on the same topic. <input type="checkbox"/> Integrate information from texts on the same topic. 		<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Model how to integrate information from different texts (Choose authors that are known for their themes such as Patricia Polacco, Eve Bunting, Gary Paulsen, Gary Soto, Pam Ryan Munoz, Luis Rodriguez, and Roald Dahl). ● Provide guided practice using graphic organizers to find common themes and topics. ● Provide opportunities for book clubs, literature circles, and instructional conversations). ● Provide independent practice by having them choose two books with similar themes and write an analysis comparing the authors' approaches.
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> What did you learn from this piece of text about <u>topic</u> ? <input type="checkbox"/> Were there important details in this text that were not in the other? <input type="checkbox"/> How are you deciding what details are important enough that you need to include them when you are writing? <input type="checkbox"/> Did the author of this text write something that you need to include that the other didn't? <input type="checkbox"/> How are you keeping track of the information so that you can put it together when you are writing or speaking? <input type="checkbox"/> Does that sound like you know what you are talking about? 		
RI 4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI 6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography/same person)	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

RI 5.10	Standard: 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.	Anchor: Read and comprehend complex literary and informational texts independently and proficiently.
Essential Question(s) <input type="checkbox"/> What strategies am I using to become an independent and Proficient: reader of informational texts?	Vocabulary <input type="checkbox"/> independently <input type="checkbox"/> proficiently <input type="checkbox"/> fluently <input type="checkbox"/> bold print <input type="checkbox"/> headings <input type="checkbox"/> level <input type="checkbox"/> range <input type="checkbox"/> complexity	Key Strategies <ul style="list-style-type: none"> ● Provide opportunities for students to read a wide variety of informational texts at the high end of grades 4--5 text complexity.
Essential Skills <input type="checkbox"/> Recall/understand key ideas and details. <input type="checkbox"/> Identify/understand craft and structure. <input type="checkbox"/> Recognize/understand integration of knowledge. <input type="checkbox"/> Comprehend key ideas and details. <input type="checkbox"/> Comprehend craft and structure. <input type="checkbox"/> Comprehend integration of knowledge.		
Question Stems <input type="checkbox"/> Have you tried reading a book about_____? <input type="checkbox"/> After reading your science book you might want to look up more information in a trade book or on the computer. <input type="checkbox"/> Another book about this topic is... <input type="checkbox"/> The school library has a book about ... <input type="checkbox"/> Before reading did you look at the headings on the page? <input type="checkbox"/> Did you read the bold print to help you understand what you are reading? <input type="checkbox"/> Were you able to read the information fluently?		
RI 4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI 6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

RF 5.3	Standard: Know and apply grade-level phonics and word analysis skills in decoding words by using 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.	Anchor: N/A
Essential Question(s) <input type="checkbox"/> How can I break words into parts to determine the meaning of the word?	Vocabulary <input type="checkbox"/> letter-sounds <input type="checkbox"/> syllabication pattern <input type="checkbox"/> context <input type="checkbox"/> skills <input type="checkbox"/> roots <input type="checkbox"/> affixes <input type="checkbox"/> accurately	Key Strategies <ul style="list-style-type: none"> ● Model decoding strategies. ● Provide students with opportunities to practice decoding strategies (word analysis, word sorts, surgery syntax, word webs, word chunking, cloze procedure). ● Independence practice includes demonstrating fluency when reading.
Essential Skills <input type="checkbox"/> Know grade-level phonics and word analysis skills in decoding words. <input type="checkbox"/> Identify syllabication patterns. <input type="checkbox"/> Identify root words. <input type="checkbox"/> Explain meanings of prefixes and suffixes. <input type="checkbox"/> Read words with Latin roots. <input type="checkbox"/> Apply grade-level phonics and word analysis in decoding words. <input type="checkbox"/> Synthesize phonics and word analysis skills to decode words. <input type="checkbox"/> Read multisyllabic words in context. <input type="checkbox"/> Read multisyllabic words out of context.		
Question Stems <input type="checkbox"/> Can you make all the sounds in that word in order? <input type="checkbox"/> Are there any familiar parts in that word that you can use to help you? <input type="checkbox"/> Do you know any other words like that?		
RF 4.3: 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.	RF 6.3: Not Applicable	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

RF 5.4	<p>Standard: Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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. 	<p>Anchor: N/A</p>	
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does my fluency and accuracy affect my understanding of any text I read? <input type="checkbox"/> How does my reading need to change when I read different kinds of texts? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and understand foundational skills for Reading. <input type="checkbox"/> Identify textual purpose and understanding. <input type="checkbox"/> Apply foundational skills for reading. <input type="checkbox"/> Determine the purpose for reading on-level text. <input type="checkbox"/> Read on-level text fluently and accurately to support comprehension. 		<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> self-correction <input type="checkbox"/> self-monitoring <input type="checkbox"/> fluency <input type="checkbox"/> comprehension <input type="checkbox"/> re-reading <input type="checkbox"/> checking for understanding <input type="checkbox"/> purpose <input type="checkbox"/> key strategy <input type="checkbox"/> skim <input type="checkbox"/> scan <input type="checkbox"/> expression 	<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Model reading on--level text using think aloud strategy. ● Provide activities to help students practice fluency (Reader's Theatre, read aloud, echo reading, peer reading). ● Independent practice includes students self-recording while reading and then playing back recording while rereading. ● Independent practice can include making audio books for younger grades.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is your reason for reading this selection? <input type="checkbox"/> Do you understand what you are reading? <input type="checkbox"/> What can you do when the story/text doesn't make sense? <input type="checkbox"/> What strategies can you use to help you understand what you are reading? <input type="checkbox"/> Did you scan the text to get an idea about what you will be reading? <input type="checkbox"/> Did you scan the page before starting to read? <input type="checkbox"/> After looking at the question, can you scan the page for an answer? <input type="checkbox"/> Can you make that sound like you were talking? 			
<p>RF 4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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, rereading as necessary. 	<p>RF 6.4: Not Applicable</p>		

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

W 5.1	<p>Standard: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinions and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use reasons to support my opinion? <input type="checkbox"/> How can I use information to support my opinion? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine how to clearly introduce topic or text. <input type="checkbox"/> Write an opinion piece that includes strong organizational structure. <input type="checkbox"/> Write an opinion piece that includes reasons supported by facts and details. <input type="checkbox"/> Write an opinion piece that includes links between opinion and reasons. <input type="checkbox"/> Write an opinion piece that includes a concluding statement or section. 		<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> organization <input type="checkbox"/> opinion <input type="checkbox"/> phrases <input type="checkbox"/> clauses <input type="checkbox"/> transitions <input type="checkbox"/> concluding statement <input type="checkbox"/> facts <input type="checkbox"/> details <input type="checkbox"/> logical 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Demonstrate an emerging ability to craft a piece of writing, using an opinion or controlling idea, attempt an organizational structure with somewhat grouped ideas and very Limited: progression of ideas, lack evidence, introduce minimal variation in sentence structure and word choice, and demonstrate the most basic command of conventions.</p> <p>Basic: Demonstrate a general ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, attempt an organizational structure with grouped ideas and Limited: progression of ideas, draw evidence from text to support, introduce some variation in sentence structure and with general word choice, and demonstrate basic command of conventions.</p> <p>Proficient - Advanced: Demonstrate a consistent (superior/sophisticated) ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language.</p> <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Model identifying authors' points of view/opinions in various texts. ● Model writing an opinion piece with logically ordered reasons using the writing process. ● Provide opportunities for guided and independent practice in writing using mini-lessons during the writing process. ● Provide opportunities for students to use peer conferencing during the writing process.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is your writing about? How will you support your opinion? <input type="checkbox"/> What reasons do you state to explain your opinion? <input type="checkbox"/> Which facts and details have you included that support your opinion? <input type="checkbox"/> Should your reasons be placed in a specific order? Why, or why not? Is your writing logical? <input type="checkbox"/> Is your writing logical? <input type="checkbox"/> Does your concluding statement relate back to the opinion(s) you presented earlier in your writing? 			
<p>W 4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>		<p>W 6.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce a claim(s) and organize the reasons and evidence clearly and support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>b. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>c. Establish and maintain a formal style.</p> <p>d. Provide a concluding statement or section that follows from the argument presented.</p>	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

W 5.2	<p>Standard: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	<p>Anchor: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use information to express an idea? <input type="checkbox"/> How can I use domain-specific vocabulary to express ideas accurately? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop related information grouped logically. <input type="checkbox"/> Write an informative/explanatory texts that include related information containing formatting. <input type="checkbox"/> Write an informative/explanatory texts that include a topic developed with facts, definitions, concrete details, quotations, and examples. <input type="checkbox"/> Write an informative/explanatory texts that include ideas linked in and across categories. <input type="checkbox"/> Write an informative/explanatory texts that include precise language and domain-specific vocabulary. <input type="checkbox"/> Write an informative/explanatory texts that include a concluding statement. 		<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> topic <input type="checkbox"/> focus <input type="checkbox"/> logical <input type="checkbox"/> links <input type="checkbox"/> categories <input type="checkbox"/> conclusion
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> How will you introduce your topic? <input type="checkbox"/> How will you organize and group your information? <input type="checkbox"/> How will you narrow the focus of your writing? <input type="checkbox"/> Did you include examples, quotes and details about your topic? <input type="checkbox"/> What do others say about your topic? Can you include a quote from the reading you did? <input type="checkbox"/> Are there illustrations, or other media you can use as a source to make you text easier to understand? <input type="checkbox"/> What relevant facts support the topic? <input type="checkbox"/> What words/phrases will you use to link your ideas across paragraphs and the across the text. 		<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Demonstrate an emerging ability to craft a piece of writing, using an opinion or controlling idea, attempt an organizational structure with somewhat grouped ideas and very Limited: progression of ideas, lack evidence, introduce minimal variation in sentence structure and word choice, and demonstrate the most basic command of conventions.</p> <p>Basic: Demonstrate a general ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, attempt an organizational structure with grouped ideas and Limited: progression of ideas, draw evidence from text to support, introduce some variation in sentence structure and with general word choice, and demonstrate basic command of conventions.</p> <p>Proficient - Advanced: Demonstrate a consistent (superior/sophisticated) ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language.</p> <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> • Model writing an informative/explanatory piece with logically ordered information and domain- specific vocabulary using the writing process (pre-planning, drafting, revising, editing, publishing). • Provide opportunities for guided practice in writing an informative/explanatory piece using mini--lessons during the writing process. • Provide independent practice writing an informative/explanatory piece. • Provide opportunities for students to use peer conferencing during the writing process.
<p>W 4.2: Write informative / explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., <i>headings</i>), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also because</i>). d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 		<p>W 6.2: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

W 5.3	<p>Standard: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> 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. 	<p>Anchor: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.</p>
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use appropriate details and organization to express a real or imagined event? <input type="checkbox"/> How can I use appropriate techniques to express the event more effectively? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a narrative that establishes a situation. <input type="checkbox"/> Write a narrative that uses dialogue, descriptions, and proper pacing. <input type="checkbox"/> Write a narrative that uses transitional words or phrases. <input type="checkbox"/> Use concrete and/or sensory details to develop experiences or events. <input type="checkbox"/> Write a narrative that provides a conclusion. 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> narrative <input type="checkbox"/> narrator <input type="checkbox"/> characters <input type="checkbox"/> sequence <input type="checkbox"/> dialogue <input type="checkbox"/> pacing <input type="checkbox"/> description <input type="checkbox"/> behaviors <input type="checkbox"/> responses <input type="checkbox"/> temporal words <input type="checkbox"/> precise <input type="checkbox"/> conclusion 	<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Model developing story elements. ● Model event sequence using graphic organizers. ● Model writing dialogue between multiple characters. ● Provide guided practice writing a narrative piece using the writing process. ● Provide opportunities for independently writing a narrative piece using the writing process. ● Provide opportunities to use peer conferencing.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who, when and where will your story be about? <input type="checkbox"/> What is the problem in the story? <input type="checkbox"/> Who is telling the story? <input type="checkbox"/> Describe how ____ felt when ____. <input type="checkbox"/> What happened after ____? <input type="checkbox"/> What if ____ would have happened first? How would that affect the plot? <input type="checkbox"/> How will you use dialogue to develop the plot? <input type="checkbox"/> What problems will the characters face in the story? <input type="checkbox"/> What actions will the characters take in response to the events in the story? <input type="checkbox"/> How does the character change throughout the story? <input type="checkbox"/> Remember to show the reader with precise words. <input type="checkbox"/> What events will lead to the conclusion/resolution of your story 		
<p>W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases 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. 	<p>W 6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/ or characters. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another. c. Use precise words and phrases relevant descriptive details, and sensory language to convey experiences and events. d. Provide a conclusion that follows from the narrated experiences or events. 	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

W 5.4	Standard: Produce clear and coherent writing (<u>including multiple-paragraph texts</u>) in which the development and organization are appropriate to task, purpose, and audience. <i>(Grade-specific expectations for writing types are defined in Standards 1–3)</i>	Anchor: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Essential Question(s) <input type="checkbox"/> Why do I write?	Vocabulary <input type="checkbox"/> organization <input type="checkbox"/> development <input type="checkbox"/> substance <input type="checkbox"/> style <input type="checkbox"/> appropriate <input type="checkbox"/> purpose <input type="checkbox"/> audience <input type="checkbox"/> clear <input type="checkbox"/> coherent	Key Strategies <ul style="list-style-type: none"> ● Model identifying the organization and purpose of various writing pieces. ● Model identifying intended audiences of various writing pieces. ● Provide opportunities for guided practice in writing pieces with appropriate development and organization, with intended audiences in mind. ● Provide opportunities for students to write independently. ● Provide opportunities for peer conferencing.
Essential Skills <ul style="list-style-type: none"> <input type="checkbox"/> Analyze the reason for writing to decide the task, purpose, and audience. <input type="checkbox"/> Determine suitable idea development strategies appropriate to task, purpose, and audience. <input type="checkbox"/> Determine suitable organization appropriate to task, purpose, and audience. <input type="checkbox"/> Produce a writing piece with clear, cohesive idea development and organization. 		
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> Who will be reading your writing? <input type="checkbox"/> Are you writing to tell a story or to help someone learn more about...? <input type="checkbox"/> What form of writing does the prompt call for? <input type="checkbox"/> Who is the audience? <input type="checkbox"/> What is the text structure? <input type="checkbox"/> Is there a thinking map or graphic organizer you can use to help organize your writing? <input type="checkbox"/> What facts, events, dialogue, examples are you including that will help make your writing clearer? <input type="checkbox"/> Does your writing move the reader easily from one part to another? 		
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. <i>(Grade-specific expectations for writing types are defined in Standards 1–3 above.)</i>	W 5.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>(Grade-specific expectations for writing types are defined in standards 1-3 above.)</i>	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

W 5.5	Standard: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (<i>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.</i>)	Anchor: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Essential Question(s) <input type="checkbox"/> How does the writing process make me a better writer?		Vocabulary <input type="checkbox"/> planning <input type="checkbox"/> revising <input type="checkbox"/> editing <input type="checkbox"/> rewriting <input type="checkbox"/> organization <input type="checkbox"/> approach <input type="checkbox"/> guidance <input type="checkbox"/> strengthen
Essential Skills <input type="checkbox"/> With guidance and support from peers and adults, recognize how to plan, revise, edit, rewrite, and try a new approach to writing. <input type="checkbox"/> With guidance and support from peers and adults, know how to edit for conventions. <input type="checkbox"/> With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.		Criteria for Success (Performance Level Descriptors) Limited: Demonstrate a lack of command of the conventions of grade-appropriate standard English grammar, usage, and mechanics. Basic: Demonstrate a basic command of the conventions of grade-appropriate standard English grammar, usage, and mechanics. Proficient: Demonstrate command of the conventions of grade-appropriate standard English grammar, usage, and mechanics. Accelerated: Demonstrate strong command of the conventions of grade-appropriate standard English grammar, usage, and mechanics. Advanced: Demonstrate mastery of the conventions of grade-appropriate standard English grammar, usage, and mechanics.
Question Stems <input type="checkbox"/> What will you use to help organize your ideas? <input type="checkbox"/> Which would be the best opening sentence? <input type="checkbox"/> What is the best title for this selection? <input type="checkbox"/> Can you rewrite this so that the ideas/details are clearer? <input type="checkbox"/> Which sentence can best be added? <input type="checkbox"/> Which sentence would be the best topic sentence? <input type="checkbox"/> You have tried organizing your writing this way, have you thought of using another approach? <input type="checkbox"/> Did you share your ideas and thoughts with your group? <input type="checkbox"/> What feedback did they give you? <input type="checkbox"/> Is there a better way to start or end your writing?		Key Strategies <ul style="list-style-type: none"> ● Model using the writing process (planning, drafting, revising, editing, publishing). ● Provide opportunities for guided practice in writing using mini--lessons to explain the writing process. ● Provide writing opportunities for independent practice using the stages of the writing process. ● Provide opportunities for students to use peer conferencing during the writing process.
W 4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (<i>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.</i>)		W 6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (<i>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.</i>)

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

W 5.6	Standard: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.	Anchor: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
Essential Question(s) <input type="checkbox"/> How can technology be used as a tool to write, publish, and/or collaborate?		Vocabulary <input type="checkbox"/> document <input type="checkbox"/> format <input type="checkbox"/> insert <input type="checkbox"/> computer <input type="checkbox"/> spell check <input type="checkbox"/> save <input type="checkbox"/> menus <input type="checkbox"/> file older <input type="checkbox"/> word processing <input type="checkbox"/> PowerPoint <input type="checkbox"/> keyboarding
Essential Skills <input type="checkbox"/> With some guidance and support from adults, evaluate the technology tools for producing and publishing writing. <input type="checkbox"/> With some guidance and support from adults, use technology to develop, revise, edit, and publish writing. <input type="checkbox"/> With some guidance and support from adults, use technology to communicate and collaborate. <input type="checkbox"/> With some guidance and support from adults, use keyboarding skills to type one page.		Key Strategies <ul style="list-style-type: none"> ● Model using the writing process with the use of technology, including using google docs (planning, drafting, revising, editing, publishing). ● Provide opportunities for guided practice in writing using mini--lessons to explore the use of technology. ● Provide opportunities for students to practice keyboarding skills. ● Provide writing opportunities for independent practice using technology to produce and publish writing. ● Provide opportunities for students to collaborate with others during the writing process.
Question Stems <input type="checkbox"/> What software would you use to create this document? <input type="checkbox"/> Where/how would you save your document? <input type="checkbox"/> How do you spell check a document? <input type="checkbox"/> How do you access_____? <input type="checkbox"/> How would you find_____on the Internet? <input type="checkbox"/> How did your group divide up the responsibilities for the task? <input type="checkbox"/> What online resources might you use to help write your paper? <input type="checkbox"/> What online resources might you use to help write your paper?		
W 4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	W 6.6: 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 three pages in a single sitting.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

W 5.7	Standard: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Anchor: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Essential Question(s) <input type="checkbox"/> How can I learn more about a topic by completing a research project?		Vocabulary <input type="checkbox"/> aspects <input type="checkbox"/> topics <input type="checkbox"/> research <input type="checkbox"/> data base <input type="checkbox"/> internet search <input type="checkbox"/> bibliography <input type="checkbox"/> investigation <input type="checkbox"/> cite source <input type="checkbox"/> synthesize
Essential Skills <input type="checkbox"/> Identify various research sources. <input type="checkbox"/> Identify the different aspects of a topic. <input type="checkbox"/> Discriminate between various research sources. <input type="checkbox"/> Compare/contrast information from various research sources. <input type="checkbox"/> Interpret information derived from various sources. <input type="checkbox"/> Conduct short research projects investigating different aspects. <input type="checkbox"/> Participate in short research and writing projects. <input type="checkbox"/> Conduct investigations on different topical aspects. <input type="checkbox"/> Question information to build topical knowledge.		Key Strategies <ul style="list-style-type: none"> ● Model researching a topic using several sources. ● Model developing a list of focus questions. ● Provide guided practice in using reference materials, including the internet. ● Provide opportunities for independent practice in integrating information for one purpose. ● Provide opportunities for peer conferencing.
Question Stems <input type="checkbox"/> What sources could you use to investigate _____ and write about it? <input type="checkbox"/> What question does your research report answer? <input type="checkbox"/> What online sources will you use? <input type="checkbox"/> Will you be able to finish this research in one or two periods? <input type="checkbox"/> Did you research both the positive and negative sides of the issue? <input type="checkbox"/> How will you keep track of the sources you use? <input type="checkbox"/> Which bibliography entry is cited correctly? <input type="checkbox"/> How do you cite a bibliography entry for a _____?		
W 4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.		W 6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

W 5.8	<p>Standard: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p>	<p>Anchor: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I recall and organize information accurately? <input type="checkbox"/> How can I collect and organize information accurately? <input type="checkbox"/> Why is it important for me to know how to summarize and paraphrase others' work? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define summarize. <input type="checkbox"/> Define paraphrase. <input type="checkbox"/> Recall and gather relevant information from print and digital sources. <input type="checkbox"/> Identify source list. <input type="checkbox"/> Summarize information in notes and finished work. <input type="checkbox"/> Paraphrase information in notes and finished work. 		<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> digital sources <input type="checkbox"/> summarize <input type="checkbox"/> paraphrase <input type="checkbox"/> bibliography <input type="checkbox"/> research <input type="checkbox"/> relevant (pertinent) <input type="checkbox"/> note-taking <input type="checkbox"/> cite <input type="checkbox"/> quote 	<p>Key Strategies</p> <ul style="list-style-type: none"> ● Model note-taking strategies using SQ3R (survey, question, read, recite, review). ● Model using graphic organizers. ● Model writing a bibliography using the APA (American Psychological Association) format. ● Model how to paraphrase information from text (avoiding plagiarism). ● Provide opportunities for guided practice in summarizing/synthesizing information from various sources. ● Provide independent opportunities for students to create a finished writing piece.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask yourself, "How does this support my topic?" <input type="checkbox"/> Is this information important to your research? <input type="checkbox"/> How do you know the source is credible? <input type="checkbox"/> How did you determine if this information is relevant to your topic? <input type="checkbox"/> How do you cite sources in a bibliography? <input type="checkbox"/> Where can you find information about how to cite Internet sources? <input type="checkbox"/> What do you need to do if you are using the author's exact words? <input type="checkbox"/> Can you say that using your own words? <input type="checkbox"/> How is a digital source cited differently than a printed source? <input type="checkbox"/> How will you summarize the information found in this data? <input type="checkbox"/> What can you conclude? 			
<p>W 4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes paraphrase, and categorize information, and provide a list of sources.</p>		<p>W 6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

W 5.9	<p>Standard: Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>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]”).</p> <p>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]”).</p>	<p>Anchor: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Essential Question(s)</p> <p><input type="checkbox"/> How can I use evidence to support my purpose?</p> <p>Essential Skills</p> <p><input type="checkbox"/> Identify key ideas and details to support conclusions.</p> <p><input type="checkbox"/> Cite textual evidence to analyze explicit text.</p> <p><input type="checkbox"/> Draw evidence as support for research.</p> <p><input type="checkbox"/> Analyze key ideas and details as evidence of understanding text.</p> <p><input type="checkbox"/> Reflect on key ideas and details as evidence of understanding text.</p> <p><input type="checkbox"/> Identify key ideas and details to support conclusions.</p> <p><input type="checkbox"/> Cite textual evidence to analyze explicit text.</p> <p><input type="checkbox"/> Draw evidence as support for research.</p> <p><input type="checkbox"/> Analyze key ideas and details as evidence of understanding text.</p> <p><input type="checkbox"/> Reflect on key ideas and details as evidence of understanding text.</p>		<p style="text-align: center;">Vocabulary</p> <p><input type="checkbox"/> research</p> <p><input type="checkbox"/> analysis</p> <p><input type="checkbox"/> support</p> <p><input type="checkbox"/> reflection</p> <p><input type="checkbox"/> evidence</p> <p><input type="checkbox"/> literary</p> <p><input type="checkbox"/> informational text</p>	<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Model finding evidence from texts to support the authors’ points. ● Provide guided practice in drawing evidence from literary or informational texts (apply grade--level reading standards to literature and informational texts). ● Provide opportunities for students to synthesize information using evidence from the text.
<p>Question Stems</p> <p><input type="checkbox"/> What evidence did the author use to support his/her claims?</p> <p><input type="checkbox"/> Explain the evidence the author used to support the claim,_____.</p> <p><input type="checkbox"/> Compare the two events in each of the two sources on the topic_____.</p> <p><input type="checkbox"/> Describe what you have learned on this topic.</p> <p><input type="checkbox"/> Which details can you add that will make your writing stronger?</p> <p><input type="checkbox"/> What caused you to think or believe that?</p> <p><input type="checkbox"/> Has studying this topic caused you to change your thinking? How will your writing reflect that change?</p>			
<p>W 4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W 6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>		

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

W 5.10	Standard: Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.	Anchor: 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.	
Essential Question(s) <ul style="list-style-type: none"> <input type="checkbox"/> Why is it important to write regularly? <input type="checkbox"/> Why is it important to adopt the routine of research, reflection, and revision? <input type="checkbox"/> Why is it important to write for different reasons and different audiences? Essential Skills <ul style="list-style-type: none"> <input type="checkbox"/> Identify the various purposes for writing. <input type="checkbox"/> Identify and understand the various organizational structures. <input type="checkbox"/> Identify and understand different genres or purposes for writing. <input type="checkbox"/> Determine when to write for short or extended time frames. <input type="checkbox"/> Determine the appropriate organizational structure for specific audiences and purposes. <input type="checkbox"/> Write for various purposes and to various audiences for short or extended time frames. <input type="checkbox"/> Write for a range of discipline- specific tasks, purposes, and audiences. 		Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> Research <input type="checkbox"/> summarize <input type="checkbox"/> revise/edit <input type="checkbox"/> bibliography <input type="checkbox"/> sources <input type="checkbox"/> peer <input type="checkbox"/> graphic organizers 	Key Strategies <ul style="list-style-type: none"> ● Model selecting different topics for writing. ● Model the components of a research paper. ● Provide students with opportunities to practice time management in writing for a range of discipline--specific tasks. ● Provide students with extended independent practice for writing.
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> How did you pick your topic? <input type="checkbox"/> How will you organize your thoughts? (graphic organizers, Thinking Maps) <input type="checkbox"/> Write about... <input type="checkbox"/> Today you will have ____ minutes to write about... <input type="checkbox"/> Where will you find your sources? Do you have a variety of sources from which you can pull information? <input type="checkbox"/> Re-read your writing and ask a peer to read it to see if there are additions you need to make. <input type="checkbox"/> Did you think about your audience when you were writing? <input type="checkbox"/> Did you edit and revise your writing using the proofreading checklist? 			
W 4.10: Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.	W 6.10: 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.		

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

SL 5.1	<p>Standard: 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> <ol 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>Anchor: 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.</p>	
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How are my conversation skills dependent on the makeup of the group? <input type="checkbox"/> What contributions can I make to the conversation when I'm prepared and engaged? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relate information read to discussion topics. <input type="checkbox"/> Evaluate implementation of discussion rules and roles. <input type="checkbox"/> Listen actively to discussions and presentations. <input type="checkbox"/> Formulate questions and responses based on discussion. <input type="checkbox"/> Pose and respond to specific questions to clarify understanding. <input type="checkbox"/> Explain topics using personal ideas, opinions, and reasoning. 		<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> discussion <input type="checkbox"/> elaboration <input type="checkbox"/> contribute <input type="checkbox"/> clarify <input type="checkbox"/> draw conclusions 	<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Model how to prepare for and have a collaborative discussion; using sentence frames such as "I agree," or "I disagree," "Tell me more," "What do you mean?" ● Provide guided practice in collaborative discussions (fish bowl, think--pair--share, reciprocal teaching, GIST (generating schemata through text), QAR (question, answer, response). ● Provide independent practice in various discussion activities (literature circles, book clubs, debates, instructional conversations).
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are you prepared? Have you reviewed the assignment? <input type="checkbox"/> Did you complete your reading assignment? <input type="checkbox"/> What information will you contribute to the discussion? <input type="checkbox"/> In light of what has already been said, what are your thoughts about...? <input type="checkbox"/> What else could you add to that comment? <input type="checkbox"/> What clarifying questions could you ask of your partner? <input type="checkbox"/> Can you show the group where you got your information? <input type="checkbox"/> What conclusions did you arrive at after your conversation with your group? 			
<p>SL 4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol 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 to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 	<p>SL 6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 		

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

SL 5.2	Standard: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Anchor: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Essential Question(s) <input type="checkbox"/> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Vocabulary	Key Strategies
Essential Skills <input type="checkbox"/> Define summarize. <input type="checkbox"/> Summarize a written text read aloud. <input type="checkbox"/> Summarize information presented in diverse media visually, quantitatively, and orally.	<input type="checkbox"/> summarize <input type="checkbox"/> graph <input type="checkbox"/> visually <input type="checkbox"/> oral <input type="checkbox"/> multimodal <input type="checkbox"/> diverse media <input type="checkbox"/> formats <input type="checkbox"/> quantitatively <input type="checkbox"/> orally	<ul style="list-style-type: none"> ● Model finding main ideas in a text to create a summary using a variety of text and media formats. ● Model how to integrate and evaluate themes using text exemplars. ● Provide students with opportunities to practice finding main ideas and writing summaries (think--pair--share, read alouds, power point presentations, viewing/creating videos and speeches). ● Provide independent practice in synthesizing information into an overarching analysis including the student's point of view and experiences.
Question Stems <input type="checkbox"/> Summarize the information presented. <input type="checkbox"/> Describe what you have learned from hearing about this topic. <input type="checkbox"/> What are the key ideas presented in the video clip? <input type="checkbox"/> Write a summary about what you saw and heard <input type="checkbox"/> How did the information expand your understanding of _____? <input type="checkbox"/> How can you use this information? <input type="checkbox"/> How does the way the information is presented help you understand it? <input type="checkbox"/> What are some of the facts or data presented here?		
SL 4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL 6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

SL 5.3	Standard: Summarize the points a speaker <u>or media source</u> makes and explain how each claim is supported by reasons and evidence, <u>and identify and analyze any logical fallacies.</u>	Anchor: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Essential Question(s) <input type="checkbox"/> How do I determine the key message of the speaker's presentation?	Vocabulary <input type="checkbox"/> summarize <input type="checkbox"/> evidence <input type="checkbox"/> claim <input type="checkbox"/> supported <input type="checkbox"/> misconception <input type="checkbox"/> logical <input type="checkbox"/> fallacy <input type="checkbox"/> identify <input type="checkbox"/> media source <input type="checkbox"/> reason	Key Strategies <ul style="list-style-type: none"> ● Model how to understand the speaker's point of view by finding the speaker's evidence and reasons. ● Provide students the opportunities to listen to information presented orally to determine validity, bias and speaker's point of view (speeches, presentations, debates, peer collaborative discussions). ● Provide independent practice in summarizing a speaker's reasoning to show evidence of validity.
Essential Skills <input type="checkbox"/> Identify speaker's points, claims, reasons, or evidence. <input type="checkbox"/> Define summarize. <input type="checkbox"/> Summarize speaker's points. <input type="checkbox"/> Explain how a speaker's claim is supported.		
Question Stems <input type="checkbox"/> What is it that the speaker is claiming? <input type="checkbox"/> What support does the speaker use to support his/her claim? <input type="checkbox"/> How does the evidence support the speaker's claim?		
SL 4.3: Identify the reasons and evidence a speaker or media source provides to support particular points.	SL 6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

SL 5.4	<p>Standard: 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>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.</p> <p>b. Memorize and speak clearly at an understandable pace while reporting on a topic or text.</p>	<p>Anchor: 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.</p>	
<p>Essential Question(s)</p> <p><input type="checkbox"/> How does the way I organize my presentation affect how my audience hears and understands the message?</p> <p>Essential Skills</p> <p><input type="checkbox"/> Identify topic text.</p> <p><input type="checkbox"/> Identify an opinion and facts.</p> <p><input type="checkbox"/> Identify descriptive details.</p> <p><input type="checkbox"/> Clearly pronounce and enunciate words at an understandable pace.</p> <p><input type="checkbox"/> Sequence ideas logically.</p> <p><input type="checkbox"/> Determine appropriate facts and details to support ideas or themes.</p> <p><input type="checkbox"/> Speak clearly at an understandable pace while reporting on a topic or text.</p> <p><input type="checkbox"/> Speak clearly at an understandable pace while presenting an opinion.</p> <p><input type="checkbox"/> Use logical sequencing and appropriate facts and relevant, descriptive details that support the main idea while speaking.</p>		<p style="text-align: center;">Vocabulary</p> <p><input type="checkbox"/> deliver</p> <p><input type="checkbox"/> facts</p> <p><input type="checkbox"/> details</p> <p><input type="checkbox"/> logically (logic)</p> <p><input type="checkbox"/> appropriate</p> <p><input type="checkbox"/> specific</p> <p><input type="checkbox"/> organized</p> <p><input type="checkbox"/> sequencing</p> <p><input type="checkbox"/> memorize</p> <p><input type="checkbox"/> recite</p> <p><input type="checkbox"/> expression</p> <p><input type="checkbox"/> gesture</p> <p><input type="checkbox"/> historical document</p>	<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Model how to write an opinion speech in logical order with transitional/descriptive words. ● Model how to recite a poem with expression and appropriate pace. ● Provide guided practice in reporting on a topic and/or presenting an opinion using peer coaching and editing. ● Provide opportunities to listen and review recitations by using audio/video recordings. ● Provide independent practice to memorize a speech or poem and recite it with expression.
<p>Question Stems</p> <p><input type="checkbox"/> What are you writing about? Is your opinion about your topic clear?</p> <p><input type="checkbox"/> How will you organize your ideas?</p> <p><input type="checkbox"/> What evidence will you use to support your position/opinion?</p> <p><input type="checkbox"/> Is the evidence and facts you have gathered sufficient to support your opinion?</p> <p><input type="checkbox"/> How are you moving from one paragraph/idea to the next? Are you using appropriate transition words?</p> <p><input type="checkbox"/> Which poem will you be reciting? Have you thought about some gestures you can use to express the feelings in the poem?</p>			
<p>SL 4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.</p>	<p>SL 6.4: Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), and sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationship; uses precise language and domain specific vocabulary; and provides a strong conclusion.</p>		

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

SL 5.5	Standard: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Anchor: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Essential Question(s) <input type="checkbox"/> How do I decide the best place(s) in a presentation to use audio recording or visual displays? Essential Skills <input type="checkbox"/> Define multimedia components. <input type="checkbox"/> Determine when it is appropriate to add graphics, sound, or visual displays. <input type="checkbox"/> Add graphics, sound, and visual displays to enhance the main idea or theme.		Vocabulary
Question Stems <input type="checkbox"/> What else could you use to enhance understanding in your presentation? <input type="checkbox"/> How would including that media help the presentation? <input type="checkbox"/> What kind of information could you convey by using graphics, sound...? <input type="checkbox"/> What digital media could you use to present your data? <input type="checkbox"/> What could you do to keep your presentation focused?		Key Strategies <ul style="list-style-type: none"> ● Model how to use PowerPoint, excel, publisher, or word programs. Show exemplars using newscasts, newspapers, magazines and other authentic visual displays. ● Guided practice can include taking pictures of events and preparing presentations with main ideas. ● Independent projects can include role playing newscasters, CNN reporters presenting data on the results of the presidential election, advertising agents, business executives, sales representatives, and/or engineers.
SL 4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		SL 6.5: Include multimedia components (e.g., graphics, images, music, and sound) and visually displays in presentations to clarify information.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

SL 5.6	Standard: 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.)	Anchor: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Essential Question(s) <ul style="list-style-type: none"> <input type="checkbox"/> Why do I need to think about the audience and purpose each time I speak? <input type="checkbox"/> How do I decide when to use formal or informal English when speaking? Essential Skills <ul style="list-style-type: none"> <input type="checkbox"/> Identify audience, task, and situation. <input type="checkbox"/> Identify characteristics of formal and informal speaking. <input type="checkbox"/> Distinguish between formal and informal speech. <input type="checkbox"/> Analyze situation to determine appropriate speech use. <input type="checkbox"/> Use formal and informal speech appropriately. 	Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> adapt <input type="checkbox"/> speech <input type="checkbox"/> context <input type="checkbox"/> formal English <input type="checkbox"/> informal English <input type="checkbox"/> situation 	<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Model using words and phrases for effect using a variety of contexts and tasks. ● Provide guided practice in grammar using activities like surgery syntax (cutting out sentence strips to replace wrong verb tense with correct one). ● Independent practice includes creating a rap song with informal speech, a dialogue of a social event, a presidential speech with standard English or poem that conveys emotion.
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> What is the reason you are speaking? <input type="checkbox"/> Who is in the audience? What do they know about your subject? <input type="checkbox"/> Are you delivering a formal presentation? <input type="checkbox"/> Are you trying to persuade your audience? <input type="checkbox"/> Are you explaining something? <input type="checkbox"/> Are there places where you can substitute more precise, engaging language to keep the listeners interested? 		
SL 4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)	SL 6.6: Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 5

L 5.1	<p>Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) 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., <i>either/or</i>, <i>neither/nor</i>). 	<p>Anchor: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Why is it important for me to know and follow the rules of standard English grammar when I write or speak? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain the function of conjunctions, prepositions, and interjections. <input type="checkbox"/> Use the appropriate verb tenses. <input type="checkbox"/> Know that verb tenses convey a sense of time and states of being. <input type="checkbox"/> Monitor the use of verb tenses and correct when necessary. <input type="checkbox"/> Correctly use <i>either/or</i>, <i>neither/nor</i>, etc. 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> conventions <input type="checkbox"/> conjunctions <input type="checkbox"/> correlative <input type="checkbox"/> perfect verbs <input type="checkbox"/> prepositions <input type="checkbox"/> interjections <input type="checkbox"/> grammar <input type="checkbox"/> verb tense <input type="checkbox"/> aspect 	<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Model using exemplars from students' own work as per the writing process. ● Guided practice includes peer editing, teacher conferences, language expression, word segmenting, and contrastive/structural analysis. ● Provide independent practice with cloze procedure exercises, proofreading opportunities, and using the spelling/grammar checker in Microsoft Word and Publisher.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain why you would use a conjunction instead of a preposition or interjection. <input type="checkbox"/> What does the use of this form of verb indicate? <input type="checkbox"/> What is the meaning the perfect verb tense? <input type="checkbox"/> How does verb tense relate to how you are writing your piece? <input type="checkbox"/> Use your editing skills to correct_____. <input type="checkbox"/> Read your writing out loud. Does it sound right? 		
<p>L 4.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Write fluidly and legibly in cursive or joined italics. b. Use interrogative relative pronouns (<i>who</i>, <i>whose</i>, <i>whom</i>, <i>which</i>, <i>that</i>) and relative adverbs (<i>where</i>, <i>when</i>, <i>why</i>). c. Form and use the progressive (e.g., <i>I was walking</i>; <i>I am walking</i>; <i>I will be walking</i>) verb tenses. d. Use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions. e. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* h. Correctly use frequently confused words (e.g., <i>to</i>, <i>too</i>, <i>two</i>; <i>there</i>, <i>their</i>).* 	<p>L 6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use all pronouns, including intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>) correctly. c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* 	

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L 5.2	<p>Standard: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> 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 <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 	<p>Anchor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Why is it important for me to know and follow the rules of standard English mechanics for writing? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply correct capitalization and punctuation in writing. <input type="checkbox"/> Use a comma to separate items in a series and introductory elements from the sentence. <input type="checkbox"/> Recall and apply correct spelling rules in writing. <input type="checkbox"/> Use a comma to set off a tag question from the sentence. <input type="checkbox"/> Use underlining, quotation marks, or italics to indicate titles. <input type="checkbox"/> Identify and correct misspelled words. <input type="checkbox"/> Consult references as needed 		<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> commas <input type="checkbox"/> items <input type="checkbox"/> tag question <input type="checkbox"/> introductory element <input type="checkbox"/> underlining <input type="checkbox"/> conventions <input type="checkbox"/> quotation marks <input type="checkbox"/> punctuation <input type="checkbox"/> italics 	<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Guided practice includes peer editing with the use of the writing process rubric, surgery syntax, language expression, inserting or finding dialogue in a text. ● Independent practice can include cloze procedure assignments and proofreading
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does that need a comma? <input type="checkbox"/> Where would you place commas in the following sentence? <i>"I am taking my sleeping bag lpod pillow and snacks on our camping trip"</i>. <input type="checkbox"/> How would you use underlining, italics, or quotation marks to distinguish the title of the book in the following question? <i>Have you read the Chronicles of Narnia?</i> <input type="checkbox"/> 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. <input type="checkbox"/> Where might you look if you are confused about how a title needs to be punctuated? 			
<p>L 4.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 	<p>L 6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive /parenthetical elements. b. Spell correctly. 		

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L 5.3	<p>Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> 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. 	<p>Anchor: 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.</p>	
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I convey my ideas effectively through word choice and punctuation? <input type="checkbox"/> How does my language change based on the situation and audience? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply knowledge of language conventions when reading, writing, and listening. <input type="checkbox"/> Use knowledge of language conventions when speaking. <input type="checkbox"/> Expand, combine, and reduce sentences for meaning, interest, or style. <input type="checkbox"/> Recognize and apply knowledge of language conventions when reading, writing, listening, and speaking. <input type="checkbox"/> Compare/contrast the varieties of English used in stories, dramas, or poems. <input type="checkbox"/> Use knowledge of language conventions when speaking. 		<p>Vocabulary</p> <ul style="list-style-type: none"> ● expand ● combine ● reduce ● dialect ● register ● varieties of English ● style 	<p>Key Strategies</p> <ul style="list-style-type: none"> ● Model different registers by using contrastive or semantic analysis. ● Provide guided practice reading the dialogue in a variety of genres. ● Provide independent practice with writing stories that include dialogue spoken in different registers.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> When writing or speaking to a group vary sentences to keep the reader/listener interested. <input type="checkbox"/> Use different styles of speech and writing to fit the audience and purpose. <input type="checkbox"/> Count the number of words in your sentences? Are they all about the same length or have you varied them? <input type="checkbox"/> Why do you think the author used that dialect in his/her writing? <input type="checkbox"/> How does the dialogue sound when you read it using that dialect? <input type="checkbox"/> How does that expression sound when said in Standard English? What is the effect? 			
<p>L 4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion). 		<p>L 6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/ listener interest, and style.* b. Maintain consistency in style and tone.* 	

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L 5.4	<p>Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> 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., <i>photograph</i>, <i>photosynthesis</i>). 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 keywords and phrases and to identify alternate word choices in all content areas. 	<p>Anchor: 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.</p>
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do I know which strategy to use to make meaning of words or phrases I don't recognize or know? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify common context clues. <input type="checkbox"/> Determine the meaning of words by examining a text. <input type="checkbox"/> Identify and define Greek and Latin affixes and roots. <input type="checkbox"/> Determine the meaning of words using Greek and Latin affixes and roots. <input type="checkbox"/> Choose from a range of vocabulary strategies to determine a word's meaning. <input type="checkbox"/> Use common reference materials (print and digital). <input type="checkbox"/> Use reference materials to find pronunciation. 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> figurative <input type="checkbox"/> root word <input type="checkbox"/> prefix <input type="checkbox"/> suffix <input type="checkbox"/> interpret <input type="checkbox"/> idioms <input type="checkbox"/> adages <input type="checkbox"/> proverb <input type="checkbox"/> context clues 	<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Model sorting and segmenting to show word parts. ● Model think--aloud to find context cues. ● Provide guided practice in using specialized reference materials, looking for context-cues, and finding Latin and Greek roots and affixes. ● Provide independent practice creating a bridge of cognates. ● Provide practice with a T-Chart in identifying the strategies used in identifying unknown words.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What strategies have you used to try to figure out that word? <input type="checkbox"/> Have you looked in the dictionary or glossary? <input type="checkbox"/> Can you use the sentences around that word to help you discover what that word might mean? <input type="checkbox"/> Are there roots or suffixes and prefixes that you can use? <input type="checkbox"/> Can you use a dictionary to find definitions and keys to pronunciation? 		
<p>L 4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements 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., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). 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. 	<p>L 6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	

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L 5.5	<p>Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> 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. 	<p>Anchor: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>Essential Question(s)</p> <p><input type="checkbox"/> How do I show I know how to use words accurately and effectively?</p> <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify similes and metaphors. <input type="checkbox"/> Interpret figurative language using similes and metaphors. <input type="checkbox"/> Recognize idioms, adages, and proverbs. <input type="checkbox"/> Explain the meanings of idioms, adages, and proverbs. <input type="checkbox"/> Define homograph. <input type="checkbox"/> Identify synonyms, antonyms, and homographs. <input type="checkbox"/> Utilize synonyms, antonyms, and homographs. <input type="checkbox"/> 		<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> figurative language <input type="checkbox"/> similes <input type="checkbox"/> metaphors <input type="checkbox"/> adages <input type="checkbox"/> proverbs <input type="checkbox"/> idioms <input type="checkbox"/> synonym <input type="checkbox"/> antonym <input type="checkbox"/> homographs 	<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● An example of using an antonym to understand a word: That person is not stingy; therefore, they are generous. ● Model looking for figurative language in poems and reading texts like folklore. ● Provide guided practice using Venn Diagrams and other comparative graphic organizers or with T--charts for words, definitions and pictures. ● Provide independent practice with finding the relationships between figurative language, idioms, adages, proverbs, homographs, synonyms and antonyms.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> The author wrote _____ what does he/she really mean? <input type="checkbox"/> Can you show me an example of some of the figurative language the author used in the text? <input type="checkbox"/> Could you add a simile or metaphor to help make you writing/speech vivid? <input type="checkbox"/> Why did the author choose this pair of words to put in the writing? <input type="checkbox"/> How does knowing how these two words are related help you understand the meaning of the text? 			
<p>L 4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<p>L 6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/ effect, part/ whole, item/ category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). 		

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L 5.6	<p>Standard: 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>Anchor: 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.</p>	
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> What strategies will I use to learn and use words that are specific to the things I study? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acquire grade appropriate general and domain-specific academic words. <input type="checkbox"/> Know words that signal contrast, addition, and logical relationships. <input type="checkbox"/> Use grade appropriate general and domain-specific academic words. <input type="checkbox"/> Use vocabulary that signals contrast, addition, and other logical relationships. <input type="checkbox"/> Use general and domain-specific academic words and phrases. <input type="checkbox"/> Use words that signal contrast, addition, and other logical relationships. 		<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> academic <input type="checkbox"/> domain <input type="checkbox"/> specific <input type="checkbox"/> signal <input type="checkbox"/> contrast 	<p>Key Strategies</p> <ul style="list-style-type: none"> ● Model how to use signal words in writing and speaking. ● Provide guided practice in the STAR model (Select 5--10 Tier 2 words, Teach them, Activate them and Revisit them frequently). ● Provide independent practice in metacognitive skills (strategies for understanding text when encountering unknown words).
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What have you been reading lately? <input type="checkbox"/> Keep a list of words you don't know, but that might be important. <input type="checkbox"/> As you read, be sure to look for those words that signal that an addition or contrast is going to be made. <input type="checkbox"/> The more you read, the more vocabulary you will learn <input type="checkbox"/> Be on the lookout for words you know that might be used in a different way since it is a different subject. 			
<p>L 4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>		<p>L 6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	