

Richmond Public Schools
Department of Curriculum and Instruction
Curriculum Pacing and Resource Guide



Course Title/ Course #: 5th Grade English Language Arts

Start day: 1

Meetings: 180 days

Course Description

In fifth grade, reading and writing skills continue to support an increased emphasis on content area learning and utilization of a variety of resources to locate and read primary sources of information. The student will read texts in all subjects and will acquire information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, compare and contrast relationships, and formulate conclusions. The student will continue to develop an appreciation for literature by reading a variety of fiction and nonfiction selections. The student will continue to increase communication skills used in learning activities and create a project using online, print, and media resources. The student will use oral and written communication skills to describe key concepts and information contained in the mathematics, science, and history and social science Standards of Learning. In addition, the student will plan, draft, revise, and edit writings to describe, to entertain, to explain, and to persuade. The student will define the meaning and consequences of plagiarism. (*English Standards of Learning for Virginia Public Schools – January 2010*).

Pacing Resources Assessments [MP1](#)

Time Frame	Standards of Learning	Required Curriculum: Units/ Topics/ Concepts	Additional Resources	Assessments
Daily Weekly Ongoing	5.1 a-d, f 5.4 c, e 5.5 l, m 5.6 l, m 5.8 j 5.9 c	MP1-Ongoing Words Their Way	Reading: Benchmark Universe Teacher’s Resources Benchmark Universe Library ***access benchmark resources through clever Florida Center for Reading Research Reading A to Z Graphic Organizers Small Group: Individual Writing Conferences Into the Book reading strategy games	Reading: -Benchmark Literacy: Informal Fluency Assessments -Reading A-Z Fluency Assessments -Benchmark Literacy: Informal Vocabulary Assessments Small Group: -Fluency Checks -Running Records -PALS Quick Checks

			<p>Word Study: Words Their Way material in schools</p> <p>Writing: Making Sense of Writer’s Workshop A Room of Writers (Video) Writing Skills Progression Chart</p>	<p>Word Study: -Weekly Writing Sorts</p> <p>Writing: -Individual Writing Conferences: Daily Making Sense of Writer’s Workshop pg. 49</p>
4 Days	5.1 a, d, f	Establishing routines and rituals of Reader’s and Writer’s Workshop: Days 1- 4	<p>The First 30 Days of School – Routines and Rituals, p.12 Anchor Chart “How and Why” Making Sense of Writer’s Workshop (pg. 147) Active Listening Video (Teaching Channel) -PALS 4th Grade Back to School Reports</p>	<p>Writing: -Baseline Writing Sample</p>
15 Days	<p>5.1 a, c-d, f 5.2 a-f 5.4 c, e 5.5 g-i, l 5.6 a, d, e, g, k- l 5.7 a-i 5.8 j</p>	<p>Benchmark Literacy: Unit 1</p> <p>Comprehension: Identify Main Idea and Supporting Details</p> <p>Metacognitive: Ask Questions</p> <p>Continue establishing routines and rituals of Reader’s and Writer’s Workshop Days 5-19</p>	<p>Reading: Flocabulary - Main Idea Main Idea – Read Works Main Idea - k12reader -Blackline Master: 6 – U1/W1 -Blackline Master: 4 – U1/W2</p> <p>Small Group: Question Creation - FCRR -Benchmark Literacy: Unit 1 Multicultural Connections and Cross-Curricular Connections</p> <p>Writing: Heart Map Flocabulary - Writing Process</p>	<p>Reading: Unit 1 Assessment ReadWorks.org -Comprehension Strategy Assessment 17-18 -Blackline Master: 5 - U1/W 1 - Blackline Master: 6 - U1/W 3 -PALS Assessments</p> <p>Word Study: - Word Study Writing Sorts</p>

15 Days	<p>5.1 a-d, f 5.2 a-i 5.3 a, b 5.4 a, c, g 5.5 a-c, 5.6 a-c, e-g 5.7 a, b 5.8 j</p>	<p>Benchmark Literacy: Unit 2</p> <p>Comprehension: Identify Sequence of Events</p> <p>Metacognitive: Determine Text Importance</p> <p>Continue establishing routines and rituals of Reader's and Writer's Workshop 20-30</p> <p>Writing: Begin - Memoirs: Unit 1, 4 Days</p>	<p>Reading: Florida Center for Reading Research Determine Importance Anchor Chart Sequence of Events Graphic Organizer Media Messages Lesson Plans (VDOE)--- Structural Patterns -Blackline Master: 6, U2/W1 -Blackline Master: 4, U2/W2 -Blackline Master: 5, U2/W2</p> <p>Small Group: Visual Thesaurus -Benchmark Literacy: Unit 2 Multicultural Connections and Cross-Curricular Connections</p> <p>Word Study: -Goal Setting/ Progress Monitoring Charts</p> <p>Writing: Interactive Brainstorming Timeline -Memoir Blackline Master: 1, 2</p>	<p>Reading: Unit 2 Assessment -Comprehension Strategy Assessment 19-20 -Blackline Master: 4 U2/W2 -Blackline Master: 6 U2/W 3</p> <p>Word Study: -Word Study Writing Sorts</p> <p>Writing: -Individual Writing Observation Record -Memoirs Blackline Master: 1/ U1</p>
5 Days	<p>5.1 d, f 5.4 b, d 5.5 i 5.6 a, g 5.7 a-f 5.8 b</p>	<p>Benchmark Literacy: Unit 3, Week 1</p> <p>Comprehension: Make Inferences</p> <p>Metacognitive: Visualize</p> <p>Writing: Continue - Memoirs Unit 1,</p>	<p>Reading: Inferring Video Clip Inferencing - Flocabulary -Blackline Master: 2 U3/ W1 -Blackline Master: U3/ W1</p> <p>Small Group: Inferring - Into the Book -Benchmark Literacy: Unit 3 Multicultural Connections and Cross-Curricular Connections</p> <p>Writing:</p>	<p>Reading: -Blackline Master: 5 U3/ W1 -Blackline Master: 6 U3/ W1</p> <p>Writing: -Memoirs Blackline Master: 4/ U1 -Memoirs Blackline Master: 6/ U1</p> <p>Word Study: -Word Study Writing Sorts</p>

		5 Days	How to Use Word Walls Adjective or Adverb - English Grammar Online	
5 Days 40-44	5.4 a, c, e, g 5.5 a-c, g-i 5.6 a, c-e, g 5.8 c, k	MP1-Review, Reteach, Assess Reading Writing: Continue – Memoirs Unit 1, 5 Days	Acing These Tests - Flocabulary Writing: Interjections Interactive - Grammaropolis Biocube - Readwritethink	Writing: -Memoirs Blackline Master: 8
1 Day	5.5 c 5.6 a 5.7 h	Benchmark Literacy: Unit 3, Week 2, Day 1 Comprehension: Make Inferences Metacognitive: Visualize Writing: Continue - Memoirs Unit 1, 1 Day	Reading: More Incredible Inferences- FCRR Visualizing Interactive -Blackline Master: 1 - U3/W2 Writing: Flocabulary - Using Descriptive Language Double negatives	Reading: -Informal Assessments for Reading Development pg. 32

Pacing Resources Assessments [MP2](#)

Time Frame	Standards of Learning	Required Curriculum: Units/ Topics/ Concepts	Additional Resources	Assessments
Daily Weekly Ongoing	5.1 a-f 5.3 a-b 5.4 e, f 5.5 a, l, m 5.6 a-d , k, l, m 5.7 a-i 5.9 a-g	MP2-Ongoing	Reading: Benchmark Universe Teacher’s Resources Benchmark Universe Library Florida Center for Reading Research Reading A to Z Graphic Organizers Small Group: Into the Book reading strategy games Word Study: Writing: Making Sense of Writer’s Workshop A Room of Writers (Video) Writing Skills Progression Chart	Reading: -Benchmark Literacy: Informal Fluency Assessments -Reading A-Z Fluency Assessments -Benchmark Literacy: Informal Vocabulary Assessments Small Group: -Fluency Checks -Running Records -PALS Quick Checks Word Study: -Weekly Writing Sorts Writing: -Individual Writing Conferences: Daily Making Sense of Writer’s Workshop pg. 49
9 Days	5.1 b, c, e 5.2 a-i 5.4 a, c 5.5 a, c, f, h, i, k 5.6 a, g 5.7 c-i 5.8 i 5.9 c	Benchmark Literacy: Unit 3, Weeks 2, Days 2-5; Week 3, Days 1-5 Comprehension: Make Inferences Metacognitive: Visualize Writing: Continue - Memoirs Unit	Reading: K12reader.com- Inference Practice Reading Strategy Ideas Synonyms- Henryanker.com Multiple Meanings - Henryanker -Blackline Master: 3 - U3/ W2 Small Group: Inference Innovations- FCRR DRTA-NEA Writing:	Reading: Unit 3 Assessment - Comprehension Strategy Assessment 23-24 - Blackline Master: 4 - U3/W2 - Blackline Master: 2 – U3/W3 - Blackline Master: 6 –U3/ W3 -Reader’s Theatre Assessment Rubric (pp. 101-103, 108 in Informal Assessments for Fluency Development)

		1, 9 Days	Double Negatives - Grammar Monster -Memoirs Checklist	Word Study: Word Study Writing Sorts Writing: Memoirs Blackline Master: 7
15 Days	5.1 a-f 5.2 a-i 5.3 a-b 5.4 a, c, d- f 5.5 b, e, h, 5.6 a-c, e, f, 5.7 a-i 5.8 a, e, 5.9 a-e	Benchmark Literacy: Unit 4 Comprehension: Summarize Information Metacognitive: Fix-Up Monitoring Writing: End - Memoirs Unit 1, 6 Days Begin - Historical Fiction, Unit 2, 9 Days	Reading: Short Circuit-Word Roots Interactive Sum It Up: Reading Quest Click and Clunk Strategy: Readingrockets -Blackline Master: 2 -U4/ W1 -Blackline Master: 3 -U4/ W1 -Blackline Master: 6 -U4/W3 Small Group: Affix Sort:FCRR -Small- Group Teacher Guide: Unit 4 , Week 1; “Homework from the Future; The Encouragement App”, Model Identifying Hyperbole (p. 2); Blackline Master: 1 Vocabulary Author’s Style, 5.5 e -Benchmark Literacy: Unit 4 Multicultural Connections and Cross-Curricular Connections Analyze Character Writing: Readwritethink.org (Writing and Role Play) -Historical Fiction Blackline Master: 5, 6	Unit 4 Assessment -Comprehension Strategy Assessment 29-30 -Blackline Master: 5 - U4/ W1 -Blackline Master: 6 - Week 1 -Blackline Master: 4 - Week 2 -Blackline Master: 4 - Week 3 -Reader’s Theatre Assessment Rubric (pp. 101-103, 108 in Informal Assessments for Fluency Development) Word Study: -Word Study Writing Sort Writing: -Memoir Blackline Master: 9 -Memoirs Checklist -Memoirs Evaluation Rubric
15 Days	5.1 a-f 5.3 a, b 5.4 a, c, f 5.5 a-c 5.6 a-c, f, j 5.7 a-i 5.8 c, d, f, g 5.9 a-g	Benchmark Literacy: Unit 5 Comprehension: Compare and Contrast Metacognitive: Determine Text	Reading: Antonyms: Henryancker Character Consideration: FCRR Compare and Contrast: Readworks -Blackline Master: 2 - U5/ W1 -Blackline Master: 3 - U5/ W1 Small Group:	Unit 5 Assessment -Comprehension Strategy Assessment 7-8 -Blackline Master: 5 – U5/ W1 -Blackline Master: 6 – U5/W1 -Blackline Master: 4 – U5/W2 -Reader’s Theatre Assessment Rubric (pp. 101-103, 108 in

		<p>Importance</p> <p>Writing: Continue - Historical Fiction, Unit 2, 15 Days</p>	<p>Affix Fit: FCRR -Benchmark Literacy: Unit 5 Multicultural Connections and Cross-Curricular Connections</p> <p>Writing: -Historical Fiction Blackline Master: 10, 11 -Historical Fiction Checklist</p>	<p>Informal Assessments for Fluency Development)</p>
5 Days	<p>5.4 a-e 5.5 b-c, e, f, h, i, k 5.6 a, c, f, g, j</p>	<p>MP2-Review, Reteach, Assess</p> <p>Writing: End - Historical Fiction, Unit 2, 6 Days</p>	<p>Reading: Acing These Tests - Flocabulary</p> <p>Writing: -Historical Fiction Student Self-Reflection Sheet</p>	<p>-Performance and project share -Interactive Achievement</p> <p>Writing: -Historical Fiction Evaluation Rubric</p>

Pacing Resources Assessments MP3

Time Frame	Standards of Learning	Required Curriculum: Units/ Topics/ Concepts	Additional Resources	Assessments
Daily Weekly Ongoing	5.1 a-f 5.3 a-b 5.4 c, e, f 5.5 a, i, k, l, m 5.6 k, l, m	MP3-Ongoing	<p>Reading: Benchmark Universe Teacher’s Resources Benchmark Universe Library Florida Center for Reading Research Reading A to Z Graphic Organizers</p> <p>Small Group: E-books information Into the Book reading strategy games</p> <p>Word Study: Words Their Way materials Fcrr.org</p> <p>Writing: Making Sense of Writer’s Workshop A Room of Writers (Video) Writing Skills Progression Chart</p>	<p>Reading: -Benchmark Literacy: Informal Fluency Assessments -Reading A-Z Fluency Assessments -Benchmark Literacy: Informal Vocabulary Assessments</p> <p>Small Group: -Fluency Checks -Running Records -PALS Quick Checks -Individual reading conferences</p> <p>Word Study: -Weekly Writing Sorts</p> <p>Writing: -Individual Writing Conferences: Daily Making Sense of Writer’s Workshop pg. 49</p>
15 Days	5.1 a-f 5.4 a, c, f, g 5.5 a, b, d-e, g, j 5.6 a-c, h, j, f 5.7 a-i 5.8 h, i 5.9 a-g	<p>Benchmark Literacy: Unit 6</p> <p>Comprehension: Identify Cause and Effect</p> <p>Metacognitive: Make Connections</p> <p>Writing:</p>	<p>Reading: Florida Center for Reading Research Cause and Effect: readworks.com Cause and Effect Graphic Organizers -PALS Mid-Year Reading Levels and Spelling/Phonics Knowledge charts -Blackline Master: 6 – U6/W1 -Blackline Master: 4 - U6/W3</p> <p>Small Group: FCRR Root Hoot</p>	<p>Reading: Unit 6 Assessment -Comprehension Strategy Assessment 15-16 -Blackline Master: 5 - U6/ W1 -Blackline Master: 4 - U6/ W2 -Reader’s Theatre Assessment Rubric (pp. 101-103, 108 in Informal Assessments for Fluency Development)</p>

		<p>Begin - Informational Reports Unit 3, 15 Days</p>	<p>-Benchmark Literacy: Unit 6 Multicultural Connections and Cross-Curricular Connections</p> <p>Writing: Search Engines for Informational Reports -Informational Report Topic Ideas Evaluation Rubric</p>	<p>Writing: - Informational Reports Blackline Master: 1</p>
15 Days	<p>5.1 a-f 5.2 a-i 5.3 a-b 5.4 a, c, f, g 5.5 b - c, i, 5.6 a, b, f, g, 5.7 a-i 5.8 j, k 5.9 a-g</p>	<p>Benchmark Literacy: Unit 7</p> <p>Comprehension: Draw Conclusions</p> <p>Metacognitive: Make Inferences</p> <p>Writing: End - Informational Reports Unit 3, 15 Days</p>	<p>Reading: Draw Conclusions: readworks.com -Blackline Master: 5 - U7/ W1 -Blackline Master: 6 - U7/ W3</p> <p>Small Group: FCRR If the Clue Fits -Benchmark Literacy: Unit 7 Multicultural Connections and Cross-Curricular Connections</p> <p>Writing: -Informational Reports Checklist -Informational Reports Student Self-Reflection Sheet</p>	<p>Reading: Unit 7 Assessment -Comprehension Strategy Assessment 9-10 -Blackline Master: 6 – U7/W1 -Blackline Master: 4 - U7/ W2 -Reader’s Theatre Assessment Rubric (pp. 101-103, 108 in Informal Assessments for Fluency Development)</p> <p>Writing: -Informational Reports Evaluation Rubric</p>
10 Days	<p>5.1 a, d 5.4 g 5.5 b-e, 5.6 a, d, f 5.7 a-c 5.8 g,</p>	<p>Benchmark Literacy: Unit 8, Weeks 1 and 2</p> <p>Comprehension: Author’s Purpose</p> <p>Metacognitive: Summarize and Synthesize</p> <p>Writing:</p>	<p>Reading: PIE - Flocabulary Text Analysis - FCRR Check EDSitement</p> <p>-Blackline Master: 4 - U8/W2 -Blackline Master: 2 - U8/ W1 -Blackline Master: 6 - U8/ W1</p> <p>Small Group:</p>	<p>Reading: - Comprehension Strategy Assessment 11-12 -Blackline Master: 3 - U8/ W1 -Blackline Master: 5 - U8/ W1</p> <p>Writing: -Persuasive Letters Blackline Master: 4</p>

		<p>Begin - Persuasive Letters Unit 4, 10 Days</p>	<p>Sum-thing Special Word Winner</p> <p>-Benchmark Literacy: Unit 8 Multicultural Connections and Cross-Curricular Connections</p> <p>Word Study: Word Study Monitoring Chart</p> <p>Writing: Readwritethink.org :Letter Generator -Persuasive Letter Features Blackline Master: 1 -Persuasive Letter Topic Ideas Evaluation Rubric Blackline Master: 2</p>	
6 Days	<p>5.4 a, c, g 5.5 b-e, g, i, j, 5.6 a, c, d, h, j, f</p>	<p>MP3-Review, Reteach, Assess</p> <p>MP3 Project and Performance Day</p> <p>Writing: Continue - Persuasive Letters Unit 4, 3 Days</p>	<p>Reading: Acing These Tests - Flocabulary</p> <p>Writing: -Persuasive Letters Planning Chart -Cross-curricular project</p> <p>Writing: Flocabulary: Persuasive Language</p>	

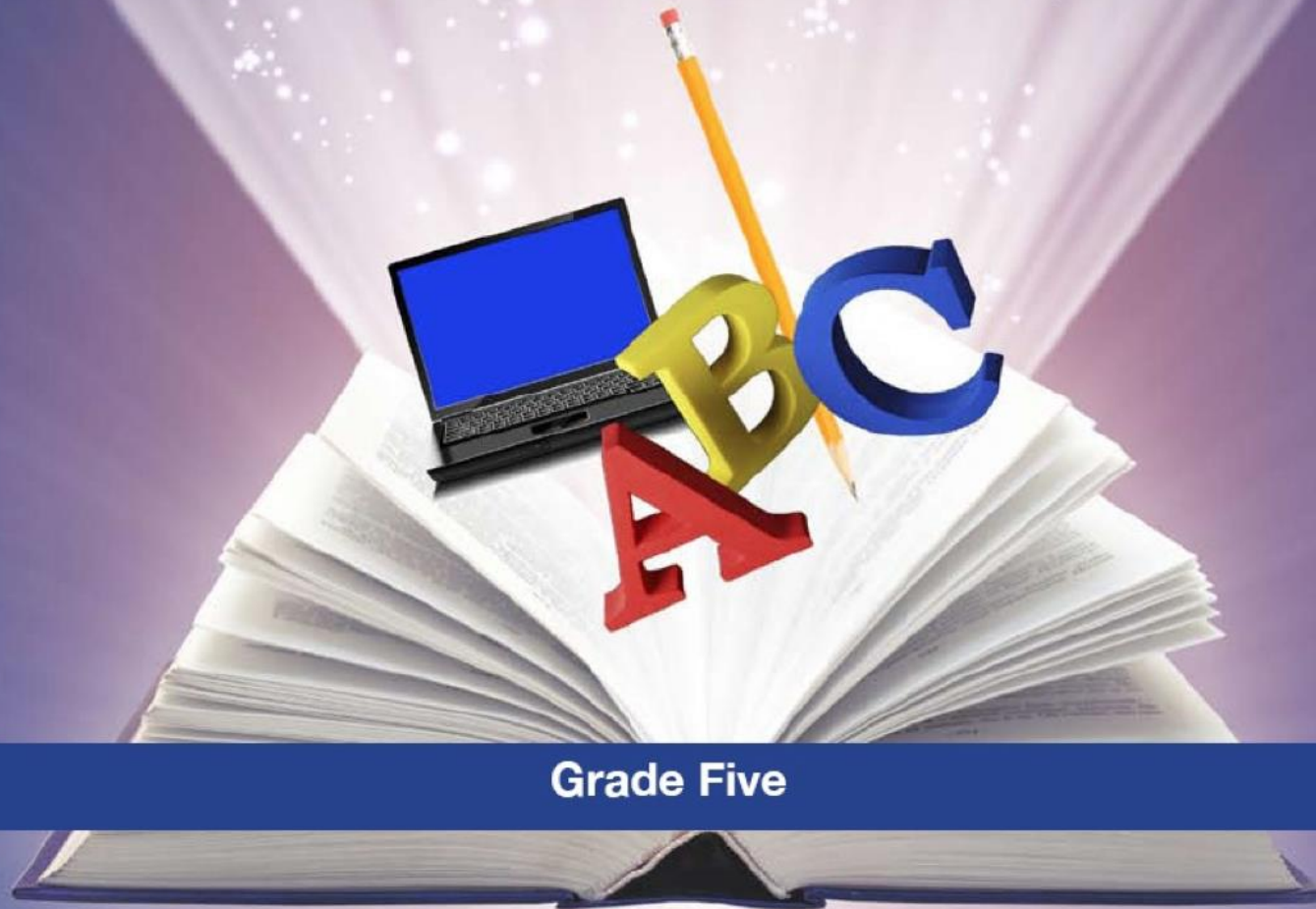
Pacing Resources Assessments MP4

Time Frame	Standards of Learning	Required Curriculum: Units/ Topics/ Concepts	Additional Resources	Assessments
Daily Weekly Ongoing	5.1 a-f 5.3 a-b 5.4 e, f 5.5 a, i, k-m 5.6 a, b, d, k-m 5.7 a-i 5.9 a-g	MP4-Ongoing	<p>Reading: Benchmark Universe Teacher’s Resources Benchmark Universe Library Florida Center for Reading Research Reading A to Z Graphic Organizers</p> <p>Small Group: Into the Book reading strategy games</p> <p>Word Study:</p> <p>Writing: Making Sense of Writer’s Workshop A Room of Writers (Video) Writing Skills Progression Chart</p>	<p>Reading: -Benchmark Literacy: Informal Fluency Assessments -Reading A-Z Fluency Assessments -Benchmark Literacy: Informal Vocabulary Assessments</p> <p>Small Group: -Fluency Checks -Running Records -PALS Quick Checks</p> <p>Word Study: -Weekly Writing Sorts</p> <p>Writing: -Individual Writing Conferences: Daily Making Sense of Writer’s Workshop pg. 49</p>

2 Days	5.1 c, e 5.2 a-i 5.4 a-c, g 5.5 b, e, j 5.6 e, f 5.7 a-i	Benchmark Literacy: Unit 8, Week 3 (condensed) Comprehension: Author's Purpose Metacognitive: Summarize and Synthesize Writing: Continue - Persuasive Letters Unit 4, 2 Days	Reading: Summarizing - VDOE -Blackline Master: 4 - U8/ W3 Small Group: Benchmark Literacy: Unit 8 Multicultural Connections and Cross-Curricular Connections Word Study: Word Study Monitoring Chart: PDToolkit Writing: Causes and Effects of the Civil War – Mr. Nussbaum	Unit 8 Assessment -Comprehension Strategy Assessment 11-12 pg. 58 -Reader's Theatre Assessment Rubric (pp. 101-103, 108 in Informal Assessments for Fluency Development)
15 Days	5.1 a-d, f 5.2 a-i 5.3 a, b 5.4 a, b 5.5 b, e, g 5.6 a, d, e, g, i 5.7 a-i 5.8 , di, k 5.9 a-g	Benchmark Literacy: Unit 9 Comprehension: Fact and Opinion Metacognitive: Make Connections Writing: End – Persuasive Letters Unit 4, 15 Days	Reading: Fact and Opinion Make Connections Choice Meanings Context Clues FCRR -Blackline Master: 3 - U9/ W1 -Blackline Master: 4 - U9/ W2 -Blackline Master: 5 - U9/ W2 -Blackline Master: 4 - U9/ W3 Small Group: Connections and Cross-Curricular Connections Writing: -Benchmark Literacy: Unit 9 Multicultural	Reading: -Blackline Master: 5- U9/ W1 -Blackline Master: 6 - U9/W1 -Reader's Theatre Assessment Rubric (pp. 101-103, 108 in Informal Assessments for Fluency Development) Unit 9 Assessment (The link will take you to Unit 1. You must scroll through to the unit.) -Comprehension Strategy Assessment 13-14 Writing:

5 Days	5.4 a, b, c, g 5.5 b, e, g, j 5.6 a, d, e, g, i	MP4-Review, Reteach, Assess Begin – Biography Unit 5, 5 Days	Acing These Tests - Flocabulary	-Performance and project share
15 Days	5.1 a-f 5.2 a-i 5.4 b, c 5.5 a, d, e, f, i 5.6 a, b, e-h 5.7 a-i 5.8 g, k 5.9 a-g	Benchmark Literacy: Unit 10 Comprehension: Make Judgments Metacognitive: Ask Questions Writing: Bine - Biography Unit 5, 15 Days	Reading: Multiple Meanings - FCRR -Blackline Master: 3 - U10/ W1 -Blackline Master: 4 - U10/ W2 (poem) Small Group: -Benchmark Literacy: Unit 10 Multicultural Connections and Cross-Curricular Connections -Biography Checklist-Biography Features Blackline Master: 1 -Biography Topic Ideas Evaluation Rubric Blackline Master: 2 -Biography Blackline Master: 6 -Biography Blackline Master: 9	Unit 10 Assessment -Comprehension Strategy Assessment 25-26 pg. 86 -Blackline Master: 5 - U10/ W1 -Blackline Master: 2 - U10/ W3 -Blackline Master: 4 - U10/ W3 -Reader’s Theatre Assessment Rubric (pp. 101-103, 108 in Informal Assessments for Fluency Development)
8 Days	5.1 d 5.2 a-i	MP4 – Performance and Project Share End – Biography, Unit 5, 5 Days	-Cross-curricular project Writing: -Biography Student Self-Reflection Sheet	-Performance and project share Writing: -Biography Evaluation Rubric

English Standards of Learning CURRICULUM FRAMEWORK 2010



Grade Five

Board of Education, Commonwealth of Virginia

Standard 5.1 Strand: communication: speaking, listening, media literacy

Grade Level 5

At the fifth-grade level, students will continue to refine their oral-communication skills. They will further develop their ability as active listeners and as effective participants in large- and small-group activities. They will improve their skills in planning oral presentations and using grammatically correct language and specific vocabulary when delivering oral presentations, as well as including visual aids and appropriate gestures to enhance their delivery. Students will be able to summarize their presentations before delivery and summarize the presentations of others after listening to them.

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) **Participate in and contribute to discussions across content areas.**
- b) **Organize information to present in reports of group activities.**
- c) **Summarize information gathered in group activities.**
- d) **Communicate new ideas to others.**
- e) **Demonstrate the ability to collaborate with diverse teams.**
- f) **Demonstrate the ability to work independently.**

<p>UNDERSTANDING THE STANDARD (Teacher Notes)</p>	<p>ESSENTIAL UNDERSTANDINGS</p>	<p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p>
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to develop the skills necessary to participate in large- and small-group learning activities. • Students will be active participants in discussions across content areas. They will become able to assume the role of the speaker and the role of the listener. • Students will refine their organizational skills in preparing, presenting, and summarizing information gathered in group activities. • Students will also be able to summarize their own material prior to delivering a presentation. 	<p>All students should</p> <ul style="list-style-type: none"> • participate effectively in subject-related group learning activities. • use their organizational skills in preparing, presenting, and summarizing information gathered in group activities. • communicate and collaborate with diverse teams while maintaining the ability to work independently as necessary to accomplish assigned tasks. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • participate in a range of discussions building on others’ ideas and clearly expressing their own (e.g., one-on-one, in groups, teacher-led). • follow rules for discussions and assigned group roles. • participate as active listeners in group learning activities by: <ul style="list-style-type: none"> ◦ listening for main ideas; ◦ listening for sequence of ideas; and ◦ taking notes. • participate as informed contributors in subject-related group learning activities by: <ul style="list-style-type: none"> ◦ asking and answering questions at appropriate times; ◦ responding to specific questions by making comments that contribute to the discussion and elaborating on the remarks of others; ◦ communicating new ideas to others; ◦ clarifying confusing points; ◦ summarizing main ideas;

Standard 5.1 Strand: communication: speaking, listening, media literacy

Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) Participate in and contribute to discussions across content areas.**
- b) Organize information to present in reports of group activities.**
- c) Summarize information gathered in group activities.**
- d) Communicate new ideas to others.**
- e) Demonstrate the ability to collaborate with diverse teams.**
- f) Demonstrate the ability to work independently.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none">◦ organizing information from group discussion for presentation;◦ preparing a prewriting tool (e.g., outline, web, or graphic organizer) for presentation prior to delivery; and◦ summarizing a presentation orally prior to delivery.• exhibit the ability to collaborate with diverse teams.• demonstrate that they can work independently on group-related tasks.

Standard 5.2 Strand: communication: speaking, listening, media literacy Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

- a) **Maintain eye contact with listeners.**
- b) **Use gestures to support, accentuate, and dramatize verbal message.**
- c) **Use facial expressions to support and dramatize verbal message.**
- d) **Use posture appropriate for communication setting.**
- e) **Determine appropriate content for audience.**
- f) **Organize content sequentially around major ideas.**
- g) **Summarize main points as they relate to main idea or supporting details.**
- h) **Incorporate visual media to support the presentation.**
- i) **Use language and style appropriate to the audience, topic, and purpose.**

<p>UNDERSTANDING THE STANDARD (Teacher Notes)</p>	<p>ESSENTIAL UNDERSTANDINGS</p>	<p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p>
<ul style="list-style-type: none"> • The intent of this standard is that students will learn to plan and deliver oral presentations. • Students will enhance their oral presentations with appropriate body language, correct posture, and eye contact with listeners. • Students will begin to use dramatic gestures and facial expressions that are suitable to the content and the audience. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how gestures, facial expressions, posture, and body language affect delivery of the message. • select and organize information when preparing for an oral presentation. • use visual aids when preparing for an oral presentation. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • demonstrate appropriate eye contact with listeners. • use appropriate facial expressions and gestures to support, accentuate, or dramatize the message. • speak clearly at an understandable pace. • use acceptable posture according to the setting and the audience. • select information that develops the topic and is appropriate for the audience. • report on a topic or text sequencing ideas logically and using relevant facts and descriptive details to support main ideas or themes. • narrow the topic. • organize content sequentially and group together related information. • put information in order, providing an overview of the information at the beginning or a summary of the information at the end. • create and/or use visual aids in presentations when appropriate to enhance

Standard 5.2 Strand: communication: speaking, listening, media literacy Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

- a) Maintain eye contact with listeners.**
- b) Use gestures to support, accentuate, and dramatize verbal message.**
- c) Use facial expressions to support and dramatize verbal message.**
- d) Use posture appropriate for communication setting.**
- e) Determine appropriate content for audience.**
- f) Organize content sequentially around major ideas.**
- g) Summarize main points as they relate to main idea or supporting details.**
- h) Incorporate visual media to support the presentation.**
- i) Use language and style appropriate to the audience, topic, and purpose.**

UNDERSTANDING THE STANDARD <i>(Teacher Notes)</i>	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		development of themes and/or main ideas (e.g., graphics, sound). <ul style="list-style-type: none">• use grammatically correct language.• expand, combine, and reduce sentences for meaning, interest, and style.• use specific vocabulary and style to enhance oral presentations.

Standard 5.3 Strand: communication: speaking, listening, media literacy Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 5.3 The student will learn how media messages are constructed and for what purposes.**
- a) **Differentiate between auditory, visual, and written media messages.**
 - b) **Identify the characteristics and effectiveness of a variety of media messages.**

<p>UNDERSTANDING THE STANDARD (Teacher Notes)</p>	<p>ESSENTIAL UNDERSTANDINGS</p>	<p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p>
<ul style="list-style-type: none"> • The intent of this standard is that students will learn all media messages are constructed and that to understand the whole meaning of the message they can <i>deconstruct</i> it, looking at the following attributes: <ul style="list-style-type: none"> ◦ Authorship (Who constructed the message?) ◦ Format (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, children’s voices.) ◦ Audience (Who is the person or persons meant to receive the message? How will different people <i>interpret</i> the message?) ◦ Content (This is not just the visible content but the <i>embedded</i> content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.) ◦ Purpose (Why is the message being sent—is it meant to persuade, inform, entertain, sell, or a combination of these?) • Auditory media can be heard (e.g., music, radio shows, podcasts). 	<p>All students should</p> <ul style="list-style-type: none"> • understand media messages are constructed and students have the ability to deconstruct messages by looking at several attributes: authorship, format, audience, content, and purpose. • understand how to evaluate the effectiveness of a media message by examining the various attributes of messages. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • access media messages and identify what types of media are used. • identify the attributes of a constructed message (i.e., authorship, format, audience, content, and purpose). • deconstruct several types of media messages by addressing the main question(s) raised by the media attributes. • create age-appropriate media messages (e.g., videos, podcasts, print advertisements) for evaluation, focusing on effectiveness of the message.

Standard 5.3 Strand: communication: speaking, listening, media literacy Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 5.3 The student will learn how media messages are constructed and for what purposes.**
- a) Differentiate between auditory, visual, and written media messages.**
 - b) Identify the characteristics and effectiveness of a variety of media messages.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none">• Visual media can be viewed (e.g., television, video, Web-based materials, print ads).• Written media includes text (e.g., newspapers, magazines, books, blogs).		

Focus Strand: Reading Grade Level 5

At the fifth-grade level, students will become increasingly independent readers of a variety of literary forms. Strategies such as word analysis and the use of context clues and word references will help students increase fluency as well as comprehension. They will begin to read text critically in order to examine implied relationships and understandings, recognize how character and plot are developed, and formulate and justify opinions about the text. They will organize the information they extract from the text and represent their understandings on charts, maps, and graphs.

Standard 5.4 Strand: Reading Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

5.4 The student will expand vocabulary when reading.

- a) Use context to clarify meaning of unfamiliar words and phrases.
- b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
- d) Identify an author's use of figurative language.
- e) Use dictionary, glossary, thesaurus, and other word-reference materials.
- f) Develop vocabulary by listening to and reading a variety of texts.
- g) Study word meanings across content areas.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to build vocabulary by applying their knowledge of word structure and context clues to determine the meanings of unfamiliar words. • Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to read accurately multisyllabic words in context and out. • Students will build their knowledge of word origins by learning about Greek and Latin affixes. • Students will also use word-reference materials to learn new words. • Homophones are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/ principal, prince/prints). • An author may use a word or phrase <i>figuratively</i> for purposes of comparison, emphasis, or to provide clarity. Such language 	<p>All students should</p> <ul style="list-style-type: none"> • apply knowledge of word structure and context clues to determine the meanings of unfamiliar words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use context as a clue to infer the correct meanings of unfamiliar words and phrases. • use context and sentence structure to determine meanings and differentiate among multiple meanings of words. • apply knowledge of roots, affixes (prefixes and suffixes), synonyms, antonyms, and homophones. • begin to learn about Greek and Latin affixes. • understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation. • understand how a prefix changes the meaning of a root word. • identify when an author uses language figuratively. • use word references and context clues to determine which meaning is appropriate in a given situation. • identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed. • develop vocabulary by listening to and reading a variety of texts.

Standard 5.4 Strand: Reading Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

5.4 The student will expand vocabulary when reading.

- a) Use context to clarify meaning of unfamiliar words and phrases.
- b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
- d) Identify an author's use of figurative language.
- e) Use dictionary, glossary, thesaurus, and other word-reference materials.
- f) Develop vocabulary by listening to and reading a variety of texts.
- g) Study word meanings across content areas.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
requires the reader to comprehend beyond the literal meaning of the text.		• study cross-curricular vocabulary.

Standard 5.5 Strand: Reading Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

- a) Describe the relationship between text and previously read materials.
- b) Describe character development.
- c) Describe the development of plot and explain the resolution of conflict(s).
- d) Describe the characteristics of free verse, rhymed, and patterned poetry.
- e) Describe how an author's choice of vocabulary contributes to the author's style.
- f) Identify and ask questions that clarify various points of view.
- g) Identify main idea.
- h) Summarize supporting details from text.
- i) Draw conclusions and make inferences from text.
- j) Identify cause and effect relationships.
- k) Make, confirm, or revise predictions.
- l) Use reading strategies throughout the reading process to monitor comprehension.
- m) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to demonstrate comprehension of a selection by using before-, during-, and after-reading strategies. • Students will continue to read and comprehend fictional texts, narrative nonfiction texts, and poetry. • Narrative nonfiction is a retelling in story format about real people, animals, places or events. It contains facts and is usually in chronological order (e.g., autobiographies and biographies). <p>Students will become critical readers by analyzing point of view, word choice, plot, beginnings and endings, and character development.</p>	<p>All students should</p> <ul style="list-style-type: none"> • choose from a variety of comprehension strategies. • read a variety of fictional texts, narrative nonfiction texts, and poetry. • describe character and plot development. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • discuss the similarities and differences between a text and previously read materials (e.g., compare and contrast characters). • understand that characters are developed by: <ul style="list-style-type: none"> ◦ what is directly stated in the text; ◦ their speech and actions; and ◦ what other characters in the story say or think about them. • understand that some characters change during the story or poem and some characters stay the same. • understand that the main character has a conflict that usually gets resolved. • identify the conflict or problem of the plot. • understand that plot is developed through a series of events. • identify the events in sequence that lead to resolution of the conflict.

Standard 5.5 Strand: Reading Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

- a) Describe the relationship between text and previously read materials.
- b) Describe character development.
- c) Describe the development of plot and explain the resolution of conflict(s).
- d) Describe the characteristics of free verse, rhymed, and patterned poetry.
- e) Describe how an author's choice of vocabulary contributes to the author's style.
- f) Identify and ask questions that clarify various points of view.
- g) Identify main idea.
- h) Summarize supporting details from text.
- i) Draw conclusions and make inferences from text.
- j) Identify cause and effect relationships.
- k) Make, confirm, or revise predictions.
- l) Use reading strategies throughout the reading process to monitor comprehension.
- m) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will continue to further their knowledge of plot and character and their understanding of how each is developed in a literacy selection. • Students will then locate information in the text to support their predictions and conclusion. • To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): <ul style="list-style-type: none"> ◦ independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong. ◦ instructional level – 90-97% accuracy, or three to ten words of every 100 words 		<ul style="list-style-type: none"> • discuss why an author might have used particular words and phrases. • identify the characteristics of free verse (poetry with neither regular meter nor rhyme scheme), rhymed poetry, and patterned poetry. • describe how an author's choice of vocabulary contributes to the author's style. • identify and ask questions that clarify various points of view. • identify main idea or theme. • summarize supporting details from text. • draw conclusions/make inferences from text. • identify cause and effect relationships. • make, confirm, or revise predictions. • become aware of when they do not understand (e.g., by reflecting upon and

Standard 5.5 Strand: Reading Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.**
- a) Describe the relationship between text and previously read materials.
 - b) Describe character development.
 - c) Describe the development of plot and explain the resolution of conflict(s).
 - d) Describe the characteristics of free verse, rhymed, and patterned poetry.
 - e) Describe how an author’s choice of vocabulary contributes to the author’s style.
 - f) Identify and ask questions that clarify various points of view.
 - g) Identify main idea.
 - h) Summarize supporting details from text.
 - i) Draw conclusions and make inferences from text.
 - j) Identify cause and effect relationships.
 - k) Make, confirm, or revise predictions.
 - l) Use reading strategies throughout the reading process to monitor comprehension.
 - m) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored.</p> <ul style="list-style-type: none"> ◦ frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected. <ul style="list-style-type: none"> • The table below presents the results of research on oral reading fluency rates for students at the 90th, 75th and 50th percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for fifth-grade students reading fifth-grade text: 		<p>articulating what exactly is causing difficulty).</p> <ul style="list-style-type: none"> • read familiar text with fluency, accuracy, and expression to support comprehension. • recognize structural elements of poems (e.g., verse, rhythm) and drama (e.g., casts, dialogue).

Standard 5.5 Strand: Reading Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

- a) Describe the relationship between text and previously read materials.
- b) Describe character development.
- c) Describe the development of plot and explain the resolution of conflict(s).
- d) Describe the characteristics of free verse, rhymed, and patterned poetry.
- e) Describe how an author's choice of vocabulary contributes to the author's style.
- f) Identify and ask questions that clarify various points of view.
- g) Identify main idea.
- h) Summarize supporting details from text.
- i) Draw conclusions and make inferences from text.
- j) Identify cause and effect relationships.
- k) Make, confirm, or revise predictions.
- l) Use reading strategies throughout the reading process to monitor comprehension.
- m) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)				ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<u>Percentile</u>	<u>Fall WCPM</u>	<u>Midyear WCPM</u>	<u>Spring WCPM</u>		
90	166	182	194		
75	139	156	168		
50	110	127	139		
Hasbrouck, J.E., & Tindal, G.A., 2006					
<ul style="list-style-type: none"> When fully developed, reading <i>fluency</i> refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension.* 					
				* Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. <i>Scientific Studies of Reading</i> . (Special Issue on Fluency. Editors: E. Kame'enui & D. Simmons). 5, p. 211-238.	

* Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. *Scientific Studies of Reading*. (Special Issue on Fluency. Editors: E. Kame'enui & D. Simmons). 5, p. 211-238.

Standard 5.6 Strand: Reading Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 5.6 The student will read and demonstrate comprehension of nonfiction texts.**
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
 - b) Use prior knowledge and build additional background knowledge as context for new learning.
 - c) Skim materials to develop a general overview of content and to locate specific information.
 - d) Identify the main idea of nonfiction texts.
 - e) Summarize supporting details in nonfiction texts.
 - f) Identify structural patterns found in nonfiction.
 - g) Locate information to support opinions, predictions, and conclusions.
 - h) Identify cause and effect relationships following transition words signaling the pattern.
 - i) Differentiate between fact and opinion.
 - j) Identify, compare, and contrast relationships.
 - k) Identify new information gained from reading.
 - l) Use reading strategies throughout the reading process to monitor comprehension.
 - m) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will read and demonstrate comprehension of nonfiction texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. • Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies (e.g., using graphic organizers, question generation, and summarization). • <i>Before</i> reading, students will use text organizers to predict and categorize information. • <i>During</i> reading, students will formulate questions and make and revise ongoing 	<p>All students should</p> <ul style="list-style-type: none"> • preview, pose questions, and make predictions before reading. • understand how the organizational patterns make the information easier to comprehend. • make connections between what they read in the selection and their prior knowledge. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use text features, such as type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts. • apply prior knowledge to make predictions and build additional background knowledge as context for learning. • skim material from print and digital texts to develop a general overview or to locate specific information. • determine the main idea of a text and summarize supporting key details. • identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order. • identify specific information in text that supports predictions.

Standard 5.6 Strand: Reading Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 5.6 The student will read and demonstrate comprehension of nonfiction texts.**
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
 - b) Use prior knowledge and build additional background knowledge as context for new learning.
 - c) Skim materials to develop a general overview of content and to locate specific information.
 - d) Identify the main idea of nonfiction texts.
 - e) Summarize supporting details in nonfiction texts.
 - f) Identify structural patterns found in nonfiction.
 - g) Locate information to support opinions, predictions, and conclusions.
 - h) Identify cause and effect relationships following transition words signaling the pattern.
 - i) Differentiate between fact and opinion.
 - j) Identify, compare, and contrast relationships.
 - k) Identify new information gained from reading.
 - l) Use reading strategies throughout the reading process to monitor comprehension.
 - m) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>predictions and inferences, using given information.</p> <ul style="list-style-type: none"> • <i>After</i> reading, students will confirm or dismiss previous predictions and inferences. Students will also summarize content, identify important ideas, provide details, formulate opinions, and use writing to clarify their thinking (e.g., graphic organizers, responsive journaling). • Interactions between reader and text will become more sophisticated and deliberate as students make inferences, formulate opinions, and write to clarify their thinking. • Prosody refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to 		<ul style="list-style-type: none"> • form opinions and draw conclusions from the selection. • locate details to support opinions, predictions, and conclusions. • identify cause and effect relationships following transition words signaling the pattern. • distinguish between fact and opinion. • identify, compare, and contrast relationships between characters, events, and facts. • compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. • identify new information learned from reading. • become aware of when they do not understand (e.g., by reflecting upon and

Standard 5.6 Strand: Reading Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 5.6 The student will read and demonstrate comprehension of nonfiction texts.**
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
 - b) Use prior knowledge and build additional background knowledge as context for new learning.
 - c) Skim materials to develop a general overview of content and to locate specific information.
 - d) Identify the main idea of nonfiction texts.
 - e) Summarize supporting details in nonfiction texts.
 - f) Identify structural patterns found in nonfiction.
 - g) Locate information to support opinions, predictions, and conclusions.
 - h) Identify cause and effect relationships following transition words signaling the pattern.
 - i) Differentiate between fact and opinion.
 - j) Identify, compare, and contrast relationships.
 - k) Identify new information gained from reading.
 - l) Use reading strategies throughout the reading process to monitor comprehension.
 - m) Read with fluency and accuracy.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
reading fluency and comprehension.		articulating what exactly is causing difficulty). <ul style="list-style-type: none">• read familiar text with fluency, accuracy, and prosody.

Focus Strand: Writing Grade Level 5

At the fifth-grade level, students will continue to grow as writers as they write to describe, to inform, to entertain, to explain, and to persuade. They will spend more time on revising and editing their work as they gain greater understanding of written expression. Precise and descriptive vocabulary and varied sentence structure will become important tools for creating tone and voice within a text. Students will be expected to have greater control over the conventions of writing, including sentence formation, grammar, capitalization, spelling, and punctuation.

Standard 5.7 Strand: Writing Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

- a) **Identify intended audience.**
- b) **Use a variety of prewriting strategies.**
- c) **Organize information to convey a central idea.**
- d) **Write a clear topic sentence focusing on the main idea.**
- e) **Write multi-paragraph compositions.**
- f) **Use precise and descriptive vocabulary to create tone and voice.**
- g) **Vary sentence structure by using transition words.**
- h) **Revise for clarity of content using specific vocabulary and information.**
- i) **Include supporting details that elaborate the main idea.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to write as a method of communication and as a means of expressing themselves. • Students will organize their thoughts and choose appropriate vocabulary to convey their message effectively. • There will be a continued emphasis on the students' ability to shape and control language purposefully and to master the features of the composing and written expression domains. • Voice shows an author's personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. • The three domains of writing are <ul style="list-style-type: none"> ◦ composing – the structuring and elaborating a writer does to construct an effective message for readers (e.g., staying on topic; beginning, 	<p>All students should</p> <ul style="list-style-type: none"> • plan and organize information as they write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. • use precise, descriptive vocabulary and vary sentence structure as they revise for clarity. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge of the writing domains of composing, written expression, and usage/mechanics. • produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience. • recognize different modes of writing have different patterns of organization <ul style="list-style-type: none"> ◦ informative/explanatory <ul style="list-style-type: none"> – clearly introduce a topic and group related information in paragraphs – use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic – use specific vocabulary to inform and explain the topic; and – provide a concluding statement or section related to the topic ◦ narrative <ul style="list-style-type: none"> – organize an event sequence that unfolds naturally – use transition words and phrases for sentence variety and to

Standard 5.7 Strand: Writing Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

- a) **Identify intended audience.**
- b) **Use a variety of prewriting strategies.**
- c) **Organize information to convey a central idea.**
- d) **Write a clear topic sentence focusing on the main idea.**
- e) **Write multi-paragraph compositions.**
- f) **Use precise and descriptive vocabulary to create tone and voice.**
- g) **Vary sentence structure by using transition words.**
- h) **Revise for clarity of content using specific vocabulary and information.**
- i) **Include supporting details that elaborate the main idea.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>middle, and end);</p> <ul style="list-style-type: none"> ◦ written expression – those features that show the writer purposefully shaping and controlling language to affect readers (e.g., specific vocabulary, descriptive words, tone/voice); and ◦ usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse (e.g., spelling, punctuation, capitalization, grammar). <ul style="list-style-type: none"> • Transition words and phrases provide organization to student writing by improving the connections between thoughts. Categories of transitions include, but are not limited to: <ul style="list-style-type: none"> ◦ example (e.g., <i>that is, for example, in fact</i>) ◦ sequence (e.g., <i>then, next, finally</i>) ◦ time or location (e.g., <i>before, meanwhile, nearby</i>) 		<ul style="list-style-type: none"> – manage the sequence of events – use specific vocabulary, words, and phrases to convey experiences and events – provide a conclusion <ul style="list-style-type: none"> ◦ persuasive <ul style="list-style-type: none"> – introduce the position – provide evidence to support the position – provide points for the opposite side and argue against them – provide a conclusion. <ul style="list-style-type: none"> • create a plan, and organize thoughts before writing. • use a variety of prewriting strategies (e.g., brainstorming, listing, free-writing, and using graphic organizers). • focus, organize, and elaborate to construct an effective message for the reader. • write a clear topic sentence focusing on the main idea. • purposefully shape and control language to demonstrate an awareness of the intended audience.

Standard 5.7 Strand: Writing Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

- a) Identify intended audience.
- b) Use a variety of prewriting strategies.
- c) Organize information to convey a central idea.
- d) Write a clear topic sentence focusing on the main idea.
- e) Write multi-paragraph compositions.
- f) Use precise and descriptive vocabulary to create tone and voice.
- g) Vary sentence structure by using transition words.
- h) Revise for clarity of content using specific vocabulary and information.
- i) Include supporting details that elaborate the main idea.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> • select specific information to guide readers more purposefully through the piece. • write multiparagraph compositions focused on a topic, grouping related information in paragraphs and sections. • choose precise descriptive vocabulary and information to create tone and voice • develop and strengthen writing as needed, in consultation with peers or adults, by prewriting, drafting, revising, editing, or rewriting. • use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters. • use precise language and content-specific vocabulary to inform about or explain a topic, to persuade, describe or entertain. • include sentences of various lengths and beginnings to create a pleasant, informal rhythm. • vary sentence structure by using transition words and phrases.

Standard 5.7 Strand: Writing Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.**
- a) Identify intended audience.**
 - b) Use a variety of prewriting strategies.**
 - c) Organize information to convey a central idea.**
 - d) Write a clear topic sentence focusing on the main idea.**
 - e) Write multi-paragraph compositions.**
 - f) Use precise and descriptive vocabulary to create tone and voice.**
 - g) Vary sentence structure by using transition words.**
 - h) Revise for clarity of content using specific vocabulary and information.**
 - i) Include supporting details that elaborate the main idea.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none">• use precise language and phrases to develop writing (e.g., consequently, specifically, especially).• clarify writing when revising.• include supporting details that elaborate the main idea.• use available technology to gather information and to aid in writing.

Standard 5.8 Strand: Writing Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.**
- a) Use plural possessives.
 - b) Use adjective and adverb comparisons.
 - c) Identify and use interjections.
 - d) Use apostrophes in contractions and possessives.
 - e) Use quotation marks with dialogue.
 - f) Use commas to indicate interrupters.
 - g) Use a hyphen to divide words at the end of a line.
 - h) Edit for fragments and run-on sentences.
 - i) Eliminate double negatives.
 - j) Use correct spelling of commonly used words.
 - k) Identify and use conjunctions.

<p>UNDERSTANDING THE STANDARD (Teacher Notes)</p>	<p>ESSENTIAL UNDERSTANDINGS</p>	<p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p>
<ul style="list-style-type: none"> • The intent of this standard is that students will understand and use the editing process. • Students will work to gain more control over the conventions of writing, including composing effective sentences with subject verb agreement, spelling, capitalization, and punctuation. • Students will effectively use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, and interjections. • Teachers should begin to encourage students to incorporate variety into sentences, by appropriate use of subordinate (dependent) clauses. • Students should have practice writing on 	<p>All students should</p> <ul style="list-style-type: none"> • understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader. • revise and edit drafts for improvement, using teacher assistance and peer collaboration. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • punctuate correctly <ul style="list-style-type: none"> ◦ apostrophes in contractions (e.g., <i>isn't</i>), and possessives (e.g., <i>Jan's</i>); ◦ commas [e.g., items in a series, to set off the words <i>yes</i> and <i>no</i>; and to indicate direct address (e.g., <i>Is that you, Chloe?</i>)]; ◦ quotation marks with dialogue; and ◦ hyphens to divide words at the end of a line. • use underlining, quotation marks, or italics to indicate titles of works. • use adverb comparisons (e.g., <i>fast, faster, fastest</i>). • use adjective comparisons (e.g., <i>big, bigger, biggest</i>). • use adverbs instead of adjectives where appropriate, (e.g., “He played <i>really</i> well.” instead of “He played <i>real</i> well.”). • use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i>).

Standard 5.8 Strand: Writing Grade Level 5

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.**
- a) Use plural possessives.
 - b) Use adjective and adverb comparisons.
 - c) Identify and use interjections.
 - d) Use apostrophes in contractions and possessives.
 - e) Use quotation marks with dialogue.
 - f) Use commas to indicate interrupters.
 - g) Use a hyphen to divide words at the end of a line.
 - h) Edit for fragments and run-on sentences.
 - i) Eliminate double negatives.
 - j) Use correct spelling of commonly used words.
 - k) Identify and use conjunctions.

<p>UNDERSTANDING THE STANDARD (Teacher Notes)</p>	<p>ESSENTIAL UNDERSTANDINGS</p>	<p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p>
<p>demand, for shorter time frames, and over extended periods of time.</p>		<ul style="list-style-type: none"> • use a comma to separate an introductory element from the rest of the sentence. • use plural possessives, (e.g., “<i>The books’ covers are torn.</i>”). • identify and use interjections (e.g., “<i>Yikes, look at the size of that bug!</i>”). • form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. • use verb tense to convey various times, sequences, states, and conditions. • avoid fragments. • avoid run-ons, (e.g., “<i>I opened the door, the dog went out.</i>”). • eliminate double negatives. • use correct spelling of commonly used words. • identify and use conjunctions. • use technology, including the Internet, to produce, edit and publish writing as well as to interact and collaborate with others.

Standard 5.9 Focus Strand: Research Grade Level 5

At the fifth-grade level, students will conduct short research projects based on focused questions. Students will gather relevant information from sources and integrate the information while avoiding plagiarism.

Back to: [MP1](#) [MP2](#) [MP3](#) [MP4](#)

- 5.9 The student will find, evaluate, and select appropriate resources for a research product.**
- a) Construct questions about a topic.**
 - b) Collect information from multiple resources including online, print, and media.**
 - c) Use technology as a tool to research, organize, evaluate, and communicate information.**
 - d) Organize information presented on charts, maps, and graphs.**
 - e) Develop notes that include important concepts, summaries, and identification of information sources.**
 - f) Give credit to sources used in research.**
 - g) Define the meaning and consequences of plagiarism.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will use information resources to locate information on a topic. • Students will collect information from multiple resources including online, print, and media. • After collecting needed information, students will learn to evaluate and synthesize the information to use in their oral reports or writings. • Students will need to give credit to the author, title, and date of a resource used in research. • Plagiarism is using someone else’s ideas or 	<p>All students should</p> <ul style="list-style-type: none"> • formulate initial questions about a topic and seek information by identifying, locating, exploring, and effectively using a variety of sources of information. • recognize, organize, and record information pertinent to the topic and blend ideas accurately. • give credit to sources used in research. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use available technology to gather information and to aid in writing. • conduct short research projects that use sources to build knowledge on a topic. • formulate research questions based on a topic. • select and use appropriate references (e.g., atlases, almanacs, and encyclopedias) including online, print, and media resources. • use available technology and media to organize, evaluate, and communicate information (e.g., presentation software, digital media). • identify key terms to use in searching for information.

Standard 5.9 Focus Strand: Research Grade Level 5

- 5.9 The student will find, evaluate, and select appropriate resources for a research product.**
- a) **Construct questions about a topic.**
 - b) **Collect information from multiple resources including online, print, and media.**
 - c) **Use technology as a tool to research, organize, evaluate, and communicate information.**
 - d) **Organize information presented on charts, maps, and graphs.**
 - e) **Develop notes that include important concepts, summaries, and identification of information sources.**
 - f) **Give credit to sources used in research.**
 - g) **Define the meaning and consequences of plagiarism.**

<p>UNDERSTANDING THE STANDARD (Teacher Notes)</p>	<p>ESSENTIAL UNDERSTANDINGS</p>	<p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p>
<p>words without giving credit.</p>		<ul style="list-style-type: none"> • organize information presented on charts, maps, and graphs. • skim to find information related to a topic. • select information that is related to the topic at hand. • evaluate and combine (synthesize) related information from two or more sources. • develop notes that include important concepts, summaries, and identification of information sources. • Summarize or paraphrase information in notes and finished work. • Prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used in research. • Provide a list of sources including author, title, and date.

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